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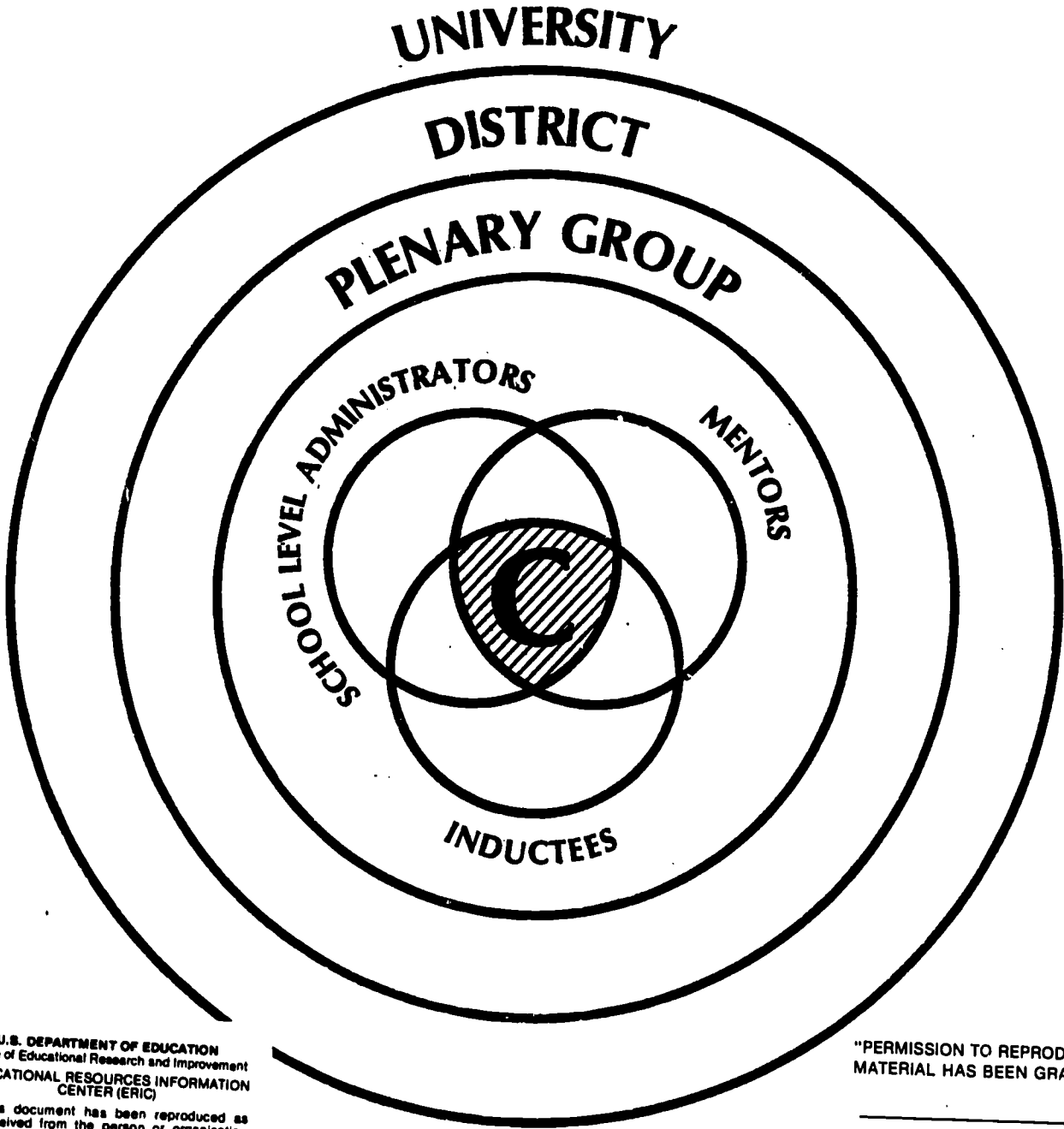
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ABSTRACT

Seven objectives were identified for the development of the Franklin County/Ohio State University Induction Project: (1) analyze existing research on beginning teachers and induction programs; (2) synthesize existing analyses of follow-up studies conducted in schools, colleges, and departments of education over the past decade; (3) synthesize research on teacher effectiveness and classroom processes; (4) develop ethnographic or action research data collection systems whereby beginning teachers active in the project can systematically report on the nature of their first year of teaching; (5) construct classroom observation support systems to facilitate collaboration with mentor teachers; (6) pilot classroom observations and action; and (7) develop a viable entry year program to be implemented during years two and three of the project. This monograph presents an overview of the project. Information is included on what activities serve as the focus for an induction year program, the roles and responsibilities of the critical actors, the practice-centered inquiry process for teachers in an induction program, what informs an induction year program, and what structures support an induction year program. The needs assessment instrument for mentor teachers is included in the appendixes along with samples of materials used for data gathering and a three-page bibliography. (JD)

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The Franklin County / OSU Induction Project

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“The Right Stuff”: Essential Elements for Structuring an Induction Year Program

A collaborative effort to help beginning teachers and mentor teachers become reflective practitioners.

The Franklin County Schools

- Canal Winchester Local Schools
- Dublin Local Schools
- Groveport Madison Local Schools
- Hamilton Local Schools
- Plain Local Schools

The Ohio State University

**The Ohio State University
121 Ramseyer Hall
29 West Woodruff Avenue
Columbus, Ohio 43210**

National Council of States on Inservice Education
1986 Conference
Nashville, Tennessee

TABLE OF CONTENTS

The Franklin County/OSU Induction Project:
An Overview - Nancy L. Zimpher 1

What Activities Serve as the Focus for an
Induction Year Program? - Shirley S. Scholl 8

The Roles and Responsibilities of the
Critical Actors - Cheryl Hilton 14

Practice-Centered Inquiry: The Guiding Process
for Teachers in an Induction Program - Eva Weisz 23

What Informs an Induction Year Program?
Brenda Stallion 30

What Structures Support "The Right Stuff"
for the 1986-87 Induction Year Program? - Sherry Kuehnle 49

APPENDICES 59

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**THE FRANKLIN COUNTY/OSU INDUCTION PROJECT:
AN OVERVIEW**

The Franklin County/OSU Induction Project:
An Overview

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The Ohio State University
College of Education

This project was composed of a two-phase structure. Phase I, the development phase, which occurred in 1985-86 will be highlighted in what follows. Phase II, the demonstration phase (years 2 and 3), which is presently in progress will be mentioned briefly. The development phase of this project had two purposes: first, to develop a pilot induction program that would help beginning teachers explore their own needs and classroom processes; and second, to collect data about induction through involvement with teacher participants and through evaluation of the pilot effort toward the creation of a demonstration induction year project. In order to achieve these overall goals seven objectives were identified for the development (planning year): (a) to analyze existing research on beginning teachers and induction programs; (b) synthesize existing analyses of follow-up studies which were conducted in schools, colleges, and departments of education over the last ten years; (c) to synthesize the syntheses of the research on teacher effectiveness and classroom processes; (d) to develop ethnographic or action research data collection systems whereby beginning teachers, like those in our project, can systematically report on the nature of their first year of teaching; (e) to construct classroom observation support systems whereby beginning teachers can set problems and then engage in data collection and analysis through a collaborative arrangement with mentor teachers in their building; (f) to pilot classroom observations and action

research procedures; and (g) to develop a viable entry year program to be implemented during years two and three of this project.

The long-term potential of the proposed agenda is the design of a post-degree, post-baccalaureate program whereby the curriculum of teacher preparation post-degree program would be derived from research collected during this project. The short-term expectation for the project is that data collected from this project would inform the entry year process of teaching such that it could serve as the design for school districts and universities interested in or changed by state mandate to develop entry year programs.

The organizational structures of the project were at multiple levels: involvement in a plenary group, involvement in a program planning group, and involvement in a research group. The first group, referred to as the plenary committee included: the five superintendents, the superintendent of the county office; the five local education association presidents; the 12 participating faculty members from The Ohio State University; and 75 inductee teachers who were paired with 75 mentor teachers (who either volunteered or were selected) for participation in the pilot induction year project. This plenary committee (meaning all project members) convened on a monthly basis for the purpose of planning some aspect of the program activities. The second organizational structure, the program planning group, was in charge of the specific program design and carrying out the year-long pilot mentoring activities for both the beginning and mentor teachers. The third group, the research group, was constituted specifically of the faculty who were designated in the project and a small working group, composed of the graduate research associate and representatives of the

faculty and constituent groups, who carried out the data analysis, synthesis, and research development tasks for this project.

The first initial task was to identify the inductee teachers and select the mentor teachers so that these teachers could be formally paired. The inductee was defined as: (a) a graduate of a teacher preparation program who is assigned to a classroom for the first time; (b) a certified teacher who has been on an extended professional leave and is returning to the classroom for the first time in recent years; (c) a certified teacher who has engaged in some kind of retrainin gand who will be assigned to a grade level or content area markedly different from any previous teaching assignment; (d) a certified teacher who is either new to the district or new to the building which he/she is assigned this year. Participation in this pilot project was voluntary. The mentor teachers were also volunteers and were defined as: an experienced teacher who is a master of the craft of teaching and is personable in dealing with other teachers. The mentor teacher was viewed as an empathetic individual who understood the needs of the mentorship role and was in no way a part of the hiring or firing decisions or was in no way seen as an evaluator. Mentor teachers were chosen in one of three ways: (a) by administrators who called on teachers to serve; (b) by administrators and teacher representatives who call on teachers to serve; (c) by direct volunteering of teachers who wished to participate in the program. In addition, care was taken to match mentor teacher with inductee teacher by subject and grade level, building assignment, and common grounds for affiliation.

The second activity for this project was to develop a needs assessment instrument for both the beginning and mentor teachers (See Appendix A). The

instrument was literature based and addressed the 10 most frequently cited problems perceived by beginning teachers (Veenman, 1984). Of particular concern were the varying frameworks for studying induction, including: cognitive development frames, personal survival frames and the socialization frames. These conceptualizations were used in the composition of the domains and attempts to validate the instrument were made. The instrument design was a Behavioral Anchored Rating Scale (Witkin, 1984). The participants were asked to rank both their perceived needs (actual) and their ideal (desired) needs, thus creating a gap between what they believed they actually exhibited and the behavior that they would ideally like to exhibit. Griffin (1984) says that needs assessment instruments for developing staff development programs should demonstrate these types of data collection instruments to meet the specific needs of participants. The results that were generated from this instrument were used to plan monthly topics and seminar sessions for both the mentor and the inductee throughout the 1985-86 development year.

The third major activity in developing this pilot year induction program was the development of four graduate level courses. These four courses were created for participants in the pilot induction project who received 3-credit hours in graduate work and were used to compliment the induction year experience. The four levels include the inductee, the mentor, the planning committee, and at the end of the year a course which was opened to all those that had been through this first year program.

The fourth major activity was the distribution of a Reflection Packet to all mentor and inductee participants. The concept of reflectivity was the central focus of the induction project. The theme that undergirded our

project was to help beginning teachers to become more reflective in thinking about their teaching activities. In an attempt to encourage teacher reflectivity for inquiring professionals we created a Reflection Packet which was distributed to all mentor and inductee teachers. These teachers were asked to keep records of their teaching experiences for the purpose of gaining insight into their classroom problems. The reflection packet served two purposes: (a) to instill in the participating teachers a reflective mode of thinking; and (b) to provide a vehicle for collecting research data on induction activities.

A fifth activity which has contributed to a compendium of relevant and current literature on the phases of professional teacher education development (e.g., selection and recruitment, preservice, induction, and inservice education) was the analysis and synthesis work conducted as a part of four doctoral dissertation studies. These studies were advised in part by Nancy Zimpher (grant recipient) and are as follows: (a) Testing Teacher Candidates' Knowledge of Teacher Effectiveness Variables: Do We Teach What We Know? (Patricia Ryan); (b) Leadership Characteristics of Mentor Teachers as Perceived by Mentor Teachers and Beginning Teachers in the Induction Process (Terry Gordon); (c) An Examination of the Ways in Which First Year Teachers Make Curricular Decisions and Plans and How These Plans Are Implemented in the Classroom (Eva Weisz); and (d) Classroom Management Intervention: The Effects of Training and Mentoring on the Inductee Teacher's Behaviors (Brenda Stallion). In addition, to these dissemination activities several national, state and local presentations were given and material in the form of booklets were distributed. Also, a national conference was sponsored by the Franklin County/OSU Induction Project, the

Columbus Education Association, Phi Delta Kappa (Ohio State Chapter), School Study Council of Ohio, and Central Ohio Teachers Association which included national speakers on the educational policy and educational reform movements. As a final dissemination effort, plans are underway to publish (a) a series of technical reports summarizing the individual research studies, and the research on reflectivity; (b) a manual describing the notion of the inquiring professional, the collaborative action research procedures that were used in the classrooms and qualitative methods of induction year assessment, and the development of an instructional supervision model for inquiring professionals.

The final activity included the monitor and assessment activities. Both formative and summative evaluations were conducted vis-a-vis of a pre and post needs assessment and the use of the reflectivity packets. Additionally evaluations were conducted at the end of the year which consisted of an open discussion with the planning committee, tape recorded interviews of principals, mentors, and inductees, and a written summary by paired mentor and inductees. These monitoring and assessment activities fulfilled the following four broad purposes: (a) to document participants' experiences for accountability needs; (b) to diagnose participant progress for advising and counseling purposes; (c) to provide a data base to improve and modify curriculum; and (d) to add to the research on the nature of teacher education and development. The results of these data gathering devices are both descriptive, quantitative and qualitative and were used as the foundation for developing Phase II, (the second year), of the Franklin County/OSU Induction Project.

As an after thought of these program reviews, it should be noted that realities and expectations of developing induction programs needs to be clarified. Leslie Huling-Austin (1985) has stated that, for those faced with conceptualizing and designing programs, it is essential to think through what can and cannot reasonably be expected as they set goals and make decisions related to the implementation of their particular induction program. In essence, the idea of induction programs which help beginning teachers have a smoother transition into the world of teaching is tremendously promising (Huling-Austin, 1985). However, at the same time beginning teacher programs cannot be expected to transform the whole educational enterprise. Therefore, policymakers and practitioners need to recognize that induction programs are not a means to an end, but rather, a way to accomplish benefits that can be appreciated for what they are and not degraded for what they are not (Huling-Austin, 1985).

In summary, the socialization of beginning teachers is an understandably complex process. To socialize teachers more in the directions that provide conducive environments to grow both personally and professionally, calls for a coordinated effort in all phases of teacher education and changes in the context and conditions of schools, especially in terms of role-relationships of teachers.

WHAT ACTIVITIES SERVE AS THE FOCUS
FOR AN INDUCTION YEAR PROGRAM?

**What Activities Serve as the Focus for
An Induction Year Program?**

**Shirley Spangles Scholl
Associate Superintendent
Franklin County Department of Education**

Based upon the staff development needs of the Franklin County Schools and the upcoming mandated entry-level year for Ohio's beginning teachers, a collaborative program was explored by Nancy Zimpher, Professor at The Ohio State University, and Shirley Scholl, Associate Superintendent, Franklin County Schools. Franklin County schools had previously collaborated with school administrators and The Ohio State University to formulate an inservice course where administrators chose topics that they felt a need to elarn more about for professional growth and development. This induction program originated from discussions resulting from the critique and evaluation of this program. Why not provide teachers (new and experienced) with the opportunity for inservice regarding their felt needs? Therefore, Dr. Zimpher wrote and received a grant from the Office of Educational Research and Improvement (formerly NIE) which provided for a graduate associate to conduct the research on induction processes and secretarial assistance to administrate the induction activities. In addition, the grant provided selected faculty from within The Ohio State University and consultants from outside the University to share their expertise on selected topics. These topics were situational specific and were generated as a result of a needs assessment that was administered at the beginning of the year (see Appendix A).

Dr. Scholl, associate superintendent, recruited volunteers for the program from the Franklin County school districts. All five local school

districts, Canal Winchester, Dublin, Groveport Madison, Hamilton Local, and Plain Local, participated in the implementation of the Induction Project (a meeting schedule is included in Appendix B). These five districts served on the Program Planning Committee, which was composed of superintendents, teacher/leaders, and faculty members. In the second year of the project, the Program Planning Committee was broadened to include two inductees. These inductees represented the participants from the inductee group and provided the Planning Committee with feedback on how best to meet the needs and concerns of the inductee participants.

