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ABSTRACT

Intended for educational leaders, this three-section monograph presents information and perspectives regarding support given to beginning teachers. The first section reviews a variety of perspectives on the purposes that teacher induction programs can serve. Among the perspectives discussed are those based on studies of beginning teachers' perceived needs, effective teaching research, teacher socialization, stages of concern, and adult development. Section II describes the types of support provided by different teacher induction programs, including specific descriptions of nine programs. The third section summarizes suggestions found in the literature regarding the design of teacher induction programs. A nine-page bibliography is included. (CB)

Perspectives on Teacher Induction: A Review of the Literature and Promising Program Models

MARYLAND STATE
DEPARTMENT of EDUCATION
Staff Development Branch
and
RESEARCH for BETTER SCHOOLS

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Research for Better Schools (RBS) has been funded by the U.S. Department of Education to be the Mid-Atlantic Regional Educational Laboratory, serving Pennsylvania, New Jersey, Delaware, Maryland, and the District of Columbia. Its mission is to collaborate with state, intermediate, and local educational agencies to improve district, school, and classroom practice. To this end, RBS provides a wide range of services that include research, evaluation, information synthesis, planning, materials development, staff development, and technical assistance. Current RBS activities address such topics as: the design of effective remediation programs; programs for students at risk; teacher induction, supervision, and evaluation; evaluation of state programs to improve effectiveness of urban schools; the impact of state testing programs and graduation requirements.

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INTRODUCTION

Teacher induction is a topic of growing interest to educational leaders. In part, this interest is stimulated by the continuing press for quality education/quality teaching. It is also influenced by concerns about the aging of the current teaching force, the numbers of beginning teachers who leave the profession within the first five years of being employed as teachers, and growing evidence of a possible teacher shortage in particular subject areas.

The purpose of this paper is to provide educational leaders with information and perspectives that may help them plan and/or improve the current support that they provide beginning teachers. The paper is organized into three sections.

- Purposes of Teacher Induction Programs reviews a variety of perspectives on the purposes that teacher induction programs can serve. Among the perspectives discussed are those based on studies of beginning teachers' perceived needs, effective teaching research, teacher socialization, stages of concern, and adult development.

- Possible Designs for Teacher Induction Programs describes the types of support provided by different teacher induction programs. It includes descriptions of nine programs.

- Suggestions for Induction Program Development summarizes some of the suggestions found in the literature regarding the design of teacher induction programs.

The paper also contains a bibliography for persons interested in pursuing specific topics.