This year, at last, mentors were recruited from the local school districts and paired with an inductee. These mentors volunteered their time and talents to assist the inductees in this pilot program. Teachers were selected through various means in each of the districts. Some were selected because they volunteered while others were selected upon the request of the principal or the teacher/leader and/or the consultation of both parties. The first year of the program, the meetings were based upon the results of a needs assessment (Stallion, 1986). The eight monthly meetings were arranged for both mentors and inductees based upon what they said they needed most (These sessions are described in Appendix C). The central theme that undergirded the induction program was the notion of "reflectivity." Thus, a "Reflection Packet" was organized in an attempt to encourage teachers to become more reflective about their teaching practices and develop skills as inquiring professionals. The purpose of the reflection packet was two-fold: to instill in the participating teaches a reflective mode and to provide a vehicle for collecting research data for induction activities (Zimpher, 1986). The notion of reflectivity is discussed in the Weisz paper

continued within this document. To accommodate this notion of "reflectivity" the following courses were offered for three hours of graduate credit: Issues and Concerns of Beginning Teachers, Leadership Strategies for Mentor Teachers and Observation and Supervision of Classroom Procedures. In addition to these courses, (which were designed for the inductee and mentor teachers) one course called Processes for Development of Programs for Beginning Teachers was developed for the Program Planning Committee (see Appendix D).

Upon the completion of these meetings, course assignments and summative evaluations, the Program Planning Committee reviewed teacher concerns and agreed to changes in format for the second year of the Induction Project. The second year of the Induction Project included four levels of participation: 1) the Planning Committee (formulating, overseeing, and institutionalizing the entry-level year), 2) the mentor teachers serving the personal and professional needs of the inductee teachers, 3) the inductees (who were defined as: first year teachers with no experience, teachers returning after a leave of absence, teachers changing buildings or districts, and teachers changing subject matter or grade level); and 4) the Teacher Leader Cadre (who provided peer teaching and coaching experiences for both mentors and inductees). In addition to these groups the needs of individual districts, particularly those who recruited large numbers of teachers, (the second year enrollment totaled over 120 people) smaller group sessions were requested. The course would now be organized where six meetings would be together with all of the districts involved and four of the meetings would be in the "home" district to accommodate specific needs of the school districts. Again courses were offered for college credit and

were entitled (ED: P&L 727A) Issues and Concerns of Beginning Teachers and (ED: P&L 727B) Leadership Strategies for Mentor Teachers but the content and delivery of the course was altered. Teachers asked for a more structured syllabus than the first year. Mentors and inductees wanted to attend the sessions together providing a broad bases for discussions and suggestions. Required textbooks and assignments were discussed at the orientation meeting along with the required meeting dates and tentative places. The content material that met the needs of the group included three knowledge bases: classroom processes, classroom observation and instructional supervision (Zimpher, 1986). Based upon the experience from the previous year, the concerns of the teachers, especially the inductees, would focus on classroom management. Because teachers said that they would like to hear more from teachers, a new feature was developed which focused on "teachers training teachers." Other researchers have recognized this concept of extended professional roles for teachers (e.g., "teachers training teachers") and suggest that this practice should become more and more central to the management and improvement of schools and student learning (Howey & Willie, 1977; Kenny & Roberts, 1984; Kerr, 1983; and Reilly, 1984).

Thus, the new feature became known as the Teacher Leader Cadre (TLC), an additional activity in the 1986-87 school year. This TLC group received training in a classroom management at two points in time. The first by Brenda Stallion, graduate reserch associate and the second by Dr. Carolyn Evertson, however, both provided background materials to be used in teaching their peers. Thus far two of the six sessions have been led by the Teacher Leader Cadre who planned and implemented the activities according to grade levels. In addition, a formation of "job alike" sessions were designed. In

the "job alike" sessions, the teachers who had common interests were broken into small groups: mentors, first year teachers, teachers who were returning to the workforce after a leave of absence, teachers who had moved to this district from another district, and teachers who were changing grade level or building level. The evaluation showed that some of these teachers had special needs and this was an attempt to address these special needs.

Additional activities included conference presentations at local, state and national levels where we continued to present aspects of the pilot Induction Program. Yet in another activity, we intend to publish a series of technical reports summarizing individual research studies and the manual describing the notion of the inquiring professionals, the collaborative action research procedures used in the classroom, qualitative methods of induction year assessments, and the development of an instructional supervision model for inquiring professionals. A final activity, which highlighted the Induction Program, came when the State Department of Education, Division of Inservice Education, accepted a written description of the Franklin County/OSU Induction Project to become one of twelve exemplary programs in a "living catalog" of staff development projects.

All the activities, which have been described above, were financed through combined resources of the university, county office, local school districts and teacher associations. Other than the grant that provides for the research component and special consultants, the main monetary resources were fee waivers which covered the cost of three-quarter hours of graduate credit. The fee waivers resulted from the exchange of services agreement between The Ohio State University and the Franklin County Schools in such activities as early experiencing tutor, observation and participation,

student teaching, and research in the local schools. The university provided funds from the OERI grant for speakers, conference expenses, and some duplicating and printing expenses. The local districts gave beginning teachers, mentor teachers, Teacher Leader Cadre members, and Planning Committee members release time. In addition, they also provide physical facilities and refreshments for meetings. The Franklin County Department of Education provided personnel, (the associate superintendent) who acted as a facilitator and liaison person between the various groups, provided public relations personnel, secretary, and duplicating and printing services.

The Roles and Responsibilities of the Critical Actors

Cheryl D. Hilton
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Definition of Inductees

The induction period of professional development is generally recognized as the beginning years of teaching and as a transition stage from preservice teacher training to becoming an experienced classroom teacher (Shalway, 1985). It is during this time that the newcomer makes the transition from "student teacher" to "teacher" (Shalway, 1985) and for the first time is faced with the "reality shock" (Veenman, 1984) of managing his or her own classroom. Even though teaching skills are taught during this period, beginning teachers say they never acquired them, or that they were inadequately treated in their preservice programs (DeVoss, 1978, 1979, 1980; Katz, Raths, Mohanty, Kurachi, and Irving, 1981). Paradoxically, these skills are often required content in undergraduate teacher preparation courses (Zimpher, 1985). Koehler (1984), has succinctly captured possible reasons for the paradox and argues:

All preservice training can be characterized as anticipatory socialization, which inevitably involves giving students answers to questions not yet asked, and not likely to be asked until students are in the thick of actual service. This aspect of socialization can be called the feed-forward problem. It includes resistance from the student at the time of exposure to given learnings and, later, protestations that the same learnings had not been provided, should have been provided, or should have been provided in stronger doses (p. 21).

For the purposes of this induction program an inductee is defined by Zimpher (1985) as a teacher new to the classroom for one or more of the following reasons: (a) a graduate of a teacher preparation program who is assigned as a certified teacher to a classroom for the first time; (b) a certified teacher who has been on an extended professional leave and is returning to the classroom for the first time; (c) a certified teacher who has engaged in some kind of retraining and who will be assigned to a grade level or content area markedly different from any previous teaching assignment; (d) a certified teacher who is either new to the district or new to the building to which he/she is assigned this year. Ryan (1986) gives support to this definition of an inductee as defined by Zimpher in the following statement:

The problems of the new teacher also are experienced by many teachers who have changed schools or grade levels. It is not uncommon for a teacher who was highly effective in one community to move to another and find herself/himself thrashing around like a raw beginner. New kinds of students, new policies and procedures, and a new curriculum acquired professional competence. And while the adjustment period may not be as long or as dramatic for the experienced "new" teacher, it is still disorienting and can be severe (p. 8).

Selection of Inductee

Participation of new teachers in the pilot year was voluntary. As new teachers were hired and other teachers changed positions, district personnel developed lists of teachers who would be eligible to participate. Since

five local districts were participating in the program the procedure varied slightly with each district. As the school year began the program was described to those eligible with the assumption that most would participate. The selection of inductee participants was the responsibility of the superintendent of the district in consultation with interested teacher leaders. By the beginning of the school year approximately 66 inductees were identified as participating from the five local districts. In the Groveport Madison Local School District all first year teachers are evaluated, however, in other districts, procedures varies. The evaluation instrument employed targets cooperatively set by the administrator and the teacher with the emphasis on individual growth and professional improvement. Administrators and teachers were encouraged to use this evaluation instrument as a target for their mentoring conferences. Thus, this instrument provided the teacher with a starting point on which to target improvements in their educational practices. A target that might be difficult for principals to set for a new teacher whom they know very little about.

In the future it is hoped that as new teachers are hired they can be formally linked with mentor teachers immediately. This will provide the new teacher with needed support in those first few weeks when many questions or concerns arise.

Definition and Selection of the Mentors

For the purpose of this program, we have described a mentor as an experienced teacher who is master of the craft of teaching (Bird, 1985) and is an empathetic individual who understands the need for the mentorship role. We have taken care to insure that the mentor role is not seen as that

of an evaluator and that the mentor does not take part in hiring or firing decisions. Truly, the teacher who volunteers to participate in this program is a teaching "buddy."

The 59 mentor teachers now involved in our program were chosen in one of three ways: (a) by administrators who called on teachers to serve; (b) by administrators and teacher representatives who called on teachers to serve; and (c) by direct volunteering of teachers who wanted to participate in the induction program. Care was taken to match mentor and inductee teachers with regard to subject or grade level taught, building assignment, and common grounds for affiliation. The Program Planning Committee recommended that, ideally, a one-to-one relationship should be established with no more than two inductees being matched with one mentor if necessary.

Roles and Responsibilities of the Mentors

The role of the mentor in the teaching profession is not well defined. Therefore, we have asked mentors who are participating in our program to describe what they intuit and observe their role to be (See Appendix E). Mentors say that their job is two faceted. First, the mentor must develop a rapport with the new teacher. This can be done in many ways. Suggestions include: (a) introducing yourself to the inductee as soon as a match has been made; (b) providing the inductee with your home phone number; (c) socializing with the inductee; (d) giving positive feedback to the inductee on practices and techniques observed by mentors; (e) introducing inductees to school support staff such as janitors, secretaries, and cooks; (f) encourage inductees to vision mentors as listeners; (g) assuring inductees that mentors are not evaluators.

feedback to the inductee.) This type of mentoring relationship provides vital information for both the mentor and inductee and is crucial to a healthy mentoring relationship. Driscoll et al., (1985) adds that before the observation is scheduled that a pre-observation conference should precede with a focus on the procedures for the observation and these procedures should be agreed upon. Following this observation Driscoll (1985) points out that, a post-observation is essential in analyzing the information gathered to discuss relevant issues. Leslie Huling-Austin (1985) agrees that data from observations can assist beginning teachers and describes several ways for experienced (mentor) teachers to function as a colleague in assisting beginning teachers (inductee) during their first years of teaching. Huling-Austin (1985) says that experienced teachers can provide assistance in three ways: impromptu conversation, prearranged conferences, (which may have a pre-established or emergent agenda) and classroom observations. These three types of interactive strategies were implemented in a study of first-year and support teachers conducted by the Research and Development Center for Teacher Education in Austin, Texas. The significance of these strategies was found to be useful in contributing to the repertoire of assistance techniques used by mentor teachers in other induction programs. In sum, the most important factor to remember regarding a mentoring relationship is that mentoring is a two-way street, it takes a spirit of reciprocity which is developed when the mentor listens as much as talks, and the inductee understands the problems of the beginning teacher and then preceives solutions to these problems (Driscoll et al., 1985).

Recognizing the importance of the mentoring relationship, careful consideration of the selection of mentors must be considered before

designing a mentor system. In an examination of California's mentor system (cf. Wagner, 1984) where the ratio of inductees to mentors was greater as compared to Utah's mentor system where the ratio of mentor to inductee was a one-to-one, it was found that the latter was a more productive arrangement for both teachers. Many techniques serve as viable in the selection processes of mentors which range from a systematic and technical to a qualitative and interactive method. Nonetheless, the selection technique is not as much an issue as is the importance of two criteria which are essential in selection: competence and willingness to serve as a mentor (Driscoll et al., 1985). This latter point gives implication for the training for mentor teachers and provisions for a support system for the mentors themselves. These could be conducted in the format of workshops, graduate courses (as described in the Ohio State Induction Project) or meetings where mentors have the freedom to express their successes and frustrations concerning the mentoring processes. However, the mentoring must be an integral process (Driscoll et al., 1985). In order to help mentor teachers understand and adapt to their new roles and responsibilities Sparks (1983), after studying the mentoring and staff development literature, has identified the following structured approach for assisting mentor teachers. First, mentor teachers need to develop an awareness of the problems of the beginning teachers: (b) a needs assessment questionnaire should be administered to target some general concerns of beginning teachers as well as some individual concerns, also mentor teachers should have an opportunity to express their own needs (Stallion, 1985); (c) planning should be done by a committee who focuses on the results of the needs assessment data as topics of concern for the beginning as well as the mentor teachers.

These meetings should be designed where mentor and inductee meet together on some occasions and meet separately on other occasions; (d) implementation of the mentoring system's different goals of mentors and inductees should be kept in mind; (e) evaluation should be conducted on several levels. It is necessary to monitor the needs of the beginning teachers as well as their mentor teacher to determine where the mentor system needs a boost from the designers of the induction program; and finally, (f) reassessment of the program at the end of the year to determine the success of the program and continuation with new directions. In summary, a mentor system that is well designed and articulated will benefit the district, the beginning teacher, the mentor teacher, and the ultimate benefactor, the students.

Practice-Centered Inquiry:
The Guiding Process for Teachers in an Induction Program

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Introduction

The guiding image undergirding our induction project is the professionalization of teachers and the notion of the teacher as an inquiring professional. This assumes that teachers can and should be reflective about practice and can use that reflection to engage in inquiry to improve practice and learning about their own teaching (Zimpher, 1986). One of our assumptions is that all of the activities of teaching require inquiry and reflection-in-practice and that such inquiry and monitoring can lead to understandings that will ultimately improve practice.

The tool which we chose to facilitate such inquiry and self-examination is Practiced-Centered Inquiry, or PCI. PCI is an approach and a set of methods for teachers and administrators to use, individually, or in groups, for improving their teaching practices through the use of qualitative research methods in adopted form. It involves the skills and operations teachers naturally use in the ordinary course of their work, it finds out what is going on, it assesses the effects and the consequences of their practices, and makes judgments about the effectiveness of practices used or tried out. Specifically, PCI is designed for use only by practitioners, for purposes of their own choosing, for self-owned questions they take to be important enough to seek answers for (Sanders, 1985). It is particularly useful for getting answers to the question: What is going on here, with

these students in this class?

PCI differs from conventional education research in that: 1) its aim is to empower teachers, not to evaluate them on their teaching; 2) its role is to help them learn about their own practice; 3) its methods are usable in the real world of school and are fitting to the nature of the teacher's work and main concerns; 4) its reason for being is to help teachers improve their practices and their schools. Basic assumptions underlying the PCI approach are as follows:

- * Teachers and administrators are rational. To be rational means to intend to bring about certain consequences, to have an explicit or tacit design or theory about how to accomplish one's intentions, to act intentionally consistent with the design, to feel a sense of success or failure, depending on whether one's intentions were achieved, and to correct mismatches so that designs lead to a match between intention and outcome (Argyris,).
- * Teachers tend to have strong personal motivation to be effective and to improve their effectiveness.
- * Teaching is complex.
- * Improvements of teaching can best be achieved by goal-seeking conscious effort by other teachers in charge of a class through regular observation of practices used, interpreting the meaning of these observed effects in terms of the consequences or aims sought, learning from that and revising practices as seems appropriate, repeating this in a continuing, conscious effort to learn what works and what does not.
- * Teachers naturally do inquire into the effects and consequences of

the practices they use because natural inquiry is a normal process humans use to learn more about their world because teachers must make judgments about what to do and what actions to take (Sanders, 1985).

The PCI Action Research Model

PCI builds on an action research model presented by Kemmis and McTaggart (1982), The Action Research Planner, and is comprised of four fundamental aspects linked into a dynamic cycle (this model is presented in Appendix F). To do action research one undertakes:

- * to develop a plan of action to improve what is already happening
- * to act to implement the plan
- * to observe the effects of action in the context in which it occurs
- * to reflect on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles.

Let us go through each "moment" of the cycle separately.