I. PURPOSES OF TEACHER INDUCTION PROGRAMS

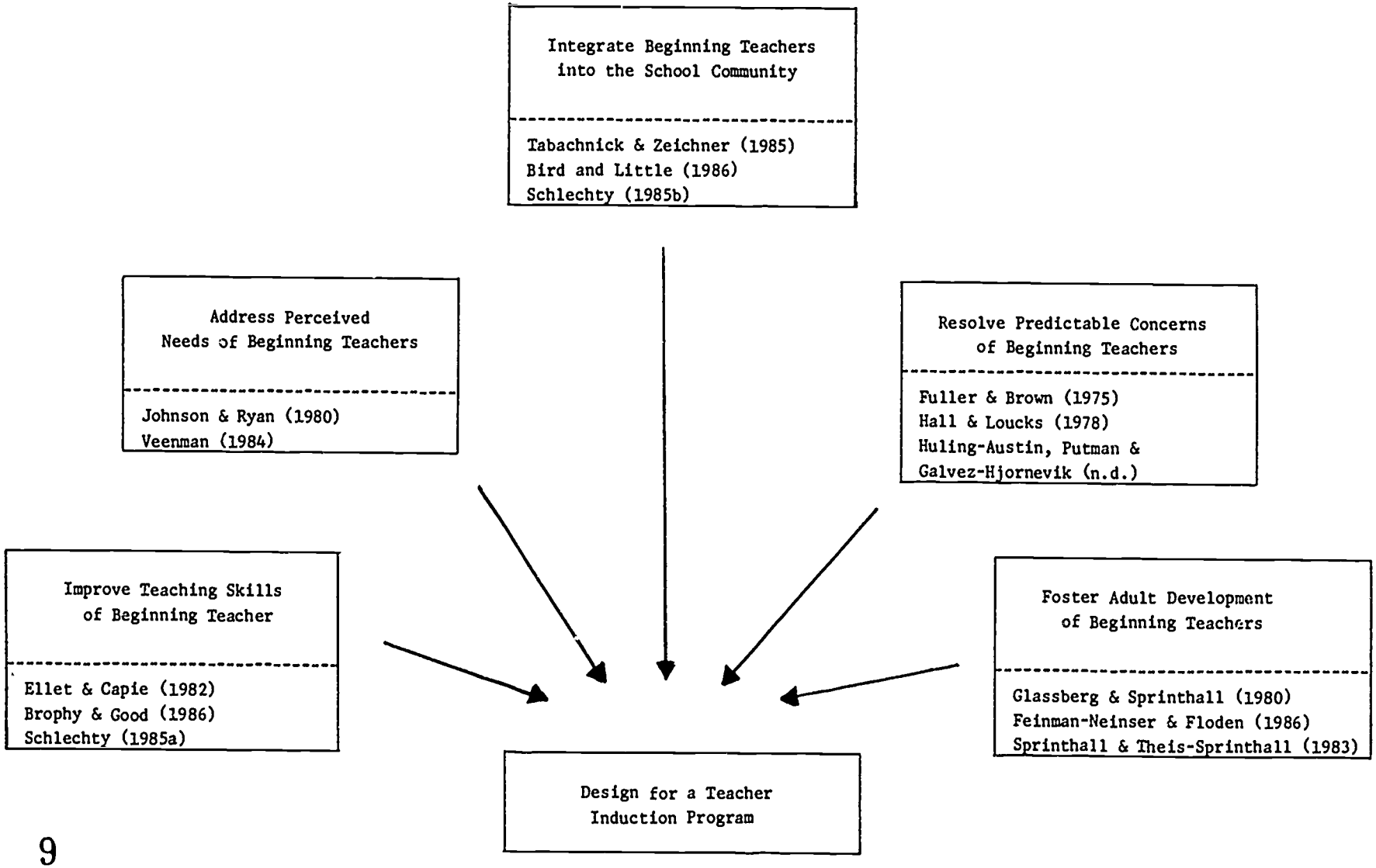
The current literature on teacher induction provides a variety of perspectives on the purposes of programs that help a beginning teacher become a teacher. For example, Tisher (1982) defines induction as assisting new teachers to become professionally competent. McDonald (1980) states that it encompasses "...the mastery of two tasks -- the effective use of the skills of teaching and adapting the school system." Schlechty (1985b) writes the purpose of induction is "...to develop in new members of an occupation those skills, forms of knowledge, attitudes and values that are necessary to carry out their occupational roles."

Huling-Austin (1985) maintains that four general goals can be reasonably expected from induction programs: to improve teaching performance, to increase the retention of promising beginning teachers, to promote the personal and professional well-being of beginning teachers, and to satisfy mandated requirements related to induction and certification. Odell (1987) writes that while many induction goals are obvious (e.g., to respond to the overt needs of beginning teachers, and to socialize them into the school, the community and the profession), the most important goal is to foster developmental changes that will produce teaching expertise. In her opinion, "it is not an unreasonable goal of teacher induction programs to help lead teachers toward being fully actualized teaching professionals."

To help educational leaders consider the full range of purposes that teacher induction programs can serve, this section will highlight some perspectives found in the current literature on teacher induction. It is organized around five general purpose statements: (1) address perceived needs, (2) improve teaching skills, (3) integrate into the school community, (4) resolve predictable concerns, and (5) foster adult development (see Figure 1).

Figure 1

Possible Purposes for Teacher Induction Programs
Drawn from the Literature on Beginning Teachers



Address Perceived Needs of Beginning Teachers

This purpose for teacher induction programs is derived from a long line of research that has surveyed beginning teachers to identify the problems they are encountering. Johnston and Ryan (1980), in reviewing the professional literature on beginning teachers from 1930-1950, observed that the definition of beginning teacher problems has varied little in the last 50 years. They found that the most commonly discussed problems of beginning teachers include: discipline and classroom management, planning and organization, motivation of students, and adjustment of the teaching environment. The regularity with which these problems are identified, Johnston and Ryan felt, is due to the fact that this research uses questionnaires based on problem statements generated by administrators from outside the classroom. They cautioned that while it is comforting to have a list of commonly held and familiar problems, that such a list is not enough. They suggested that there is a need to go beyond such a list to develop more comprehensive explanations of the process of learning to teach and the reasons individuals have specific problems.

Veenman (1984) confirmed and expanded Johnston and Ryan's conclusions in his literature review of 83 studies of the perceived problems of beginning teachers. Most of these studies employed a rating scale. Veenman found that of the 24 problems rated (see Figure 2), the 8 most highly rated were: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of classwork, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students.

Figure 2

Beginning Teacher and Administrator Perceived Needs*

Problem	Frequency
• Classroom Discipline	77
• Motivating Students	48
• Dealing with Individual Differences	43
• Assessing Student's Work	31
• Relationships with Parents	27
• Organization of Class Work	27
• Insufficient Materials and Supplies	27
• Dealing with Problems of Individual Students	26
• Heavy Teaching Load, Insufficient Preparation Time	25
• Relations with Colleagues	24
• Planning of Lessons & School Days	22
• Effective Use of Different Teaching Methods	20
• Awareness of School Policies and Roles	19
• Determining Learning Level of Students	16
• Knowledge of Subject Matter	15
• Burden of Clerical Work	15
• Relations with Principals/Administrators	15
• Inadequate School Equipment	14
• Dealing with Slow Learners	13
• Dealing with Students of Different Cultures/Background	12
• Effective Use of Textbooks and Curriculum Guides	11
• Lack of Spare Time	10
• Inadequate Guidance and Support	9
• Large Class Size	8

*Veenman (1984)

Veenman discovered a great many similarities among studies. He found few differences between those done within the United States and those done in other countries, between elementary and secondary teachers' problems, between studies done in the 1960s and those done in the 1970s, and between problems perceived by principals and by teachers. Veenman cautioned against viewing the problems of beginning teachers as unique, and he documents that experienced teachers also display many of the same problems. Veenman also noted that some of the studies found correlations between certain situations and certain problems; however, the different researchers had used sufficiently different category systems to make it impossible for him to place the findings into an integrated explanatory framework. He called for comprehensive studies that interrelate the characteristics of teacher training, beginning teachers, and school settings.

Odell (1986) investigated actual beginning teachers' requests for assistance by having support teachers document what help 86 first-year teachers and 79 new-to-system teachers, participating in a school of education-supported clinical induction program, requested. She then categorized the kinds of help requested in functional terms, and determined the average rank of each category during each semester for both groups of teachers (see Figure 3). Results showed that during the first and second semesters, both first-year and new-to-system teachers requested help most with resources and materials and with instructional matters. They, however, differed in the emotional support they asked for (ranked second and then third for first-year teachers, while fourth for new-to-system teachers in both semesters) and in the system information they asked for (ranked first and then third for new-to-system teachers, while fifth and then sixth for first-year teachers).