The General Plan is the first action step in the PCI cycle. During this stage, the teacher should formulate an exact description of what he or she is going to change in practice this time, and state a rationale for the strategic action being planned. The intended effects of the strategic action may also be stated at this time, as well as a list of people who are involved, people who are affected, resource requirements, and possible constraints and problems. Implementing the First Action Step is the second phase of the PCI cycle which shows the practitioner at work thoughtfully and constructively. Action is deliberate and controlled--it is a careful variation of practice, perhaps risky at times. The third step in the cycle is Observation, or making meaning out of what is happening. It provides the

basis for reflection. Possible criteria for observing may include:

- * Am I reflecting on the issues?
- * How can I enhance my understanding of what is happening?
- * Am I discussing my experiences with relevant people?
- * What rethinking of the general idea is called for?
- * What replanning can I envision?
- * Can I anticipate alternative action steps?

The final step in the PCI cycle is reflection, or a retrospective stance which recalls action as it has been recorded in observation. It seems to make sense of the processes, problems, issues and constraints made manifest in strategic action. This can be facilitated by writing a report of the development of the general plan and its implementation.

Why PCI For Inquiry Into Teaching

There are several reasons for developing alternatives such as PCI, the dominant technical-rational approach to describing or improving teaching, one of which is the nature of practical work in teaching. First, teaching involves intentional, value-laden work. Whenever teachers attempt to determine what is desirable, they raise value-laden issues. These cannot be resolved through technical means nor outside their concrete contexts. Next, teaching is situation specific, and occurs in a context shaped by such factors as time, nature of the learners, social norms, school policies, and others. Because these factors interact with actions and thus influence them, teaching actions have effects that are not fully knowable in advance. Therefore, inferences drawn from an earlier experience may not apply in a given case. Third, the consequences of teaching actions depend on how

learners perceive and construe them, and may thus differ from those intended by the teacher.

In summary, teaching is practical work that involves taking actions intentionally and skillfully, in a timely way, under conditions that are changeable and problematic (Sanders, 1985). These characteristics demand a form of inquiry that can bring accurate empirical information from the real world of a particular teaching context together with systematic reasoning in the reflective mind of the teacher to generate "wise and prudent action...in a concrete historical situation" (Carr and Kemmis, 1982: 165).

PCI Tools

There are many ways to gather information about one's teaching and many sources that might be tapped. The teachers participating in the OSU/Franklin City Schools Induction Project have the opportunity to use many tools as vehicles to help them with the inquiry process (These tools are presented in Appendix G). Tools such as those which follow are examples of means that may be used to reflect on and to monitor teaching practices.

First, many people find that the act of writing in a journal helps them to process their experiences. Issues and conflicts surface and become clarified as one reflects through writing. Journals can be used to record emotions, observations, questions, reflections, discoveries and assumptions. Since a journal is a personal record, its format is a matter of personal style. A journal entry may include two types of writing, one strictly descriptive and the other, strictly reflective.

Another reflective tool is the Critical Event Form, which allows the teacher to formulate conclusions about problems and concerns by describing a

specific event and separating description from interpretations. The Critical Event Form is divided into two sections, a descriptive section and a judgment section. In the descriptive section, statements should contain the observed circumstances and behaviors, while in the judgment section, statements should contain feelings, thought, and conclusions.

The next PCI tool is the Minute Paper, which affords the teacher the opportunity to find out if students are understanding or not. Students are given a minute to write answers to two questions anonymously before class ends: 1) What is the most significant thing you learned today? 2) What question is uppermost in your mind at the end of this class session? Minute papers provide excellent feedback on whether or not students are understanding and whether there are important questions which the teacher should respond to. They also promote more active listening from students and can even improve students' writing.

The fourth PCI tool is The Self Interview, or a way of conducting a personal dialogue about classroom teaching and/or the teacher's role. This tool provides a structure by which teachers may talk to themselves about any number of issues, problems or events that have or are occurring in their teaching. Questions addressed in the interview may include: 1) What is the focus for this interview? 2) What conditions are impacting on this issue/problem/event? 3) What are some feasible directions one can take in resolving the concern? 4) What are the next steps?

Conclusions

PCI is a viable approach to the examination of classroom phenomena because it deals with the basic issues which undergird all teaching.

Teachers using this method need:

- * to pinpoint the questions to be confronted**
- * to target the phenomena to be investigated**
- * to determine how those aspects may be observed**
- * to determine how those observations can be interpreted and analyzed**
- * to discover how those data may be used to answer the original question**

Thus, by proceeding through the steps in the cycle, and then recycling, the participating teacher is playing the role of the teacher as inquirer, which is a basic notion of this Induction Project

What Informs an Induction Year Program?

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In practice, the processes of helping teachers improve their educational practices and develop personally and professionally is a difficult task. It begins with a general idea that some kind of improvement or change is desirable. In deciding just where to begin in making improvements, one decides on a field of action--where the battle (not the whole war) should be fought (Kemmis, Stephin and McTaggart, 1982, p. 6) for example, identifying the problems of beginning teachers and their mentor teachers and focusing on those that are most salient to both groups.

The purpose of this paper is to present what assessment instruments were used to inform the Franklin County/OSU Induction Year Project for the 1985-86 pilot year and the 1986-87 implementation year.

Pre and Post Needs Assessment

The decision was made in early September of 1985, by the Program Planning Committee, to develop a needs assessment instrument which would be situational specific for the Franklin County school districts teachers. Thus, this researcher developed and administered a pre and post needs assessment instrument for beginning teachers and mentor teachers. The purpose was two fold, first, to assess the salient needs of the beginning teachers and describe the service needs of the mentor teachers (see Appendix H). Secondly, to define the activities of our project, particularly, by

infusing some local credibility to the evolution of our program agenda, which we thought could be accomplished through the administration of a local needs assessment (the results of this instrument are included in Appendix H).

The developmental frameworks proposed by Veenman (1984) were used as the knowledge base for the development of both instruments and included the eight most frequently cited problems of beginning teachers (as perceived by beginning teachers themselves). These include: (a) classroom discipline, (b) motivating students, (c) dealing with individual differences, (d) assessing student work, (e) relationship with parents, (f) organization of classwork, (g) insufficient materials and supplies, (h) dealing with problems of individual students. Consistency in findings for both the inductee teachers and mentor teachers were evident (see Appendix G, Table 1).

These problems were used to formulate the behaviorally anchored rating scale (Witkin, 1984) that constituted the design for our data collection instrument. Within these design respondent were asked to rate not only their conception of their performance against specific behavioral items, but also their ultimate desire, accomplishments in these areas so that we could identify the degree of the gap between the behavior they believe they actually exhibited and the behavior they would ideally like to exhibit. Other researchers, such as Griffin (1982) support this instrument design and contend that needs assessments that are conducted for staff development should not be the conventional type of needs assessment tool; but rather, those that carefully examine both the observed and perceived needs. In addition, Griffin (1982) says, needs assessments should also include a process of applying judgment as to the degree to which what is needed/desired can or should become an object of staff development.

Therefore, the results of the pre and post needs assessment in this study were used to make that careful judgment. The results indicated that both inductees and mentors continued to sustain as high priorities the same items, in both the pre and post assessment, although the degrees of movement toward an ideal status were positively affected as a result of the induction year project. A rank ordering of the ten most frequently perceived problems of the beginning teachers is in the preassessment is as follows and is in Appendix H, Table 1. A summary of results of the needs of mentor teachers in order to improve their skills in advising and assisting inductee teachers is noted in Appendix H, Table 2. The results of these needs assessments indicate that classroom management, including classroom organization and discipline and rules are concerns of both beginning and mentor teachers. Therefore the identification of these concerns helped us formulate the program agenda explicated earlier for the 1986-87 (second year) implementation year and were used to reflect our continued interest in classroom management techniques as a significant knowledge base for continued focus in the 1986-87 implementation year, as well as other knowledge bases to be explicated in the Kuehne paper that follows.

In sum, these needs assessment instruments served as only one of several tools which helped us to identify the problems, issues, and concerns of beginning teachers and their mentor teachers. However, as recognized by Veenman (1984) the results of assessment tools (such as the one just described) should provide information for the (re)design and improvement of teacher education programs, and thus, provide ways of addressing beginning teacher problems.

Critical Event Forms

In addition to the execution of a pre and post needs assessment, we also asked participants in the induction project to complete a number of Critical Event Forms, describing the nature of the mentoring process that occurred between the mentor and inductee teachers throughout the induction year project. These instruments, exhibited in the Reflection Packet (see Appendix F) and described in the Weisz paper, have been analyzed and the following clusters of themes have emerged:

1. Discipline/Classroom Management: Concerns in this area focus on maintaining control of individual students or the entire class. The goal is to enhance positive behaviors in students. Examples include disruptive behavior such as temper tantrums and disrespectful behavior toward a teacher as well as entire class control during observations, special events, and regular classroom activities.
2. Parent Relationships/Home Conditions: Concerns in this area focus on maintaining positive relationships with parents and dealing with frustrations regarding home situations. Examples include lack of parental support in discipline matters, parents' unrealistic views of students' behaviors or abilities, and abusive parents.
3. Administrators/Relationships, Support, Policies and Procedures: Concerns in this area focus on positive teacher/administrator relationships, administrative support provided through observations and conferences, and administrative policies and procedures. Examples include not being observed a number of times in order to provide a valid evaluation; a lack of understanding on the part of

- the administrator regarding the teacher's goals for instruction; a lack of administrative support for special activities; and, administrative implementatin of ineffective policies and procedures.
4. **Staff Relationships**: Concerns in this area focus on maintaining positive relationships with other staff members. Examples include lack of communication between classroom teachers and special teachers; lack of communication between grade level teachers; and disagreeing with other teachers' discipline policies.
 5. **Working with Special Needs Students**: Concerns in this area focus on being able to meet the demands of working with special needs children. Examples include dealing with the frustrations of children who are below grade level and enhancing peer relationships with a student who is "not linked."
 6. **External Factors**: Concerns in this area focus on coping with outside forces that impact on the teacher's role. Examples include making decisions about joining a union and having the school entered in a contest by the administrator.
 7. **Time Management**: Concerns in this area focus on being able to fulfill all teaching responsibilities in the time available. Examples include never having enough time to accomplish all that's required at school and at home as well as coping with the "extras" of teaching responsibilities.
 8. **Student Safety**: Concerns in this area focus on being able to deal with unexpected problems concerned with students' safety. Only one inductee mentioned this as an area of concern in reference to a student having a seizure in her classroom.

9. Enhancing Self-esteem and Student Peer Relationships: Concerns in this area focus on promoting positive self-image as well as promoting positive peer relationships among class members. Examples include a series of planned classroom activities that are designed to enhance self-esteem and promote positive group dynamics. (It should be noted that all responses in this area of concern are provided by one mentor and was unique to one classroom.)

Mentoring Report Forms Related to Classroom Management Training

As indicated earlier classroom management was identified as one of the major problem of both the beginning teachers and the inductee teachers. Thus, a major focus of the 1985- Induction Year Project was classroom management and has continued to be one of the components of the knowledge base adapted for the 1986-87 Induction Project (Zimpher, 1986). In order to explore the effects of classroom management training on mentoring relationships, an experimental study was designed and conducted by this research as a part of a dissertation study. For purposes of this paper classroom management will be discussed, the research design, experimental treatment instrumentation, subject selection, the results of those conference report forms which were used to analyze the effects of the classroom management training on the mentoring relationship and results of their implementation will be presented in what follows.

Classroom Management

Classroom management has created much concern over the past decade as it relates to educational practices of classroom teachers (Evertson, Emmer,

Sanford and Clements, 1983). Discipline and classroom management have almost perennially out-ranked other matters in the public's concerns about its schools (Gallup, 1986). Classroom management is one of the most frequently cited problems of beginning teachers (Veenman, 1984) and beginning programs can provide understandings that will allow them to make effective judgments about classroom management and instruction (Carter and Richardson-Koehler, 1986). School administrators frequently request classroom management as a topic for inservice workshops, and teacher educators and researchers are becoming interested in the study of classroom management (Evertson, et al., 1983).

Assumptions and Related Research

Brophy (1982) identifies two assumptions that provide an entry point for describing the view of classroom management intervention taken in this study. The first is that the classroom teacher is both an authority figure and an instructional leader in the classroom setting (cf. Edwards and Furlong, 1978; Metz, 1978). This is an assumption that frequently matches the perspectives of school administrators, teachers, and parents, and also students (Allen, 1986). A second assumption is that effective classroom management and effective instruction go hand in hand, and vice versa. That is, management and instruction are continuously intertwined and interdependent in the interactions that take place in classrooms. Recently, evidence has been obtained that this assumption is well grounded. Because successful classroom managers maximize the time that their students spend engaged in academic tasks, they also maximize students' opportunities to learn academic content. These opportunities show up in superior performance

on achievement tests (Brophy, 1979; Rosenshine and Berliner, 1978).

Indirect causal links have also recently been established between effective classroom management and student achievement (Evertson et al., 1985).

Various studies of teacher effectiveness have resulted in identification of teacher variables and classroom process variables associated with student achievement outcomes (Brophy, 1979; Rosenshine and Berliner, 1978).

Various studies of teacher effectiveness have resulted in identification of teacher variables and classroom processes variables associated with student achievement outcomes (Brophy, 1979; Brophy and Evertson, 1976; Good, 1983; and Stallings and Kaskowitz, 1974). Although most of these studies were conducted at the elementary classroom level, some studies have also addressed the questions at the secondary level (Evertson, Anderson, Anderson, and Brophy, 1980; Stallings, 1980). In these studies, the role of effective classroom management and organization, and student time-on-task (Denhman and Lieberman, 1980), emerged as important variables.

Broadly speaking, classroom management refers to the provisions and procedures made to establish and maintain an environment in which instruction and learning can take place. Studies of classroom management provide evidence that from the first day of school, advanced preparation, planning, and a systematic approach influence effective management (Evertson and Emmer, 1982; Emmer, Evertson and Anderson, 1980). Specific recommendations for teachers from these studies include (a) planning rules and procedures for general classroom organization, (b) presenting rules and procedures to students along with expectations for appropriate behavior, (c) maintaining a systematic approach through monitoring student academic work and behavior, and (d) providing feedback to students about performance.

Assumptions have been made that implementation of these recommendations would result in improved task engagement, fewer instances of inappropriate behavior, smoother instructional activities, and student achievement gains.

Classroom Management Training

Studies investigating the effects of training teachers in principles of effective management are rare (Evertson, Emmer, Sanford, and Clements, 1983; Sanford, Clements, and Martin, 1981). However, these studies support the implementation of a management training program as a useful inservice procedure. Teachers trained to implement the recommendations outlined above were found to have improved student task engagement, more instances of appropriate student behaviors, and smoother instructional activities. In these studies, the relationship between management training and student achievement gains were not directly addressed.

Evertson et al., (1985) reports a series of validation training studies conducted in several school districts in Arkansas. The purpose of the validation studies was to assess the exportability of procedures and findings from earlier studies conducted by Evertson and her colleagues in tightly controlled research settings in Texas. In general, findings supported the training procedures as a successful and cost-efficient form of school-based staff development, and demonstrated that effects of the training could be replicated in local school settings.

In this study, of 35 five-point ratings used to assess teachers management practices following classroom observations, 22 (61%) were significant in favor of the trained teacher. Means for the trained group exceeded the control group means on all but one of the 35 variables. The

strongest effects were for describing lesson objectives and lesson content clearly, using efficient and appropriate classroom procedures and routines, consistency in managing student behavior, and a task-oriented classroom focus. Additionally, examination of data on standardized and criterion-referenced achievement tests in math and English classes revealed significantly higher group means for trained teachers. These results provide support for the indirect effects of classroom management training on student achievement outcomes (Evertson et al., 1985).

Operational definitions for the program of classroom management training in Evertson's studies were contained within the content of the training workshops. An outline of workshop content for trained teachers is provided in Table 1. Essentially, classroom management is operationally defined in terms of three components: planning, presenting rules, procedures and expectations, and maintaining the system throughout the school year. Typically, this content is presented to teachers in a two-day workshop format and classroom observations have been documented following the workshops to assess effects on teachers' classroom practices.

Table 1

I. Planning

- A. Use of space (readying the classroom)**
- B. Rules for general behavior**
- C. Rules and procedures for specific areas**
 - 1. Students use of classroom space and facilities**
 - 2. Student use of out-of-class areas**
 - 3. Student participation during whole class activities/seatwork**
 - 4. Student participation in daily routines**
 - 5. Student participation during small group activities**
- D. Consequences/incentives for appropriate/inappropriate behavior**
- E. Activities for the first day of school**

II. Presenting rules, procedures and expectations

- A. Teaching rules and procedures**
 - 1. Explanation**
 - 2. Rehearsal**
 - 3. Feedback**
 - 4. Reteaching**
- B. Teaching academic content**
- C. Communicating concepts and directions clearly**

III. Maintaining the system

- A. Monitoring for behavioral and academic compliance**
- B. Acknowledge appropriate behavior**
- C. Stopping inappropriate behavior**
- D. Consistent use of consequences/incentives**
- E. Adjusting instruction for individual students/groups**
- F. Keeping students accountable for work**
- G. Coping with special problems**

Research Design

The purpose of this study explored the effects of relationships between paired mentor and inductee teachers on the inductees' classroom management behaviors. The research design selected to operationalize these purposes was the posttest only control group design (Campbell and Stanley, 1966).