Figure 3

Functional Analysis of Help Requested in an Induction Program*

Help Offered	Ranked According to Frequency of Request: First Semester, 1st Year Teachers	First Semester, New-to-System Teachers	Second Semester, 1st Year Teachers	Second Semester, New-to-System Teachers
• Resources/Materials -- collecting, disseminating, or locating materials or other resources for use by the new teacher	1	2	2	1
• Emotional -- offering new teachers support through empathetic listening and by sharing experiences	2	4	3	4
• Instructional -- giving information about teaching strategies or the instructional process	3	3	1	2
• Classroom Management -- giving guidance and ideas related to discipline or to scheduling, planning, and organizing the school day	4	5	4	5
• System Information -- giving information related to procedures, guidelines, or expectations of the school district	5	1	6	3
• Environment -- helping teachers by arranging, organizing, or analyzing the physical setting of the classroom	6	6	5	7
• Demonstration Teaching -- teaching while new teachers observe (preceded by conference to identify focus of observations and followed by analysis conference)	7	7	7	6

*Odell, (1986)

In a second study, Odell and her colleagues (Odell, Laughlin & Ferrao, 1987) used the same methodology to document what kinds of questions 18 first-year teachers asked of their nine support teachers. The result led Odell to revise her functional categories.* For this group of teachers, the greatest number of questions asked pertained to the instructional category (38%), followed by those related to procedures and expectations of the school system (21%), resources and materials for teaching (15%), and personal or emotional support (12%). The number of questions in the final three categories, "managerial," "parental," and "disciplinary" were significantly fewer (5 to 7%).

In this study, Odell discussed the importance of month-to-month changes within each category and the implications of such information for induction program design. All types of support were needed during the first month. In the following months, the need for instructional, resource, and emotional support remained constant; however, the need for managerial and disciplinary support decreased, except for the first month of the second semester. Parental support was needed only until the first parent meetings were held; and the need for systems support was directly influenced by internal and external pressures from the school and district. Given such information, Odell argues that induction programs have to have built-in flexibility to insure that they meet the changing needs of beginning teachers.

Summary

From the perspective of this research, a purpose of teacher induction programs should be to help beginning teachers address the common problems

*The new categories are instructional, system, resource, emotional, managerial, parental, and disciplinary.

faced by all suc.. teachers. It is noteworthy, however, that Veenman, at the end of his review, urges his readers to move beyond a "mere inventory of problems" to develop a conceptual framework, such as teacher development or socialization theory, to better understand the individual differences of teachers.

Improve Teaching Skills of Beginning Teachers

This purpose for teacher induction programs is derived from the numerous studies conducted over the past 15 years that have sought to identify those teaching behaviors that influence certain types of student behavior or student outcomes (e.g., student on-task behavior, student performance on basic skills achievement tests). Examples of some of the most significant studies are: the Follow Through Study (Stallings & Kaskowitz, 1974); Texas Teacher Effectiveness Studies (Brophy & Everston, 1974); Beginning Teacher Evaluation Study (Fisher, et al., 1978), and Missouri Mathematics Effectiveness Project (Good & Grouws, 1979).

As the number of studies that have successfully related teacher behavior to student outcomes has increased, so have the interpretive reviews that identify implications of this research for teachers, supervisors, and staff developers. One recent example of such a review is the "Teacher Behavior and Student Achievement" chapter by Brophy and Good, in the Handbook of Research on Teaching (third edition). They grouped the findings of this research under the following headings: Quality and Pacing of Instruction, Whole-Class versus Small-Group versus Individualized Instruction, Giving Information, Questioning the Students, Reacting to Student Responses, and Handling Seatwork and Homework Assignments. Under each heading, Brophy and Good list specific teacher behaviors that have been related to some achievement measure (see Figure 4).

Figure 4

Categories of Teacher Behaviors Related to Student Outcomes*

- Quality and Pacing of Instruction
  - -- opportunity to learn/content covered
  - -- note definition/expectations/time allocation
  - -- classroom management/student engaged time
  - -- consistent success/academic learning time
  - -- active teaching
- Whole-class versus Small-group versus Individualized Instruction
- Giving Information
  - -- structuring
  - -- redundancy/sequencing
  - -- clarity
  - -- enthusiasm
  - -- pacing/wait-time
- Questioning the Students
  - -- difficulty level of questions
  - -- cognitive level of questions
  - -- clarity of question
  - -- postquestion wait-time
  - -- selecting the respondent
  - -- waiting for the student to respond
- Reacting to Student Responses
  - -- reacting to correct responses
  - -- reacting to partly correct responses
  - -- reacting to incorrect responses
  - -- reacting to "no" response
  - -- reacting to student questions and comments
- Handling Seatwork and Homework Assignments