This design is illustrated as follows:

R	X	O
R		O

Where R represents random assignment of subjects to treatment conditions, X represents the experimental treatment and O represents the observed variable (posttest). In the diagram, the experimental group and the control group are represented on different lines. That is, the experimental group receives the experimental treatment and the control group does not. Both groups are then observed following the treatment (e.g., the presence or absence of the treatment), and comparisons are drawn between observations of the two groups in order to infer the effects of the treatment.

An extension of the Campbell and Stanley posttest only control group design was used in this study. This design is illustrated as follows:

R	X_{MI}	O_I
R	X_M	O_I
R	X_O	O_I

In this design, three comparison groups are represented. The first two groups received an experimental treatment (X_{MI} and X_M), which will be described in detail in the next section of this chapter, and the third group (X_O) did not receive an experimental treatment. This third group is referred to as the control group. The subscript designations "M" and "I"

refer to mentor teachers and inductee teachers who serve as subjects in this study. Both mentor and inductee teachers assigned to the first treatment group received the experimental treatment. For mentor and inductee teachers assigned to the second treatment condition, the mentor teachers received the experimental treatment but the inductee teachers did not. For the pairs of teachers assigned to the third group, neither mentors nor inductees received the experimental treatment. The observations that followed participation in each of the three treatment conditions (O_1) focused on the inductee teachers only.

Experimental Treatment

The independent variable in this study, e.g., the experimental treatment, consisted of a program of classroom management intervention training. The training was delivered in a workshop format and was conducted at a mid-point in the school year. As described above, mentor teachers assigned to the two experimental groups participated in the training workshop. The difference in treatment conditions for these first two groups was the presence or absence of the inductee teachers in the training workshops. In this way the research design permitted description of both the effects of intervention training and different levels of exposure to the training. In other words, for one group the effects of training the mentor/inductee pair were observed and for the second group, the effects of training the mentors only were observed.

A classroom management training model provided the basis for developing the training workshop. The model is the product of a series of classroom management training studies conducted by Evertson and her colleagues (Emmer,

Evertson and Anderson, 1980; Evertson, Anderson, Anderson and Brophy, 1980; Evertson et al., 1983; Evertson et al., 1985). These studies, however, have focused primarily on classroom management training at or before the beginning of the school year. The training model was designed for prevention of classroom management problems rather than remediation of problems after they occur. In contrast, there was a need in this study to implement the training at mid-year. Therefore, adaptations in the management training model were necessary so that it could serve as an intervention model rather than a prevention model.

Instrumentation

The outcome measures in this study were designed to assess the effects of a classroom management training program on the mentoring relationship of paired mentor and inductee teachers. In other words, we wanted to determine if teachers who were paired in experimental groups and received a program on classroom management training discussed those aspects of the training session to a greater degree than those paired mentor and inductee teachers who never received a program on classroom management training. Therefore, we asked those teachers who received training and those teachers who did not receive training to complete a set of conference report forms. These forms were distributed at a meeting held prior to the Classroom Management Workshop where participants (both experimental and control groups) were given directions for completing and returning the conference report forms. Teachers from both groups (experimental and control) were never told that they were a part of an experimental study or what topics to discuss as they conferenced with each other. The teachers were asked to complete five

conference report forms within a ten week span of time (one form, to be completed every two weeks was then collected for a total of five forms per paired group of teachers).

Results

A Chi-square was used as the analysis procedure for the conference report forms (see Table 2). Results indicated that the teachers in group I (MI) pairs discussed more classroom management problems than did group II (M only) than did group III (neither M or I). As indicated in Table 2, group I discussed 42 related classroom management problems and 10 unrelated classroom management problems. Group II discussed 31 related classroom management problems and 10 unrelated classroom management problems. Group III discussed 27 related classroom management problems and 17 unrelated classroom management problems. The total related problems discussed totaled 100 and the unrelated problems totaled 37. In sum, the degree of discussion of classroom management problems during the mentor/inductee conferences is associated with the experimental treatment of the group to which the mentor/inductee pairs belongs, with the experimental group II discussing more management problems than did group III (control) but fewer problems than did group I.

Sample Selection Procedures

All subjects selected for this study were teachers in nine school buildings located in the Groveport Madison school district. Groveport Madison was one of five local school districts involved in the Franklin County/OSU Induction Project, Phase I. Phase I of the project extended from

August 7, 1985 to June 9, 1986. Participation by the district in the induction project and in the research study was voluntary. This particular district was selected for several reasons: 1) the school district was eager to cooperate and wanted the information to improve their instructional program, 2) the accessible population for this study was large enough for the sample size needed to conduct the research, and 3) the superintendent was enthusiastic and willing to provide support for the study.

Consequently, mentor teachers were carefully selected by their building principal so that pairs were matched by grade level or subject level.

Initial contacts with teachers and district personnel were made by the superintendent of the Groveport Madison District to insure his support for this study in terms of human and financial resources. These resources included release time for mentoring activities and for participating in the classroom management workshops, and financial contributions to provide the workshop materials. Following this, the researcher and one building level administrator contacted each of the nine building principals to operationalize the procedures of the study. Following these initial clearances, a meeting was scheduled at each individual building which included the principal and the paired mentor/inductee teachers. The first criterion for subject selection was participation in the Induction Project. The second criterion was willingness to work as paired mentor/inductee teachers throughout the school year. The purpose of the meeting was to explain the study, the activities involved in the study, and the expectations required of the paired mentor/inductee teachers.

The sample of elementary and secondary teachers in this study numbered 70. The inductee teachers participating in the project numbered 35; mentor

teachers participating also numbered 35 (e.g., there were 35 mentor/inductee pairs). There were 8 male and 26 female inductees and 5 male and 29 female mentor teachers. The average age of the inductee teachers was 35. All were caucasian with the exception of one black subject. The teaching experience of the inductee teachers ranged from 0 to 17 years with an average of 5. For mentor teachers the range was 3 to 29 years with an average of 10. There were 6 inductees who held a master's degree and 28 who held a bachelor's degree. There were 12 mentors who held a master's degree and 22 who held a bachelor's degree. Subjects included 36 (18 mentor/inductee pairs) teachers at the elementary grade level and 32 (16 mentor/inductee pairs) at the secondary level.

Table 2

Distribution of Classroom Management Problems by Groups

		Related	Unrelated		
Treatment Groups	I	42	10	=	52
	II	31	10	=	41
	III	27	17	=	44
		100	37		

H_0 : There are no differences among experimental groups in classroom management problems discussed during mentor/inductee conferences.

$T_2 = 4.71 < \chi^2, .10 = 4.61 \Rightarrow$ reject H_0

WHAT STRUCTURES SUPPORT
"THE RIGHT STUFF"
FOR THE 1986-87 INDUCTION YEAR PROGRAM

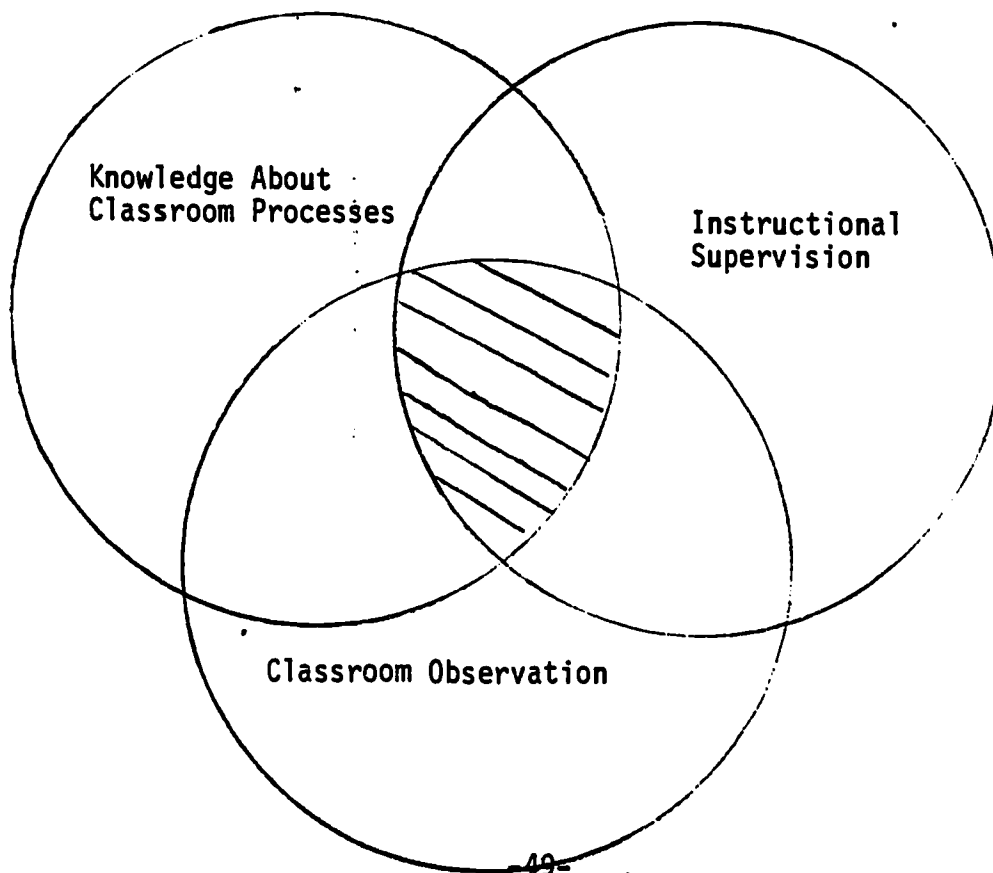
What Structures Support "The Right Stuff"
for the 1986-87 Induction Year Program?

Sherry Kuehnle, Principal
Groveport Madison Local Schools

Development of an Instructional Supervision Model for Inquiring Professionals. The conceptual design of the instructional supervision model for inquiring professionals is based on considerations of three knowledge bases; including, knowledge of classroom practices, knowledge about classroom observation, and knowledge of instructional supervision. This conceptualization sustains the notion of creating inquiring professionals. It can be envisioned as in Figure 1, and subsequently defined, as three overlapping circles wherein the knowledge bases intersect to formulate the area wherein we will focus our attention during the implementation phase of this project.

Figure 1

THE THREE KNOWLEDGE BASES



Classroom Processes: The primary reference point for knowledge on classroom processes will be the Wittrock (1986) third edition of the **Handbook of Research on Teaching**. In this handbook the knowledge areas of classroom processes are explicated most effectively in an introductory chapter by Shulman (1986) entitled "Paradigms and Research Programs in the Study of Teaching: A Contemporary Perspective." As such, Shulman describes a synoptic map of research on teaching wherein the major research programs that organize the bulk of research on teaching are presented, described, analyzed, contrasted, and criticized. These areas are described as follows, beginning with: The central and most active program in research on teaching, process-product research, followed by its close cousin, albeit occasional critic, the program of research on academic learning time. We will see how the student mediation program occupies a position midway between the perspectives of process/product research and studies of classroom processes as ecological systems, or as language communities. The study of teacher cognition will be examined and parallel to examinations of pupil cognition and several programs. (Shulman, 1986, p. 9)

Various research agendas are then subsequently acknowledged and described including the process product research on effective teaching, studies on time and learning, pupil cognition and the mediation of teaching, classroom ecology, and teacher cognition and decision making. As well, we wish to acknowledge our interest in a host of discipline

related research agendas which can be useful for beginning teaching including the discipline studies of early childhood and elementary school teaching, written composition, reading, mathematics, natural sciences, the teaching of arts and aesthetics, moral education and values education, and research on the teaching of social studies. We think that these areas constitute the knowledge base on classroom processes which can be usefully drawn upon as a content focus for the induction project. Obviously we cannot begin to become involved in all of the knowledge areas simultaneously. Ultimately we will prioritize this list, beginning with classroom management, and more through these topics incrementally, as differentiated by need.

Classroom Observation: A primary goal derived from our interest in classroom observations is to allow teacher mentors and inductees to become acquainted with an overview of classroom observation processes, including ways of making meaning out of classroom life and practices. From this analysis teacher mentors and inductees will be able to create observation procedures and apply these techniques in real classroom situations. The primary knowledge base will be derived from the chapter by Evertson and Green (1986) in the third Handbook of Research on Teaching entitled "Observation and Inquiry and Method." The purpose of their chapter was "to explore the nature of observation as a research approach and to provide a framework for making informed decisions about design and implementation of observational research. . . to explore the nature of observational inquiry and methods related to this inquiry process" (Evertson and Green, 1986, p. 163). The focus of our work on observation systems will be on the nature of observation and the

creation of observational tools. Particularly, we will focus on using an action research framework for selecting, designing, and implementing observation of educational practices and issues. Various ways of recording and storing observations will be examined so that the teachers may develop a repertoire of strategies for collecting and analyzing data on aspects of life in their classrooms. Mentor and inductee teachers will be exposed to various systems including the utilization of category systems, descriptive systems, narrative systems, and technological records. Each of these ways of recording will be presented and described to participating mentor and inductees through the expertise of faculty members at The Ohio State University and consultants.

Instructional Supervision: Our interest in instructional supervision is for the purpose of allowing participating teacher mentors and inductees to review supervision practices from the perspective of the purposes these approaches are intended to serve. From this array of supervisory practices, students will utilize modified clinical models to design individual approaches to supervision, incorporating knowledge of classroom observation processes to inform the supervisory approach. The knowledge base for this approach to instructional supervision will be derived from multiple instructional supervision models particularly those proposed by Cogan (1973), Goldhammer (1980), Glickman (1978), Gitlin (1980), Garman (1985), and Kemmis and McTaggart (1984). These multiple supervision models will reflect multiple forms of clinical supervision and generally include the following six stages: problem analysis, instrument design, classroom observation, analysis, feedback, and recycling. In this instructional supervision design, the

teacher mentor and inductee will decide together the focus of their classroom observation which participating teachers wish to have observed and develop various recording systems wherein the activities observed and the symbols used are the creation of the mentor and inductee. The emphasis will be on utilizing observation systems and the instructional supervision process in order to provide new teachers and their mentors with a fuller understanding of the subtleties and complexities of classroom interaction and activity.

Undergirding the notion of the Instructional Supervision Model for Inquiring Professionals is a learning cycle which we hope to implement throughout the course of the implementation phase of this project. Each session provided during the implementation phase will be devoted to considerations of classroom observation processes and supervision procedures with particular focus on aspects of classroom processes, that is on specific aspects of the knowledge base explicated previously with reference to Shulman's work (for observation and supervision practices). Our intent is to involve ourselves regularly and repeatedly in the process of building understandings of both observation and supervision processes. Thus in the first phase of our sessions, we will engage in activities/clinical simulations/appropriate exercises that allow for awareness about topics (process knowledge). In the second phase, teachers and mentors will become familiar with knowledge about the various topics presented (content knowledge). In the third phase, the participants will construct actual/useable observation systems/supervision procedures appropriate to the topics presented (knowledge/process integration and application). Accordingly, we will engage in . . . know about . . . and construct knowledge and ways of learning about this knowledge.

These three critical concepts are undergirded by a set of assumptions about the organization of the implementation phase as follows:

Assumption 1 - We must consider what is important for teachers to know beginning with existing knowledge bases in areas associated with classroom processes, classroom observation, and instructional supervision. As such, we need to develop a notion of the teacher-researcher-linker wherein teachers become translators of research in the ordinary everyday language most appropriate to teacher understanding and subsequent implementation in the classroom. Consequently undergirding our use of extant knowledge bases will be that a number of teachers in the induction program will serve as researcher-linkers in the translation of research to everyday practice and application.

Assumption 2 - The model for linking research and teaching is based on a set of assumptions about the nature of teaching and the relationship of research and practice extracted from the extant literature. The assumptions include but are not limited to the following:

1. Teaching is situation specific.
2. Research can provide a mirror to hold up to instruction. Research is not a prescriber.
3. Research can be presented in "translated" forms readily accessible to teachers.
4. Research knowledge is a useful tool that can guide improvement of instruction.
5. Instructional leadership is a person to person endeavor.