*Brophy and Good (1986)

Currently, there are two general approaches to using the results of effective teaching research in induction programs. One is represented by state efforts to develop assessment systems that reflect this research and can be used to assure that beginning teachers meet some minimal performance standards before certification. The other is represented by induction programs that use the results of this research to structure supervision and staff development activities.

State Assessment Systems

With respect to state assessment systems for beginning teachers, Hawk and Robards (1987) report, based on a 1986 survey, that 10 states and the District of Columbia are implementing such programs, 6 states are piloting such programs, 15 are planning such programs, and 19 have no plans for developing such programs. One of the best known statewide beginning teacher assessment programs is Georgia's, which has been operating since 1978 (Ellett & Capie, 1982). It uses a carefully developed instrument, The Teacher Performance Assessment Instrument,* which focuses on 14 generic teaching competencies (see Figure 5). New teachers have six assessment opportunities during a three-year period to display these competencies. Teachers are observed by a three-member team comprised of their principal, a peer-teacher, and a staff person from a regional assessment center, all of whom have received 50 hours of training. Seventeen regional assessment

*Although the performance criteria frequently relate to selected parts of the research on effective teaching (e.g., manages classroom instruction), they also attempt to measure the performance of other teaching behaviors that have not been the subject of effective teaching research (e.g., demonstrates enthusiasm).

Figure 5

Representative Classroom Performance Criteria
for Beginning Teacher Certification*

- Plans instruction to achieve selected objectives
- Organizes instruction to take into account individual differences among learners
- Obtains and uses information about the needs and progress of individual learners
- Refers learners with special problems to specialists
- Obtains and uses information about the effectiveness of instruction to revise it when necessary
- Uses instructional techniques, methods, and media related to the objectives
- Communicates with learners
- Demonstrates a repertoire of teaching methods
- Reinforces and encourages learner involvement in instruction
- Demonstrates an understanding of the school subject being taught and demonstrates its relevance
- Organizes time, space, materials and equipment for instuction
- Demonstrates enthusiasm for teaching and learning and the subject being taught
- Helps learners develop positive self-concepts
- Manages classroom instruction

*Ellett & Capie (1982)

centers manage the program by training observers, orienting teachers, processing assessment data, and providing feedback to teachers. Staff development, if undertaken on the basis of the assessment, is a responsibility of local districts.

The results of the Hawk and Robards survey suggest that many of the state induction programs follow the Georgia model. While such statewide assessment programs may provide feedback to teachers and recommend inservice opportunities to remediate deficiencies, their support or staff development emphasis is considered by critics to be secondary and weak (Defino & Hoffman, 1984). Assistance to the beginning teacher, if it occurs in these programs, is generally delegated to local districts, and it tends to focus upon improving the performance of a specific competency with which a teacher had difficulty on the assessment, rather than on developing a repertoire of skills.

Local Supervision/Staff Development Programs for Beginning Teachers

In contrast to the emphasis placed on assessment in such state-directed induction programs, there are district-level programs (e.g., the Toledo Internship-Intervention Program and the Charlotte-Mecklenburg Career Development Program*) that link performance assessment information directly to teacher support and development opportunities. Both Toledo and Charlotte-Mecklenburg use observation and evaluation techniques to check for agreed-upon competencies; however, they are less concerned about the psychometric quality of their techniques than in gathering the kinds of evidence that enables neutral, knowledgeable professionals to assess the current status of a teacher's competence (Schlechty, 1985a; Toledo Public Schools & Toledo

*The characteristics of these two programs are further described in Section II.