6. Research on teaching, if teachers and administrators can help develop understanding processes of instruction and reflect on instruction in a given setting. Use valuable research, toss out useless research.
7. There are different ways of bridging between research and practice (Green, 1986).

Assumption 3 - Assumptions about characteristics of effective staff development programs must also be considered since a mentorship/induction program is a form of staff development. These characteristics are framed as a set of questions that need to be addressed as the project continues to unfold.

1. How is a program of staff development defined? What determined the scope and quality of a program? How will this be differentiated across different sized LEAs to account for quality regardless of size; should there at least up front be compensatory funding for less endowed LEAs? Who decides such questions and how?
2. To what extent should the content of staff development be divided by state, local funding agents? To what level of specificity? What data should be employed? To what extent should data collection be standardized? To what extent should local differences be acknowledged? How should costs for these kinds of decisions, data collection be borne? Again who decides such questions and how?
3. To what extent should staff development activities be publically supported for primary purposes such as theoretical development, the generation of new knowledge or even career development?

4. To what extent should inservice prospects be tied to teacher and student performance? What types of resources are needed to do this? What portion of all staff development activities should be given over to this? How will obvious context differences in schools and classrooms be accounted for?
5. To what extent should specific continuing requirements needed to maintain licensure be tied to participation in approved programs of staff development and to specific teacher teacher and student outcomes?
6. How is eligibility for leadership training/career ladders determined at various points in one's career, especially in relationship to a leadership role in state development? What guidelines are needed in terms of salary differential, amount of time released from the classroom?

Assumption 4 - Assumptions about ongoing maintenance and updating of information. We believe that it is critical to link the large session meetings regarding the concepts explicated above with building level activity. Such a link is critical if we are to instill in individual teachers the notion of practice centered inquiry (Kemmis and McTaggart, 1984) and have teachers develop an inquiring professional stance. This approach will require teachers to develop strategies for and to engage in planning action, observing and reflecting.

Assumption 5 - We are confident that various people who assume supervisory roles in the mentor induction program will have differentiated responsibility vis a vis beginning teachers and other

mentor teachers. We wish to differentiate models of instructional supervisory practice on a continuum from building administrators who have formal authority in the system to instructional leaders, such as staff development officers, to officially designated mentors, to peer associations. We wish not only to differentiate the nature of role and responsibility vis a vis instructional supervision but also to document over the course of the implementation year the relationship of formal mentoring processes to informal mentoring processes. The culminating activity of the Instructional Supervision Model for Inquiring Professionals will be the creation between mentor and inductee pairs of an instructional supervision model tailor-made to their particular needs, roles, and responsibilities. As such we will lead each of the mentor inductee pairs through a series of tasks as explicated below:

Task 1A: The Overall Role: How do you Define the Mentoring Role?

Task 1B: What Task Will the Mentor be Expected to Do? What is the purpose of each task? What conditions need to exist to enable the mentor to accomplish these tasks? What conditions will limit the mentor being able to accomplish these tasks? To whom does the mentor report?

Task 2: The Underlying Assumptions: List Assumptions Which the Mentor/Inductee Feel Are Guiding Principles for Instructional Supervision.

Task 3: Construct a Model of Instructional Supervision: Identify and Define Model Components, Provide a Graphic Depiction of the Model and A

Brief Narrative Description of How the Model Works, and Complete the Following: Name the Component, the Purposes and Goals, the General Strategies.

Task 4: Reflecting and Analyzing Data. Answer the following questions regarding classroom observation as follows: purpose and goals, who decides who and what gets observed, identify entry strategies, when and how much will you observe, how will you collect the desired data, and identify exit strategies.

We have piloted the development of these models and are including them as significant because they constitute the major coming together of the conceptualization described in this most important phase (second year) of the implementation project.

APPENDICES

APPENDIX A

Needs Assessments of Mentors and Inductees

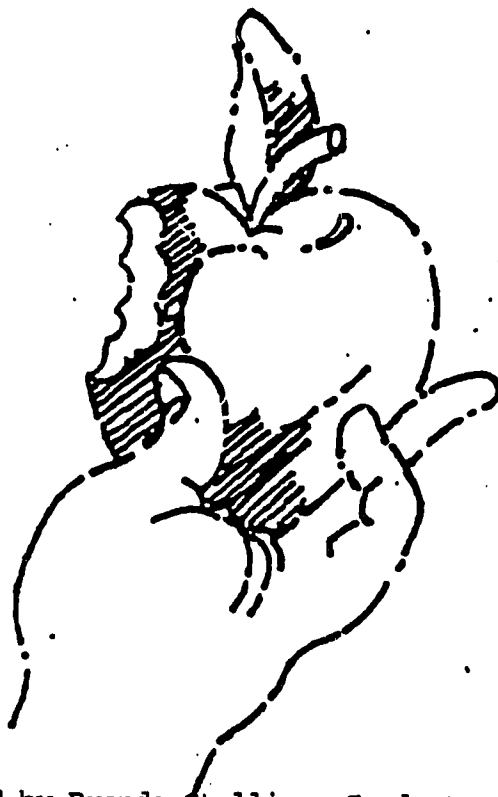
64

ERIC
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Franklin County / OSU

Needs Assessment for

Beginning Teachers



This instrument was developed by Brenda Stallion, Graduate Research Assistant, Ohio State University in conjunction with the Franklin County Schools/OSU Induction Program, funded by NIE grant contract #400-85-1043. Use of this instrument must be by permission of program director, Dr. Nancy L. Zimpher, College of Education, Department of Policy and Leadership, The Ohio State University, 121 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, Ohio 43210

**NEEDS ASSESSMENT FOR BEGINNING TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT**

Section I

DIRECTIONS FOR RECORDING RESPONSES ON SURVEY:

Please complete the following 25 needs statements. Note that the responses range from one extreme example of behavior to another. Fill out the needs assessment as follows:

- a. Read each statement carefully.
- b. Circle the responses most appropriate for a given time.
- c. Note that there are two responses that pertain to each item. Make sure both responses are completed.
- d. Please read the following example.

As a beginning teacher.....

This induction program is unnecessary and threatening to me	Between 1 & 3	This induction program seems to have potential for helping me	Between 3 & 5	This induction program is great and offers me a change for personal & professional growth & development
<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
Here is where I perceive myself now 1 2 3 4 5				
Here is where I want to be 1 2 3 4 5				

**NEEDS ASSESSMENT FOR BEGINNING TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT**

Beginning teacher.....

Lesson plans difficult to & organize	1	between 1 & 3	2	I find lesson plans are somewhat problematic to prepare & follow	3	between 3 & 5	4	My lesson plans are detailed and easy for a substitute to teach	5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

Beginning teacher.....

Knowledge of few instructional resources & materials available	1	between 1 & 3	2	I have knowledge of several resources teachers use when teaching their classes	3	between 3 & 5	4	I have knowledge of a variety of instructional resources & class materials available to the program	5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

Beginning teacher.....

Few activities motivating students	1	between 1 & 3	2	I know some motivating activities	3	between 3 & 5	4	I am familiar with many activities that get students involved & motivated	5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

beginning teacher.....

Classroom discipline strategies do not seem to produce the results anticipated	between 1 & 3	My classroom discipline strategies seem reasonably effective and comfortable for me to use	between 3 & 5	My classroom discipline strategies seem very effective & complement my teaching & personality style
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

Textbooks and workbooks are not appropriate for the grade level I teach or are out-of-date	between 1 & 3	My textbooks and workbooks need some revisions	between 3 & 5	My textbooks & workbooks are carefully selected & appropriate for the grade level
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

I am unfamiliar with graded courses	between 1 & 3	Graded courses of study are available to me somewhere in the building	between 3 & 5	Graded courses of study are used to plan my courses
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

When dealing with individual differences I rarely consider them	between 1 & 3	When dealing with individual differences I help students after lectures	between 3 & 5	When dealing with individual differences I plan for the whole class while I help individuals
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

I need guidance and support I don't feel comfortable asking other teachers & administrators	between 1 & 3	When I need guidance and support I talk to friends outside the field of education	between 3 & 5	When I need guidance and support I feel secure in asking for help from teachers & administrators
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

When dealing with my colleagues they treat me as a student teacher	between 1 & 3	When dealing with my colleagues they are unsure of my professional ability, but supportive	between 3 & 5	When dealing with my colleagues they treat me as a professional teacher & consider me their equal
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

I feel my teaching load is excessive and hinders my ability to teach well	between 1 & 3	I feel my teaching load is reasonable but allows me little time to plan new activities	between 3 & 5	I feel my teaching load is ideal & allows me opportunities to plan for individual areas
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

I am worried I might be doing the wrong thing	between 1 & 3	I call the parent when there is a problem	between 3 & 5	I frequently contact the home & inform parents of their child's progress
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

When teaching I lecture each day & the ideas on board	between 1 & 3	When teaching I occasionally change routines so the class does not get bored	between 3 & 5	When teaching I do a variety of activities in small groups & as a class
1	2	3	4	5
Here is where I perceive myself now 1 2 3 4 5				
Here is where I want to be 1 2 3 4 5				

beginning teacher.....

When disciplining students & threaten students frequently	between 1 & 3	When disciplining students I follow through with my class rules when students misbehave	between 3 & 5	When disciplining students I follow through on the rules & explain the consequences for good & bad behavior
1	2	3	4	5
Here is where I perceive myself now 1 2 3 4 5				
Here is where I want to be 1 2 3 4 5				

beginning teacher.....

I have discovered that my students do not seem to follow my lesson after I present it	between 1 & 3	I have discovered that my students seem interested but sometimes have difficulty in following my lesson	between 3 & 5	I have discovered that my students follow directions & work actively after my lesson
1	2	3	4	5
Here is where I perceive myself now 1 2 3 4 5				
Here is where I want to be 1 2 3 4 5				

beginning teacher.....

I feel my students are often noisy when working with me	between 1 & 3	I feel my students are noisy but seem like they are working together	between 3 & 5	I feel my students work cooperatively and are well-behaved during group work
1	2	3	4	5
Here is where I perceive myself now 1 2 3 4 5				
Here is where I want to be 1 2 3 4 5				

beginning teacher.....

My school equipment is consistent or does not well	between 1 & 3	My school equipment works well but is not always available	between 3 & 5	My school equipment is available within the room & always works properly
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

Dealing with special education students I feel stressed & have difficulty understanding their needs	between 1 & 3	I would like to help special education students but have problems in dealing with them in classroom situations	between 3 & 5	I work cooperatively with the special education teachers & can diagnose the needs of these students
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

When communicating with my principal I feel unsure of her expectations and feel insecure with her	between 1 & 3	When communicating with my principal I ask for advice and support frequently	between 3 & 5	When communicating with my principal I understand the goals and expectations she/he has for me & recognize his/her support
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

In transferring from one class activity to the next it is frequently confusing	between 1 & 3	In transferring from one class activity to the next it is orderly but takes too long for my students to get ready	between 3 & 5	In transferring from one class activity to the next it runs smoothly & orderly
1	2	3	4	5
Here is where I perceive myself now 1 2 3 4 5				
Here is where I want to be 1 2 3 4 5				

beginning teacher.....

When evaluating my students I am unsure about how to give their progress	between 1 & 3	When evaluating my students I administer many tests and quizzes	between 3 & 5	When evaluating my students I provide frequent feedback with comments on assignments and recently graded tests
1	2	3	4	5
Here is where I perceive myself now 1 2 3 4 5				
Here is where I want to be 1 2 3 4 5				

beginning teacher.....

In the classroom I have difficulty getting students to participate in classroom discussion	between 1 & 3	In the classroom I invite student responses during lecture	between 3 & 5	In the classroom I ask students to assist in planning how they will learn the curriculum content
1	2	3	4	5
Here is where I perceive myself now 1 2 3 4 5				
Here is where I want to be 1 2 3 4 5				

beginning teacher.....

community involvement as a time saving endeavor	between 1 & 3	I see community involvement as a possibility for developing community/school relationships	between 3 & 5	I see community involvement as the ideal cooperative effort in which both the school and community can benefit
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

knowledge in designing a good test	between 1 & 3	I borrow examples of evaluation instruments from other resources and teachers	between 3 & 5	I can design tests that specifically address the objectives covered in class
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

do not have routine and clerical work completed on time	between 1 & 3	I ask for help as I encounter problems in completing routine forms and clerical work	between 3 & 5	I complete routine forms and clerical responsibilities on time and without any assistance
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

beginning teacher.....

do not have time to plan dualized activities so students can work independently	between 1 & 3	I ask individual students to work together quietly until I can help	between 3 & 5	I plan and create learning centers that can be used by individual students
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

Section II

Please respond to the following sentence stem by writing a brief paragraph.

My greatest need as a beginning teacher, at this point in time is...

SS#
(last 4 digits)

NEEDS ASSESSMENT FOR BEGINNING TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

This instrument is designed to give you the opportunity to express your opinions about your needs as a beginning teacher so that Franklin County and OSU can provide you the services necessary in meeting those needs. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Section III

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

School district _____ Date _____

Age _____ Sex _____ Grade level/subject taught _____

Total number of years teaching experience _____

Highest degree completed _____

Place where educational training was received _____

Area of preparation or certification

Major _____ Minor _____

Race: (Circle One)

- A. American Indian
- B. Asian American
- C. Black American
- D. Hispanic, Spanish - surnamed American
- E. White American
- F. Other _____

Which of the following define you as an inductee (beginning) teacher in the Franklin County/OSU Induction Program. (Circle all that apply to your definition.)

- A. Certified teacher assigned to a classroom for the first time
- B. Certified teacher who was on an extended professional leave and returning to the classroom
- C. Certified teacher assigned to a different grade level
- D. Certified teacher assigned to a subject markedly different from previous assignments
- E. Certified teacher who was new to the building which you were assigned
- F. Certified teacher who was new to the district

CATEGORIES FOR EACH QUESTION IN THE BEGINNING TEACHER INSTRUMENT

1. Planning Lessons
2. Knowledge of Instructional Resources and Materials
3. Motivating Students
4. Classroom Discipline Strategies
5. Insufficient Materials and Supplies
6. Knowledge of Instructional Resources and Materials
7. Dealing with Individual Differences
8. Inadequate Guidance and Support
9. Relations with Colleagues
10. Heavy Teaching Load
11. Parent Relationships
12. Motivating Students
13. Classroom Discipline/Rules
14. Planning Lessons
15. Classroom Discipline
16. Inadequate School Equipment
17. Dealing with Individual Differences
18. Principal and Administrator Relationships
19. Classroom Discipline Strategies
20. Assessing Students' Work
21. Motivating Students
22. Parent Relationships
23. Assessing Students' Work
24. Classroom Management Organization
25. Dealing with Individual Differences

Franklin County / OSU

Needs Assessment for

Mentor Teachers



This instrument was developed by Brenda Stallion, Graduate Research Assistant, Ohio State University in conjunction with the Franklin County Schools/OSU Induction Program, funded by NIE grant contract #400-85-1043. Use of this instrument must be by permission of program director, Dr. Nancy L. Zimpher, College of Education, Department of Policy and Leadership, The Ohio State University, 121 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, Ohio 43210

**NEEDS ASSESSMENT FOR MENTOR TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT**

Section I

DIRECTIONS FOR RECORDING RESPONSES ON SURVEY:

Please complete the following 25 needs statements. Note that the responses range from one extreme example of behavior to another. Fill out the needs assessment as follows:

- a. Read each statement carefully.
- b. Circle the responses most appropriate for a given item.
- c. Note that there are two responses that pertain to each item. Make sure both responses are completed.
- d. Please read the following example.

As a mentor teacher.....