Federation of Teachers, 1985). These programs involve frequent classroom observations that provide information to help a beginning teacher and an assisting teacher set mutually agreed upon improvement goals. Both programs view their evaluation systems as an expression of important organizational values (e.g., beginning teachers, by definition, have to receive support to develop) rather than as state-of-the-art systems that measure/evaluate teaching behavior. One developer of an evaluation system (Schlechty, 1985a) argues that practitioners must accept the inherent subjectivity of evaluation and resolve questions of value through dialogue rather than through instrumentation.

Summary

In summary, central to the statewide induction programs and programs like Toledo's and Charlotte-Mecklenburg's is a set of performance criteria, based to the extent possible on effective teaching research. There are cautions found in the literature with respect to this approach. To be specific:

- process-product research (research tying classroom processes to student outcomes) is by definition narrow; it defines effective teaching in terms of specific teacher behavior variables that contribute to increased performance on particular measures of student achievement. It has not looked extensively at other classroom variables or measures of success. Few professionals would equate the findings of this research alone with quality teaching
- the research has been done in specific contexts and at specific grade-levels. While some findings are replicated in other settings, one cannot assume the findings generalize to all settings and students (at best they would seem limited to traditionally taught basic skills classes) (Brophy & Good, 1986)
- the research has been based on observations of experienced teachers. This research, therefore, does not provide guidance on how best to develop and evaluate beginning teachers

- findings from the studies are mainly correlational; causal relationships between teacher behavior and student achievement frequently have not been experimentally established

- it is difficult to take an isolated behavior (e.g., three-second wait time) and translate it directly into a prescription for teaching. One cannot assume that it is possible to introduce specific or isolated teacher behavior found in this research into a classroom and get the same achievement that was found to have occurred naturally (Brophy & Good, 1986; Griffin, 1985).

One critic (Griffin, 1985) of induction programs based on findings from the effective teaching research argues that this knowledge base is not a broad enough foundation for judging exemplary teaching. Although it may be an important source of information, there are other sources that emerge from collective understandings of the teaching craft and from the values and beliefs about what constitutes good teaching. In Griffin's opinion, tying exemplary teaching primarily to the effective teaching research results in teaching criteria that become minimum competencies and do not provide incentives that move teachers toward excellence. The effective teaching research can help beginning teachers better understand specific technical or managerial aspects of teaching; however, it does not directly promote the kind of analysis or reflection that many consider necessary for teaching improvement.

Integrate Beginning Teachers into the School Community

This purpose for teacher induction programs is derived from the literature on the socialization of teachers to the norms and expectations of a given school. Within this literature, there are two very different perspectives. One views the socialization process from the beginning teachers' perspective: their task is to adapt to the norms and expectations of the

school's social environment. The second views the process from the perspective of the school: what norms and values does it want to introduce to the beginning teacher.

Adapting to the Norms and Expectations of a School Community

According to theories of teacher socialization, beginning teachers must determine what are the norms and expectations of the school in which they work. Then, they must decide to what extent they will adjust their understandings and teaching styles to those norms and expectations. In the past, the literature on socialization viewed the process negatively; it was a process in which a school culture with less than admirable values absorbed a passive teacher, who gave up the ideals learned in preservice programs in order to fit in (Feiman-Nemser & Floden, 1986).

More recent studies have provided a more complex and constructive view of this process. For example, Tabachnick and Zeichner's (1985) study investigated the change in perspectives of beginning teachers during the first year of teaching. To identify a teacher's perspective, they drew upon Lacey's (1977) social strategy construct that conceptualizes an individual's response to institutional pressures. They found that beginning teachers used three distinct strategies:

- internalized adjustment--conform to expectations
- strategic compliance--adjust behavior in line with expectations, but maintain personal reservations
- strategic redefinition--work to modify expectations.

Using a case study methodology, they assessed how four beginning teachers changed their perspective on how to handle a set of problematic situations. They found one teacher internally adjusted to school norms for handling the

situations, one teacher covertly held on to her initial perspective, and two teachers openly worked to redefine what would be an acceptable response in their school. The authors hypothesized that the development of teacher perspectives (socialization) is more context specific than is often believed.

Current research on teacher socialization tends to focus on teachers' approach to selective tasks (e.g., establishing classroom discipline, responding to personal student needs, responding to particular administrative requirements). However, to date, the literature has not provided a general framework for relating the results of individual studies that seek to determine the strength of different socializing agents (e.g., preservice institutions, peer teachers, administrators, or students).

Norms That Support Beginning Teachers

Some researchers have sought to use their work on the norms and values of effective schools to suggest how socialization can be an important and positive component of teacher induction. For example, the work of Bird and Little (1986) has shown that schools that have norms emphasizing collegiality and experimentation are more effective, and that these norms can be seen in such specific practices as:

- staff discussion of teaching practices
- teachers observing and being observed at work
- teachers working together on plans and materials
- teachers learning from and with each other.

They suggest that educators can self-consciously choose the norms they want to shape school experience. They argue that specific norms (e.g., norms about how teachers relate to students, what is an effective lesson, whether

to improve practice) should shape school experience; and that teachers can, but often do not, influence what norms govern the school and their behavior.

Bird and Little acknowledge that while educators can choose the norms they wish to shape experience and behavior at their school, it might be difficult for many teachers and principals to see how it could practically be done. They pose several questions for educators who have responsibility for selecting and guiding beginning teachers to suggest how they can establish norms that foster school and teacher improvement:

> "What norms of improvement should these teachers learn from the first years of teaching? In what schools are they most likely to learn those norms? By what procedures? With which principals? With which experienced teachers? Finally, what should be the tenure ceremony? How should a school and district recall the struggles and celebrate the accomplishments of new teachers and the principals and teachers who got them through their first year of teaching? In what event can participants confirm the dignity of their work and their respect for each other? What rite can mark the passage and bind a lifelong occupational agreement to advance together?" (p. 507)

Bird and Little imply that the answers to these questions should guide the design of effective teacher induction programs.

Phillip Schlechty (1985b) reinforces the Bird and Little perspective. He states that effective induction programs are "...based on and oriented toward clearly stated, well-articulated, and generally understood expectations and norms," and that these norms are: (1) known and supported by all group members, even if they do not directly apply to them; (2) successfully conformed to; and (3) not deviated from. Effective systematic induction, he maintains, is impossible without such norms.

Unfortunately, neither Schlechty nor Bird and Little fully explained how schools can go about establishing the kinds of norms they suggest nor how to socialize a beginning teacher in such an environment.

Summary

The literature on teacher socialization describes another purpose the teacher induction programs might serve--namely, to help beginning teachers understand what the norms and expectations of their school are and decide how they will respond to them. It suggests that a school staff can consciously determine what those norms and expectations should be. Unfortunately, this literature is just beginning to explore how norms become established, how they are communicated and maintained, and how they can be changed. It is also just beginning to identify those norms and expectations that contribute most to a school's effectiveness as well as to the effectiveness of the individuals who make up its staff.

Resolve Predictable Concerns of Beginning Teachers

This purpose for teacher induction is based on the work of Fuller and colleagues, and of Hall and colleagues. It describes how beginning teachers tend to experience predictable concerns during the induction period.

Fuller and colleagues (Fuller, 1969; Fuller & Bown, 1975) have empirically derived a framework of beginning teachers' concerns that is based, theoretically, on the general human tendency to be preoccupied with basic concerns until they are satisfied. Their framework describes beginning teachers as working through three sets of concerns. The first set involves survival concerns (e.g., controlling the class, being liked by pupils, being evaluated); the second stage focuses on concerns about the teaching situation (e.g., limitations of specific methods, frustrations with particular instructional materials, mastery of certain teaching skills); and the third stage centers on concerns about the pupil (e.g., their learning, emotional

needs, and how to relate to them as individuals). From her developmental perspective, Fuller believed that the latter concerns cannot emerge until the earlier ones are resolved. More recent research suggests that at least some concerns may be held simultaneously (Veenman, 1984).