I feel pressured and overwhelmed by mentoring responsibilities	Between 1 & 3	I feel there is a need for a mentoring program but am unsure of any responsibilities	Between 3 & 5	I feel honored in being asked to be a mentor and am eager to assume my new mentoring responsibilities
1	2	3	4	5
Here is where I perceive myself now 1 2 3 4 5				
Here is where I want to be 1 2 3 4 5				

**NEEDS ASSESSMENT FOR MENTOR TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT**

mentor teacher.....

not as yet some of my instructional ideas	between 1 & 3	I send the beginning teacher to the resource center for instructional ideas	between 3 & 5	I freely exchange materials & resources with the beginning teacher
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

mentor teacher.....

not talked community & rapport with beginning teacher	between 1 & 3	I talk about the advantages of community rapport	between 3 & 5	I attend parent meetings or other community functions with the beginning teacher
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

mentor teacher.....

mentor problems clarifying routines beginning teachers	between 1 & 3	I frequently ask whether the teacher has finished some specific clerical routine	between 3 & 5	I list routines and explain how I handle my clerical responsibilities
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

mentor teacher.....

on occasion talk to beginning teacher in faculty lounge about problems	between 1 & 3	I communicate regularly with the teacher after school about teacher problems	between 3 & 5	I assist new teachers in assessing their specific strengths & weaknesses by observing their class
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

5. As a mentor teacher.....

I inform the principal of specific weaknesses of beginning teachers	1	between 1 & 3	2	I give the new teacher a kind word when they feel depressed	3	between 3 & 5	4	I give constructive criticism & support after observing classes & planning procedures	5
Here is where I perceive myself now									1 2 3 4 5
Here is where I want to be									1 2 3 4 5

6. As a mentor teacher.....

I seldom interfere with the planning of beginning professionals	1	between 1 & 3	2	I answer questions teachers have about lesson plans	3	between 3 & 5	4	I offer my lesson plan book as a model and make suggestions about resources	5
Here is where I perceive myself now									1 2 3 4 5
Here is where I want to be									1 2 3 4 5

7. As a mentor teacher.....

I never had the beginning teacher observe me	1	between 1 & 3	2	I prepared a short meeting where I demonstrated some teaching techniques	3	between 3 & 5	4	I frequently invite the teacher to my class to team teach lessons	5
Here is where I perceive myself now									1 2 3 4 5
Here is where I want to be									1 2 3 4 5

8. As a mentor teacher

I seldom deal with student-teacher interactions with the beginning teacher	1	between 1 & 3	2	I talk about how to improve student-teacher interactions	3	between 3 & 5	4	At appropriate moments I have other teachers share their problems & benefits of interacting with students	5
Here is where I perceive myself now									1 2 3 4 5
Here is where I want to be									1 2 3 4 5

9. As a mentor teacher.....

I tend to intimidate the beginning teacher when I am around	<input type="checkbox"/> 1	between 1 & 3	<input type="checkbox"/> 2	I am asked questions by the beginning teacher when they are confused or unsure	<input type="checkbox"/> 3	between 3 & 5	<input type="checkbox"/> 4	I feel the beginning teacher respects my opinions and shares experiences openly	<input type="checkbox"/> 5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

10. As a mentor teacher.....

I've never understood the value of standardized tests and what they tell us	<input type="checkbox"/> 1	between 1 & 3	<input type="checkbox"/> 2	I have knowledge of several aptitude and achievement measures	<input type="checkbox"/> 3	between 3 & 5	<input type="checkbox"/> 4	I use tests as diagnostic indicators within my teaching and planning	<input type="checkbox"/> 5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

11. As a mentor teacher.....

I know many classroom strategies for disciplining children that I share with the beginning teacher	<input type="checkbox"/> 1	between 1 & 3	<input type="checkbox"/> 2	I watch for disturbances in the beginning teacher's classroom so that I can help	<input type="checkbox"/> 3	between 3 & 5	<input type="checkbox"/> 4	I am aware of the policies and procedures of referring students to the principal	<input type="checkbox"/> 5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

12. As a mentor teacher.....

My principal never trusts my judgment of the beginning teacher's ability	<input type="checkbox"/> 1	between 1 & 3	<input type="checkbox"/> 2	My principal offers me support and encouragement when necessary	<input type="checkbox"/> 3	between 3 & 5	<input type="checkbox"/> 4	My principal provides feedback on a regular basis regarding my efforts and provides support	<input type="checkbox"/> 5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

13. As a mentor teacher.....

I never use group work in my class	between 1 & 3	I group my students and ask them to complete a project	between 3 & 5	I am familiar with a variety of group strategies and grading procedures
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

14. As a mentor teacher.....

I lecture more than 80% of the instructional time	between 1 & 3	Occasionally, I use transparencies, T.V. and guest speakers in presenting my materials	between 3 & 5	I vary my teaching techniques daily to add variety and meet individual needs
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

15. As a mentor teacher.....

I do not belong to any professional organizations	between 1 & 3	I am a member of several professional organizations	between 3 & 5	I rely on professional organizations for many unique ideas in keeping up-to-date in my profession
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

16. As a mentor teacher.....

I do not know our school psychologist, curriculum resource person or media specialists	between 1 & 3	I know the school psychologist, curriculum resource person and the media specialists	between 3 & 5	I utilize the services of the curriculum resource person, school psychologist and media specialist
1	2	3	4	5
Here is where I perceive myself now				1 2 3 4 5
Here is where I want to be				1 2 3 4 5

17. As a mentor teacher.....

I seldom have time to plan individualized activities so students can work independently	1	between 1 & 3	2	I ask individual students to work together quietly until I can help	3	between 3 & 5	4	I plan and create learning centers that can be used by individual students	5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

18. As a mentor teacher.....

When I observe a beginning teacher's noisy, disorderly classroom I ignore it	1	between 1 & 3	2	I know that the beginning teacher has class rules for the class	3	between 3 & 5	4	I am pleased with the discipline practices and confidence the beginning teacher has with the students	5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

19. As a mentor teacher.....

I know the policy handbook needs to be revised so I do not refer to it	1	between 1 & 3	2	I remind the teacher to look at the policy handbook when rules are broken	3	between 3 & 5	4	I review the procedures described in the policy handbook with the beginning teacher	5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

20. As a mentor teacher.....

I feel incapable of providing for the needs of special education students in my class	1	between 1 & 3	2	I understand the law regarding special education students	3	between 3 & 5	4	I work with the special education teacher to meet the needs of the special education students	5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

21. As a mentor teacher.....

I feel parents are of little value and should not be considered in determining the educational end for their child	between 1 & 3	I've discussed parent-teacher conferences with the beginning teacher	between 3 & 5	I've discussed the procedures for effective parent-teacher conferences and the value of keeping on-going files of the students' work
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5

Here is where I want to be 1 2 3 4 5

22. As a mentor teacher.....

I keep my course of study in the upper left hand drawer of my desk	between 1 & 3	I've gone over the course of study with the beginning teacher	between 3 & 5	I've developed classroom materials for lessons that come out of the course of study
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5

Here is where I want to be 1 2 3 4 5

23. As a mentor teacher.....

I do not help the beginning teacher to organize time	between 1 & 3	I can identify ineffective group work because of the beginning teachers poor time management	between 3 & 5	I share effective time management and organizational skills with the beginning teacher
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5

Here is where I want to be 1 2 3 4 5

24. As a mentor teacher.....

I assume the beginning teacher knows several techniques for motivating students	1	between 1 & 3	2	I have suggested several references which describe techniques to use in motivating students	3	between 3 & 5	4	I am prepared to discuss and demonstrate several techniques for motivating students	5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

25. As a mentor teacher.....

I lack the reference materials and supplies necessary to help the beginning teacher	1	between 1 & 3	2	I have a few personal reference materials and supplies I can share with the beginning teacher	3	between 3 & 5	4	I have adequate reference materials and supplies to share with the beginning teacher	5
								Here is where I perceive myself now	1 2 3 4 5
								Here is where I want to be	1 2 3 4 5

Section II

Please respond to the following sentence stem by writing a paragraph.

My greatest concern about being a mentor at this point in time is...

Please respond to the following sentence stem by writing a paragraph.

I was chosen to be a mentor because...

SS# _____
 (last 4 digits)

NEEDS ASSESSMENT FOR MENTOR TEACHERS
 FRANKLIN COUNTY/OSU PILOT INSTRUMENT

This instrument is designed to give you the opportunity to express your opinions about your needs as a beginning teacher so that Franklin County and OSU can provide you the services necessary in meeting those needs. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Section III

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

School district _____ Date _____

Age _____ Sex _____ Grade level/subject taught _____

Total number of years teaching experience _____

Highest degree completed _____

Place where educational training was received _____

Area of preparation or certification

Major _____ Minor _____

Race: (Circle One)

- A. American Indian
- B. Asian American
- C. Black American
- D. Hispanic, Spanish - surnamed American
- E. White American
- F. Other _____

CATEGORIES FOR EACH QUESTION IN THE MENTOR INSTRUMENT

1. Developing Instructional Materials
2. Guidance and Support
3. Clerical Work
4. Teacher Mentor Dialogue
5. Guidance and Support
6. Planning Lessons
7. Teaching Strategies
8. Beginning Teacher/Student Interactions
9. Guidance and Support
10. Evaluation
11. Planning Lessons
12. Guidance and Support
13. Grouping Strategies
14. Teaching Strategies
15. Professional Development
16. Support Service
17. Individualized Instruction
18. Discipline Techniques of Beginning Teachers
19. Awareness of School Policies and Procedures
20. Dealing with Individual Differences
21. Dealing with Parents
22. Use of Curriculum
23. Time Management Skills
24. Sharing Motivational Techniques
25. Inadequate Supplies and Materials

APPENDIX B

Meeting Schedule of Program Planning Group

PROGRAM PLANNING GROUP MEETING SCHEDULE

<u>Date</u>	<u>Place</u>
1. August 1, 1985	Faculty Club, OSU
2. August 8, 1985	Arps Hall, OSU
3. August 22, 1985	Arps Hall, OSU
4. September 5, 1985	Arps Hall, OSU
5. September 19, 1985	Arps Hall, OSU
6. October 2, 1985	Columbus Technical Institute, Union Hall
7. October 14, 1985	Columbus Technical Institute, Union Hall
8. October 28, 1985	Columbus Technical Institute, Union Hall
9. November 18, 1985	Columbus Technical Institute, Union Hall
10. December 2, 1985	Columbus Technical Institute, Union Hall
11. January 9, 1986	Hamilton Middle School
12. January 27, 1986	Columbus Technical Institute, Union Hall
13. February 10, 1986	Columbus Technical Institute, Union Hall
14. March 5, 1986	Schmidtz Sausage Haus
15. April 14, 1986	Columbus Technical Institute, Union Hall
16. April 28, 1986	Ramseyer Hall, OSU
17. May 12, 1986	Columbus Technical Institute, Union Hall
18. June 9, 1986	Shirley Scholl's Residence

APPENDIX C

Monthly Sessions

MONTHLY MENTOR/INDUCTEE SESSIONS

Session 1 Introduction and Overview; Needs Assessment; Parent Conferencing

In this first session we conducted some get acquainted activities and gave a multiple perspective presentation and overview of the pilot induction year project. Speakers included area superintendents, the University project coordinator, and teacher leaders. At the same meeting we distributed the needs assessment and ended our session with a presentation on parent conferencing. At this event we had to choose a substantive idea, like parent conferencing, not from the ideas generated on the needs assessment, but from what teachers on the planning committee reported as a timely topic and one that most inductee teachers were engaged in at this time.

Session 2 Classroom Discipline Techniques

This was a session wherein approaches to discipline were presented in a rather global fashion and the handout that accompanied this presentation is called "Practices that Effect Good Discipline."

Session 3 Reflection Activities; Conferencing; Conference Report Form

This was a practical presentation on a set of materials which we have requested that participants in the program complete. This packet also includes an outline for the following activities: the conference report form, a critical event form, the creation of logs and journals, the one-minute paper. Mentors and inductees were grouped in pairs and given an opportunity to complete together samples of each of these forms.

Session 4 Classroom Management Strategies

This session was presented by Dr. Carolyn Evertson, professor, Peabody College, Vanderbilt University. Professor Evertson shared with the group of both mentors and inductees her model for classroom management. On a subsequent occasion she also trained the project assistant, Brenda Stallion, in the use of classroom management techniques. Subsequently Brenda has used classroom management as an intervention with 34 teachers in the Groveport Madison School District. The results of this study, her dissertation, will be one of the deliverables of our project. Letters which document our involvement with Dr. Evertson are on file.

Session 5 Organizing the Classroom Environment

This session was presented by Dr. Judith Green, professor, Educational Policy and Leadership, College of Education, The Ohio State University. This presentation was an extension of the classroom management presentation and dealt particularly with organizing the classroom. Mentors and inductees were given assignments to take into their classroom and work with each other on.

Session 6 Motivation Techniques

This session was presented by Dr. Charles Galloway, professor and chairperson, Department of Educational Policy and Leadership, College of Education, The Ohio State University, and focused on establishing motivation through classroom communication.

Session 7 Reflectivity: What's It All About?

This session was presented by Dr. Donald Sanders, professor, Department of Educational Policy and Leadership, College of Education, The Ohio State University and focused on reflection and practice-centered inquiry in teaching. Throughout the academic year teachers enrolled in courses designed for either mentors or inductees were asked to complete a reflectivity packet which is included in the appendicies. Dr. Sanders discussed how these teachers could use this reflectivity packet individually or in groups to improve their teaching practices.

Session 8 An Evening at the Center of Science and Industry

The purpose of this session was to celebrate the survival of the mentor and inductee. A post needs assessment instrument was administered so that mentor and inductee needs could be compared with the preassessment instrument completed in September. Also, mentor and inductee teachers were asked to reflect on the year long activities of the Induction Project and make suggestions for improvements for next year. The evening concluded with a dinner and presentation of a red apple lapel pin for each mentor and inductee who participated in the project.

APPENDIX D

Course Syllabi

Ed-P&L 727A . (3 credit hours) Issues and Concerns of Beginning Teachers

- A. Rationale: This course is designed to present a broad overview of research and descriptive information about the issues and concerns of beginning teachers, and to provide opportunities for beginning teachers to analyze their own teaching practice, reflect on their observations and those of others, and to identify strategies and/or support for growth in selected dimensions of their teaching.
- B. Objectives:
- 1) To acquaint beginning teachers with knowledge about the conditions of teacher induction, including theories of teacher development
 - 2) To present an array of options for encouraging reflection (critical incident reports, logs, self-instructed observations, and other data collection instruments)
 - 3) To engage beginning teachers in reflection about their own teaching styles and strategies
 - 4) To assist teachers in examining the results of reflection toward instructional improvement
- C. Topics:
- | | |
|------------|--|
| Session 1 | Introduction and Overview; Needs Assessment; Parent Conferencing |
| Session 2 | Classroom Discipline Techniques |
| Session 3 | Reflection Activities; Conferencing; Conference Report Form |
| Session 4 | Classroom Management Strategies |
| Session 5 | Practice-Centered Inquiry; Classroom Observations |
| Session 6 | Instructional Materials Laboratory |
| Session 7 | Workshop on Classroom Management Model |
| Session 8 | Individualizing Instruction |
| Session 9 | Motivation Techniques |
| Session 10 | The Conscience of Craft |

D. Course Requirements:

- 1) Complete readings distributed in class, and all in-class exercises (needs assessments, group tasks, etc.)
- 2) Attend all sessions of the course, including eight (8) county-wide inductee meetings
- 3) Conduct a minimum of eight (8) conferences with mentors and submit one (1) completed "Conference Report Form" per conference session
- 4) Engage in reflection activities, including completion of one (1) option below:
 - a. a log, documenting induction year events (totalling 20 entries)
 - b. ten (10) critical event forms
 - c. five (5) minute paper analyses
 - d. ten (10) minute paper analyses
 - e. a combination of a through d above (including 10 log entries, 2 minute papers, 3 self-interviews and 3 critical event forms)

E. Course Evaluation:

This course is graded on the basis of S (satisfactory) and U (unsatisfactory). Completion of all course requirements will constitute satisfactory completion of the course.

A. **Rationale:** This course is designed to present a broad overview of research and descriptive information about the issues and concerns of beginning teachers, and to provide information about and opportunities for experienced teachers to assist beginning teachers during their initial years of teaching.

B. **Objectives:**

- 1) To acquaint mentor teachers with knowledge about the conditions of teacher induction, including theories of teacher development
- 2) To present a conceptualization of teaching as a reflective process, focusing specifically on the inquiry process and reflectively in teacher development
- 3) To engage mentor teachers in alternative supervisory practices including literature review, methods of conferencing, classroom observation strategies, and approaches to teaching as a reflective process
- 4) To assist mentor teachers in an analysis of their own classroom practices and leadership styles

C. **Topics:**

- | | |
|------------|---|
| Session 1 | Introduction and Overview; Needs Assessment; Generation of the Mentor Guide |
| Session 2 | District Level Session of Mentor Role |
| Session 3 | Reflection Activities; Conferencing; Conference Report Form |
| Session 4 | Classroom Management Strategies |
| Session 5 | Practice-Centered Inquiry; Classroom Observations |
| Session 6 | Coaching Strategies |
| Session 7 | Working with Building Administration |
| Session 8 | Adapted Clinical Supervision Models |
| Session 9 | Motivation Techniques |
| Session 10 | The Conscience of Craft |

D. Course Requirements:

- 1) Complete all readings, etc..
- 2) Attend all sessions of the course, including:
 - a. a minimum of ten (1) program planning meetings
 - b. four (4) county-wide inductee meetings
 - c. one (1) county-wide mentor meeting
 - d. one (1) district mentor meeting
3. Engage in one (1) of the options listed below, as a culminating course assignment:
 - a. analysis of critical event forms
 - b. conduct interviews of mentors/inductees
 - c. prepare project handbook(s)
 - d. analysis of conference report forms
 - e. preparation of program dissemination literature
 - f. other (negotiable)

A. Rationale: This course is designed to present a broad overview of research and descriptive information about the issues and concerns of beginning teachers, and involves conceptualization, design, and implementation of programs to meet the needs of beginning teachers.

B. Objectives:

- 1) To acquaint program designers with knowledge about inductee and mentor roles
- 2) To acquaint program designers with inquiry and reflection processes related to teacher development
- 3) To engage program designers in the processes for design, implementation, and evaluation of a year-long induction program
- 4) To provide program designers opportunities to participate in actual program delivery

C. Topics:

- | | |
|------------|--|
| Session 1 | Overview of Program Planning Models; Review of Literature on Induction Programs and Problems of Beginning Teachers |
| Session 2 | Design of Collaborative Program Structures; Dissemination Model |
| Session 3 | Reflectivity; Practice-Centered Inquiry; Development of Needs Assessment Tools |
| Session 4 | Definitions of Mentor Teachers and Inductees; Planning for District Level Meetings |
| Session 5 | Program Planning for Mentors and Inductees |
| Session 6 | Training Session on Reflectivity |
| Session 7 | Training Session on Classroom Management Techniques |
| Session 8 | Workshop on Formative and Summative Evaluation Models |
| Session 9 | Dissemination Techniques |
| Session 10 | Institutionalizing Program Initiatives |

ED: P&L 870: OBSERVATION AND SUPERVISION
OF CLASSROOM PROCESSES
Summer Quarter, 1986

Judith L. Green
Nancy L. Zimpher

Course Description

This course begins with an overview of classroom observation processes to include ways of making meaning out of classroom life and practices. From this analysis, students will create observation procedures and apply these techniques in laboratory settings for ultimate use in real classrooms.

Further, the class will review supervision practices from the perspective of the purposes these approaches are intended to serve. From this array of supervisory practices, students will utilize a modified clinical model to design individualized approaches to supervision, incorporating knowledge of classroom observation processes to inform the supervisory approach.

The intended purpose of the course is to assist students in acquiring useful observation and supervision practices appropriate to engage in mentoring roles with beginning teachers and/or teacher colleagues. As well students will prepare materials appropriate to share with others not enrolled in the course but interested in acquiring observation and supervision facility.

Course Objectives

1. to acquaint students with the empirical and expository literature on classroom observation and supervision processes;
2. to utilize multiple approaches to observation and supervision practice for the purpose of designing processes appropriate for individualized/personalized classroom use; and
3. to create materials, resources, and alternative models of practice which can be disseminated and utilized by teachers not available for the workshop but interested in acquiring sound practices in classroom observation and supervision.

The Learning Cycle

Each day of the workshop will be devoted to considerations of classroom observation processes and supervision procedures, with particular focus on aspects of classroom management as a focus for observation and supervision practices.

To involve us in a regular and repeatable process of understanding for both observation and supervision, we will:

- in phase one . . . engage in activities/clinical simulations/
appropriate exercises that allow for
awareness about the topic.
 - in phase two . . . become familiar with knowledge about
the various topics presented.
 - in phase three. . . create actual/useable observation systems/
supervision procedures appropriate to
the topics presented
- Engage in . . . know about . . . create

APPENDIX E
Guidelines for Mentor Service

MENTOR GUIDE

WHAT ARE SOME OF THE THINGS WE CAN DO FOR A NEW TEACHER TO ESTABLISH A RELATIONSHIP WITH HER OR HIM?

GROUP A

1. Having a mentor
2. Need a two week advanced connection between mentor and inductee
3. Let inductee observe other teachers at same grade or subject level
4. Facilitate mentor/inductee early beginning
5. Create time to see mentor/inductee/district administrative decision to create time
6. Be sensitive to new teacher assignments (e.g., traveling teacher problems)
7. Provide support (s) for materials, etc. for new teacher expenses!
8. Support for general professional expenses (lifestyle s)

GROUP B

1. Point out some of the things the new teachers are doing well (warm fuzzies)
2. Make sure they are invited to social functions (attend with the new teachers)
3. Encourage them to share some of their ideas with us
4. Provide insight into particular students
5. If possible, suggest team-teaching with the new teacher (less threatening than just observing one another)
6. Do not be condescending, intimidating

GROUP C

1. Support through year
2. Don't assume after a while that they have it worked out
3. Breakfast meetings
4. Positive notes
5. Continued advice
6. Maintain relationship
7. Introduce them to other members of staff who can help them
8. Instructional grouping
9. Make part of working team/department-giving responsibility
10. Teach unit/lesson while inductee observes and vice versa
11. Be willing to observe when asked
12. Familiarize with grade cards, conferences, testing, record keeping
13. Tell them to talk with kids, treat them like people
14. Continue open lines of communication and non-threatening sharing
15. Show teacher that they are not alone with problems with certain kids - - share your experiences
16. Do not be critical - - offer suggestions in positive manner
17. County resource - - how to get, use, communicate with other resources - - field trips, etc.

GROUP D

1. Provide support
2. Meet with them throughout the year
3. Ideas on record keeping
4. Share materials you develop - - mini units to fill in gaps/filmstrips
5. Operation/sign up for audio/av
6. Open files
7. "Day 1" in lunch room
8. If they encounter criticism, offer support
9. Help in dealing with parents
10. Building policy for discipline
11. Share your own experiences
12. Responsibilities for following curriculum guides
13. How to write lesson plans/building procedures
14. Support them in work toward their goals

GROUP E

1. Released time (one-to-one, grade levels, department levels; after school, building inservice days, observation)
2. Cross links district to district to observe and share programs

GROUP F

1. Be the go-between--between other teachers
2. Assist in developing techniques for discipline problems
3. Help develop objectives - help write
4. Give guidelines for making lesson plans
5. Help them establish realistic expectations for themselves and students
6. Time management shortcuts - - students put chairs on table
7. Be a sounding board
8. Establish good rapport
8. Make them aware of all the support services

GROUP G

1. Provide support
2. Establish weekly time/place to meet
3. Ask them to share recent educational ideas learned in university
4. Plan joint-class activity
5. Be open to share/listen to feelings
6. Tribes among staff - - to avoid cliques or isolation
7. Ask key questions:
 1. difficulty with lesson plans?
 2. classroom management?
 3. routine clerical items?
 4. parent/teacher conference?
 5. open house
 6. first grading period
 7. curriculum materials: OCOB, etc.
 8. student who gives you specific problem?

GROUP H

1. Provide support
1. Bring them in on planning activities
2. Be empathetic to their problems - - let them know that they are not only ones having problems
3. Make sure that they are aware of contract rights

GROUP I

1. Help them understand expectations of school and students (age appropriateness)
2. Share facts about community from which students come
3. Special facts about school resource, people, and where to obtain supplies
4. Setting aside definite time to meet together periodically
5. Invite them to your rooms to observe
6. Be open to an invitation by the inductee to observe him/her
7. Set up list of resource people
8. Take field trips together and special classroom programs
9. Help them learn the "bureaucratic" rules, too
11. Be positive and available
12. Be relaxed with them so that they will also learn to relax
13. Offer help, but don't push it
14. Ask them for their ideas, also
15. Set up schedule of meetings

GROUP J

1. Social events
2. Meeting (group) with mentor/inductee
3. Districtwide breakfast for groups
4. Daily contact
5. Sharing materials
6. Working together toward units
7. Ask them ideas
8. Mentor/inductee should be at same grade level so you can keep on same schedule

APPENDIX F

Action Research Model

FORM #1

CONFERENCE REPORT FORM

Inductee _____

Name _____

Mentor _____

District _____

1. What problem or concern did you discuss?
2. What strategies were proposed for resolving the problem/concern?
3. What were your general reactions to the conference?

PROBLEM ANALYSIS

--

Forces for resolving. . .

Forces against resolving. . .

CRITICAL EVENT REPORT FORM

Name: _____

Date: _____

School District: _____

Describe an event related to your concerns or problems as a mentor or beginning teacher which had a significant impact on you. First, describe the factual circumstances and behaviors of the event. Second, state your feelings, thoughts, and conclusions resulting from the event.

Description of the Event

Judgment of the Event

Overall Conclusion

Franklin County/OSU Induction Program

Logs and Journals

Journals can be used to record

- . emotions
- . observations
- . questions
- . reflections
- . puzzles
- . discoveries
- . assumptions

Many people have found that the act of writing in a journal helps them to process their experiences. Puzzles and assumptions are often surfaced, and issues and conflicts often become clarified, as one reflects through writing. Increasingly, diaries and journals or written logs are being employed as a useful source of data in studies that attempt to document changes in thinking and acting over time. For the person writing the journal, as well as colleagues or others working collaboratively with the person, the journal can be an invaluable tool for personal/professional development and research.

Since a journal is a personal record, its format is a matter of personal style. Many people prefer to use paper with a wide left-hand margin so that notes to themselves, reflections or corrections, and other notations or afterthoughts can be added after the main entry has been written. Others write on alternate pages or prefer a different format. Some people write in their journals daily; others write more or less often, depending on their purposes for keeping a journal and the rhythm of their routines and opportunities for reflection. Personal writing styles vary. Some people use an anecdotal style; others write in more elaborate prose. Again, the purpose of the journal and the writer's preference will determine the style.

On the following page is a sample from a journal of an imaginary teacher reacting to an actual teaching experience. This sample may illustrate more concretely the form that a journal may take. Yours may be very different. You may want to experiment with several styles or formats before you find one that works for you. The important thing is that the journal be a tool that is helpful to you in your continuing effort to become a more effective practitioner.

December 9, 1985

Maybe I can use
this stuff! We'll see.

This is crazy! I felt like I was sitting with my motor running all evening. I have a ton of papers to grade — all due tomorrow and they've got me sitting through this stuff which just sounds like a bunch of forms. When do I even get time to reflect anyway, and what's ^{the} payoff?

Talking to other teachers at the break helped. At least I learned that we all have time problems, papers to grade, etc. I guess it's kind of good to get together and compare notes.

December 10, 1985

I need more time to write on this reflection thing. Maybe I did a little reflecting in between the papers. Sometimes I don't allow myself enough quiet time. The classroom is so noisy and hectic; I hate the lounge. I have no place during the school day to call my own. So, I have a plan. Each night before I catch the carpool, I'm going to spend five minutes just making some notes about the day.....

A plan 

Form #4

THE MINUTE PAPER

A professor of physics who was considered to be an excellent teacher was asked what he does to find out if students are understanding him or not. He answered that he finds out because of his minute papers.

Students are given a minute to write answers to two questions. Four or five times during the quarter he arrives early and writes these two questions in the corner of the board:

1. What is the most significant thing you learned today?
2. What question is uppermost in your mind at the end of this class session?

One minute before class ends, he asks students to take out a piece of paper, sign it, and answer the two questions in one minute.

The papers provide excellent feedback on whether students are understanding, and whether there are important questions which the teacher should respond to.

Other benefits of the one minute paper include:

It requires more active listening from students.

It helps in identifying students who are in need of special help or who may lack adequate preparation for the course.

It improves students' writing. Responses during the last weeks of class are longer and more articulate than those during early weeks.

The one minute paper helps document for students that they are indeed learning something in the course.

APPENDIX G

Reflection Packet

My enquiry questioning is disrupted by my need to keep control in ways the class expects.

My students think that science means recalling facts rather than a process of enquiry. How can I stimulate enquiry in my students? Change the curriculum? Change my questioning? Settle on questioning strategies.

Shift questioning strategy to encourage students to explore answers to their own questions.

Record questions and responses on tape for a couple of lessons to see what is happening. Keep notes of my impressions in a diary.

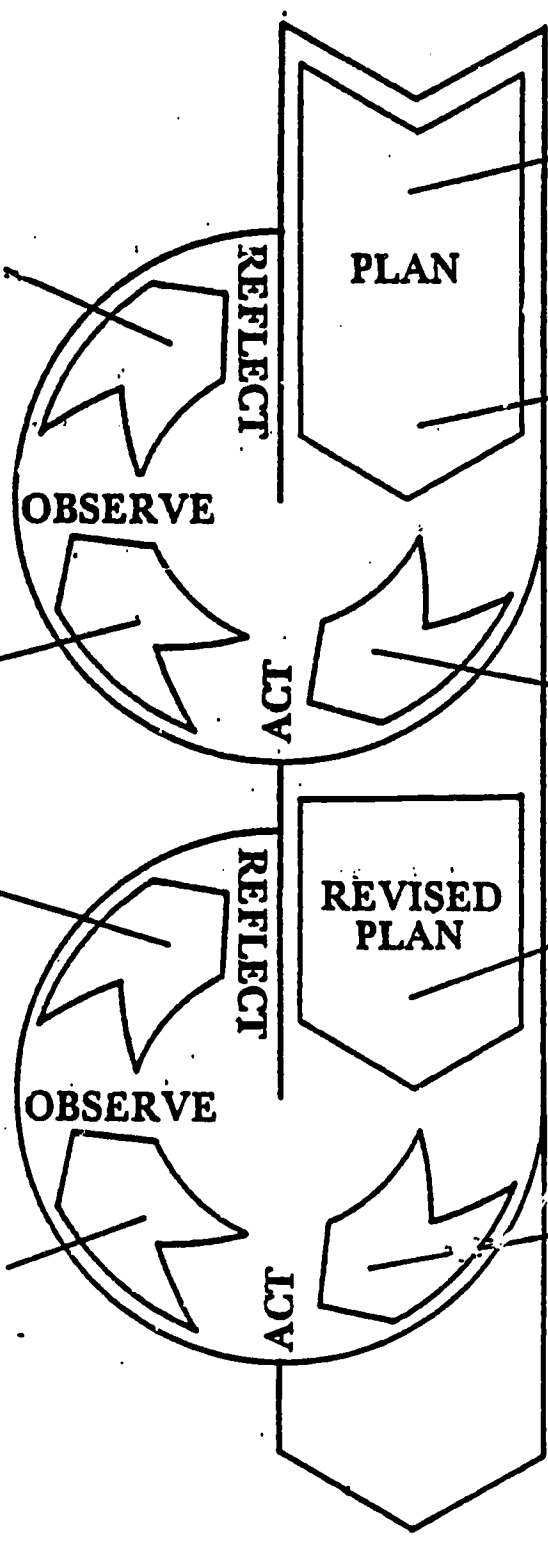
Try questions which let students say what they mean, what interests them.

Enquiry developing but students are more unruly. How can I keep them on track? By listening to each other, probing their questions? What lessons help?

Continue general aim but reduce number of control statements.

Record on tape questioning and control statements. Note in diary effects on student behaviour.

Use less control statements for a couple of lessons.



APPENDIX H

Results of Needs Assessment Instruments

Summary of the Results:

The 10 Most Frequently Perceived Problems of Beginning Teachers
(1485)

Rank Order	Question No.	Problems	Mean
1	2	*Knowledge of Instructional Resources and Materials	1.92
2	4	*Classroom Discipline Strategies	1.80
3	19	Classroom Management Organization	1.72
4	8	Inadequate Guidance and Support	1.65
5	10	Heavy Teaching Load	1.64
6	18	Principals and Administrator Relationships	1.54
7	13	Classroom Discipline Rules	1.48
8	5	*Insufficient Materials and Supplies	1.44
9	11	*Parent Relationships	1.36
10	3	*Motivating Students	1.35

N=65

*Significant changes in perception

**Summary of the Results:
Significant Changes in the Perceptions of Beginning Teachers
1985-86**

Problems	Question No.	Significance
Knowledge of Instructional Materials	2	99%
	6	94%
	24	95%
Motivating Students	3	90%
	21	94%
Collegial and Parental Relations	22	89%
	11	99%
	9	97%
Classroom Management and Organization	24	95%

Needs for Improvement:

- (1) Discipline
- (2) Administrative Relations
- (3) Planning (Lesson and Classroom)

Last September the research staff administered a needs assessment to participating inductee teachers - that is, teachers who were being introduced to a new or different teaching setting after a prolonged leave of absence. The purpose of this presentation is to review these effects.

There were noted changes in the perceptions of needs of the inductee teachers from the preassessment to the post assessment. These changes reflected teacher self-appraised improvement in the following areas: (1) knowledge of instructional resources and materials; (2) increased ability to motivate students; (3) better organizational or classroom management skills; and (4) improved teacher and parent relations.

After reflection and close examination of the data, the staff believes that the program still needs to address the following problems:

- 1) classroom discipline - although it is difficult to learn effective classroom discipline practices in a short time period, especially in the case of the first year teacher, we believe that a continued emphasis in this area is a must.
- 2) administrative relations - although inductee teachers have improved in the areas of peer and parental relations, they do not feel as easy with their principal even though 90% of them feel that this is necessary.
- 3) There is still a need for mentors to work with their respective teachers in the area of classroom planning. Principals could help by making it clear what they expect and how they will monitor the process.

TABLE 1

Summary of the Results: 1996
Perceived Problems of Inductee Teachers

Rank Order	Question No.	Problems	Mean Gap
1	2	Knowledge of Instructional Resources	1.9
2	25	Dealing with Individual Differences	1.6
3	19, 13	Classroom Discipline	1.6
4	10	Teaching Load	1.6
5	18	Principal & Administrative Relationships	1.5
6	5	Insufficient Materials & Supplies	1.443

N=65

TABLE 2
 Summary of the Results: 1996
 Perceived Problems of Mentor Teachers

Rank Order	Question No.	Problems	Mean Gap
1	4	Teacher Mentor Dialogue	1.6
2	10	Evaluation	1.6
3	25	Inadequate Supplies	1.6
4	19	Awareness of School Policies & Procedures	1.6
5	13	Group Strategies	1.4
6	11	Planning Lessons	1.3
7	3	Clerical Work	1.3

N=42

TABLE 3

Total Inductee Teachers by Definition

New Teachers	Transfers	Non-transfers
16	5	2

TABLE 4

Demographic Characteristics of Mentor and Inductee Teachers in the Induction Project 1985-86

Mentors Educational Level	Inductees Educational Level
BA 23	BA 57
MA 11	MA 8
EDS 3	
<u>Race</u>	<u>Race</u>
White 41	White 62
Black 1	Black 1
<u>Gender</u>	<u>Gender</u>
Female 41	Female 52
Male 1	Male 11
Age: x=36	Age: x=28
OSU graduates: 22 of 42	OSU graduates: 37 of 65

TABLE 4

Number of Teacher Transfers and
Non-Transfers by Definitions

Building level transfer:	12 transfer 30 non-transfer
District level transfer:	11 transfer 31 non-transfer
Subject level transfer:	7 transfer 35 non-transfer
Grade level transfer:	5 transfer 37 non-transfer

Definition of Inductee for Induction Project

1. New teacher - Teacher with 0 years experience
2. Non-transfer - Teachers returning after a professional leave of absence
3. Transfer - Teachers new to the subject, grade level, building, and/or district

Differences in levels of inductee teachers we found in their response patterns on question 17 and 18 as follows:

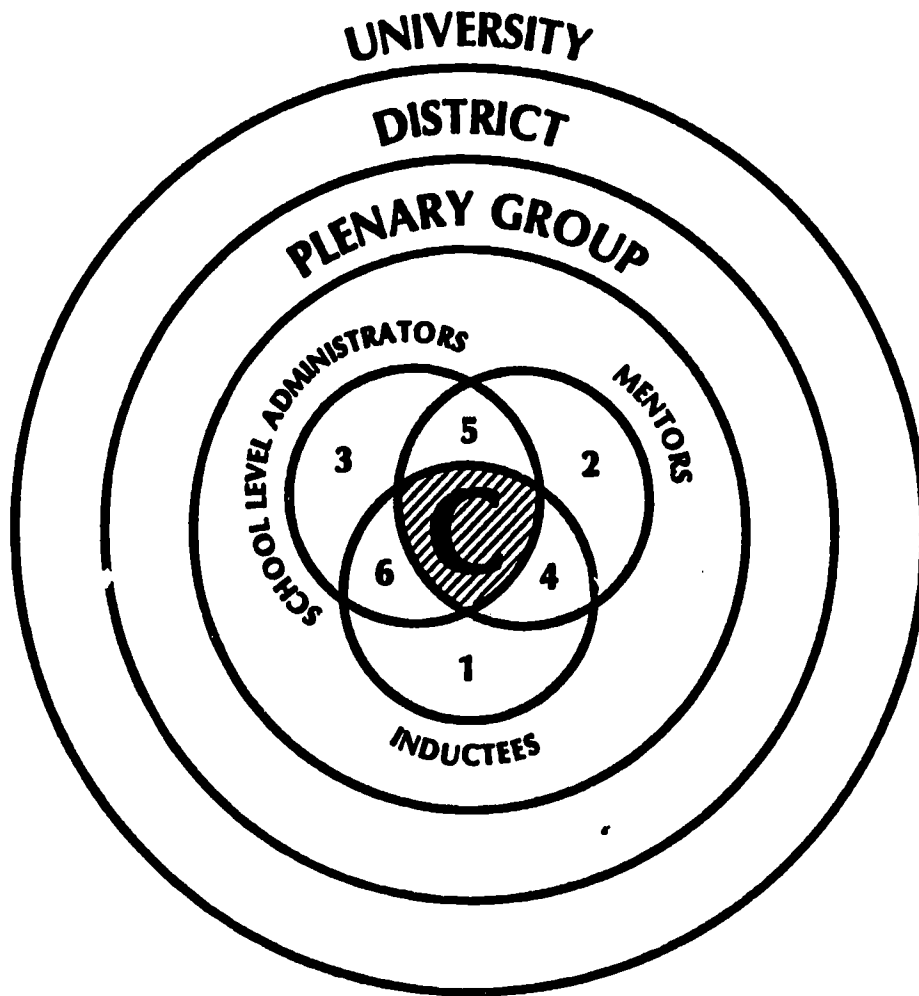
1. Individual differences of students are better addressed by transfers than first year teachers.
2. First year teachers are having problems accommodating to new superiors and policies.

**Recommendations for Future Directions
of the Mentor/Inductee Induction Project**

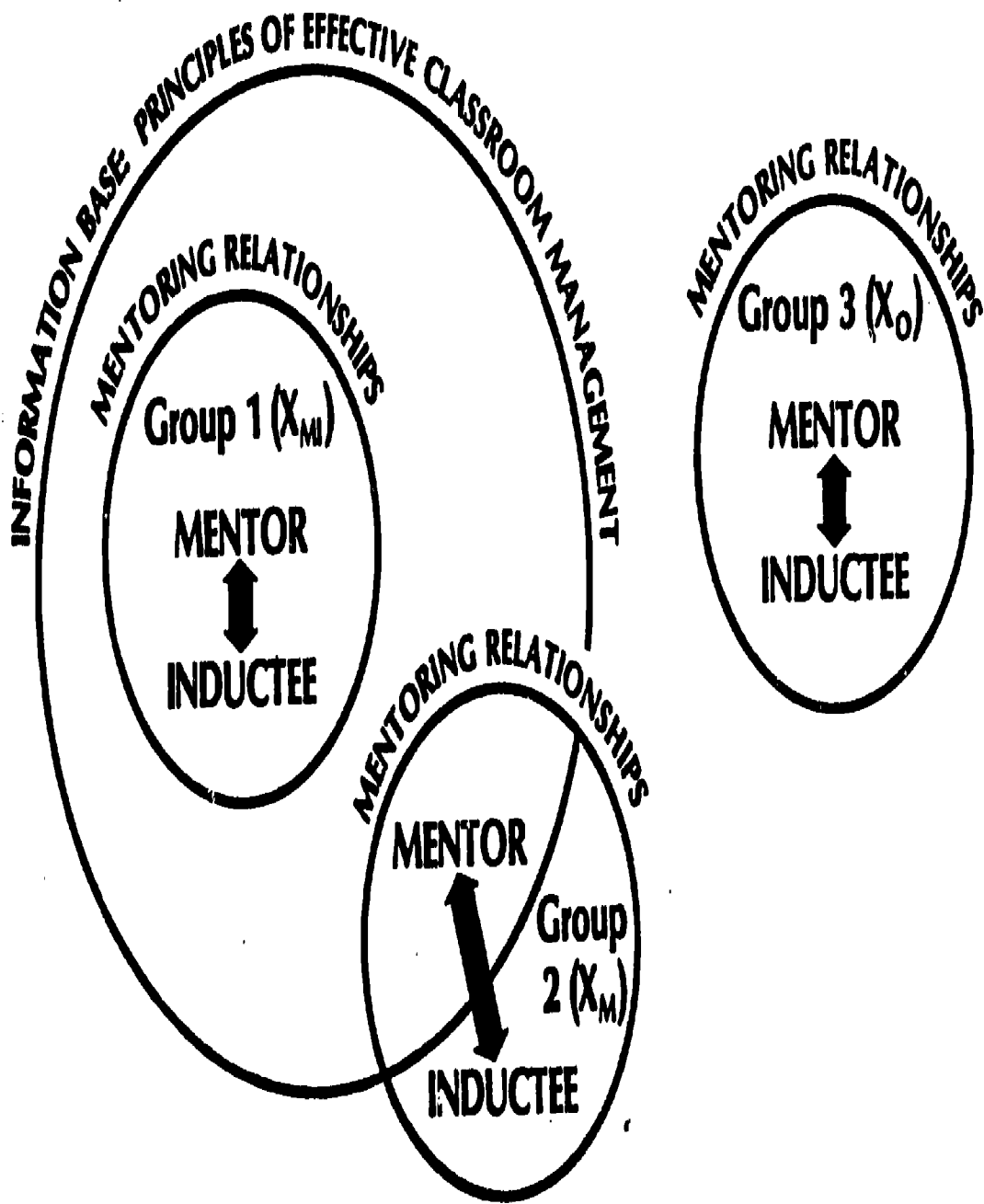
1. Principals need to inservice first year teachers on policies and administrative practices of the district, while detailing some expectations for mentor teachers working with inductees.
2. Classroom management and discipline practices need to continue to be a common yet vital part of future staff development programs.
3. Administrators need to examine staff assignment and resource allocation patterns to ensure that teachers can always provide sufficient classroom learning experiences. Once more, release time is necessary for mentors observing inductees just new to the field.
4. Continued work in classroom planning and classroom management skills for all participants is advisable. Mentor teachers need to provide examples of lesson plans and other organizational records like attendance reports, grade books, and extracurricular records. Teachers need a voice in preparing departmental budgets and class schedules. Group planning needs to be encouraged to assist beginners first attempting to try their strategies and resources in practice.
5. Finally, teachers need to receive inservice on student evaluation techniques and the analysis and interpretation of test scores, while they are encouraged to use them in examining future instructional practices.

APPENDIX I

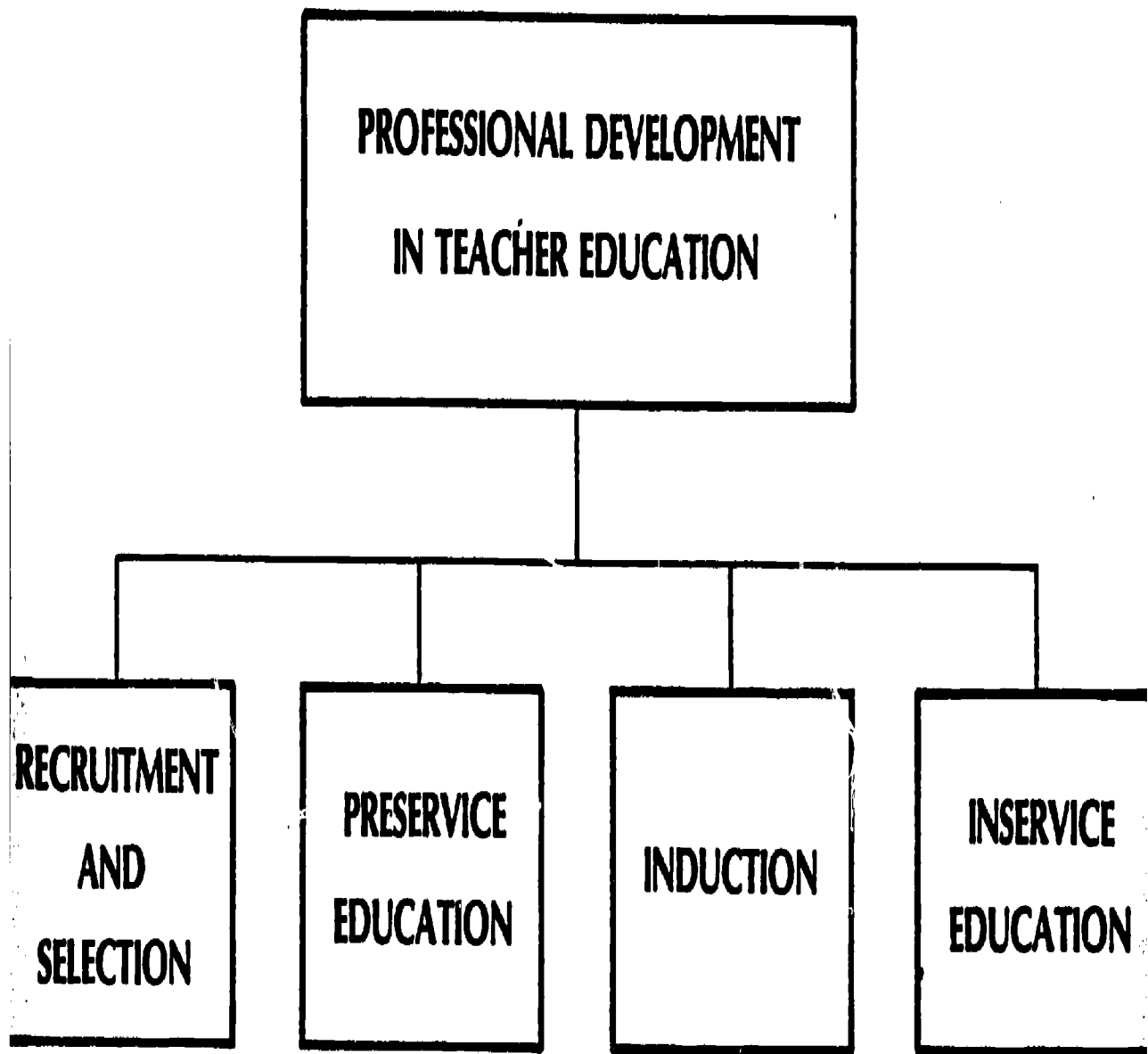
Induction Models



A model of collaborative interaction for induction programs.



Mentors' and inductees' access to information about principles of effective classroom management by treatment groups.



Existing structures in professional teacher development.

APPENDIX J

Completed Conference Report Forms

PROBLEM ANALYSIS

PROBLEM: The failure to establish consistent procedures for opening exercises and turning in assignments.

Forces for resolving. . .

1. Introduce a new plan to the children for opening exercises and turning in their completed assignments.
2. Post daily activities such as opening exercises in a visible place for the entire class to see. This would include the pledge, attendance sheet, lunch count, and the day's helper.
3. Enlist students to help take attendance, lunch count, announce the day's helper, and lead the pledge.
4. Provide baskets labeled for different assignments to be turned in.
5. Provide students with mail boxes for incomplete work.
6. Regardless of the time factor, stay with the procedures until students are used to the routines established.

Forces against resolving. . .

1. Due to the many school interruptions, it is difficult to be consistent in opening exercises.
2. It is difficult to begin near the end of the school year to train children to handle the duties required in opening exercises, especially if you have a difficult or immature class.
3. Money must be available to purchase baskets or tote trays for the children.
4. Having adequate storage area for the baskets presents a problem in an overly crowded classroom.

CONFERENCE REPORT FORM

Inductee Pat Yates

Name _____

Mentor Donna Weisenberger

District _____

1. What problem or concern did you discuss?

We discussed the failure to establish consistent procedures for opening exercises and the turning in of assignments.

2. What strategies were proposed for resolving the problem/concern?

We proposed introducing a new plan to the children for opening exercises and the turning in of their assignments. This could be done by posting the morning's activities and enlisting the students help in seeing that they are followed and completed. We discussed the possibility of providing baskets labeled according to assignments for placing completed work and providing for each child a mailbox for their incomplete work. This would enable the teacher to keep a more accurate record of their work. It was stressed that the teacher keep to routine regardless of the time factor.

3. What were your general reactions to the conference?

We felt that the conference was extremely helpful and productive and the strategies proposed would be used in the coming school year.

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