Fuller's work has been one of the foundations for the work of Hall and his colleagues (Hall, Wallace & Dossett, 1973; Hall & Loucks, 1978). They have suggested that individuals experiencing any change have predictable concerns (see Figure 6), and that change can be facilitated if appropriate assistance is given. They have identified seven levels of concern that individuals may have about a change: awareness, informational, personal, management, consequence, collaboration, and refocusing. As a means of assessing levels of concern, they developed the Stages of Concern (SOC) instrument, a 35-item questionnaire. Experience with the Stages of Concern instrument shows that individuals display concerns from more than one stage; however, the intensity of particular concerns shifts as one works through the process of making a change (Hall & Loucks, 1978).

The SOC instrument has been used primarily to monitor the implementation of new educational practices, helping project leaders identify concerns that they need to address to facilitate implementation. During 1984-85, as part of the Model Teacher Induction Project at the University of Texas in Austin,* the instrument was administered three times to the participating beginning teachers and their supervisors (Huling-Austin, Putman, Galvez-Hjornevik, n.d.). The University of Texas found that they could use the SOC results to identify changes in beginning teachers' concerns that might suggest the need to modify the assistance being given, as well as changes in

*For another induction program (Doane College) reporting the use of the Stages of Concern instrument, see Hegler and Dudley, 1987.

Figure 6

Stages of Concern*

- Awareness
  -- little concern about or involvement with the innovation

- Informational
  -- a general awareness of the innovation and interest in learning more detail about it

- Personal
  -- individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role

- Management
  -- attention is focused on the processes and tasks of using the innovation and the best use of the information and resources

- Consequences
  -- attention focused on impact of the innovation on student in his/her immediate sphere of influence

- Collaboration
  -- the focus is on coordination and cooperation with others

- Refocusing
  -- the focus is on exploration of more universal benefits from the innovation including the possibility of major changes or replacement with a more powerful alternative

*Hall & Loucks (1978)

their supervisors' concerns in providing assistance. While the pattern of concerns of both the beginning teachers and the supervisors was fairly typical and predictable, individual concern profiles varied in both the types of concerns experienced at a given time and the intensity of those concerns.

One weakness of the SOC instrument is the amount of interpretation it requires. It was developed as a general purpose instrument, not one tailored for beginning teachers. Another difficulty is that its utility depends on the ability of beginning teachers' awareness of and willingness to voice particular concerns.

Summary

The literature on beginning teacher concerns has focused on the evolving character of those concerns as beginning teachers learn to teach. It suggests that those concerns are predictable and that beginning teachers tend to experience them in a predictable order. Finally, the perspective implies that activities can be designed to support such movement. At present, however, there are only a few practical examples of how this might be accomplished given current instrumentation and effective interventions. Nevertheless, it does suggest another perspective on what purposes a teacher induction program could serve--namely, to help teachers resolve the concerns that they will predictably experience as they learn how to teach in a given school.

Foster Adult Development of Beginning Teachers

The last general purpose for teacher induction programs is derived from the literature on adult development, with particular reference to teachers. Generally, theories of teacher development hold that change or growth in individuals is internally guided rather than externally imposed. A number

of theorists have sought to explain beginning teacher needs by their placement on a continuum of development (Feiman-Nemser & Floden, 1986; Glassberg, 1979; Veenman, 1984). They based their ideas on the work of developmental theorists such as Piaget, Kohlberg, Hunt, and Loevinger, who describe respectively, cognitive, moral, ego, and conceptual development, in terms of a sequence of cognitive structures or stages that are invariant and hierarchial (see Figure 7). They suggest that each stage is characterized by a kind of knowledge and a kind of thinking. Persons at higher stages of development function more complexly, possess a wider repertoire of behavioral skills, perceive problems more broadly, and can respond more accurately and empathetically to the needs of others (Veenman, 1984). Research evidence seems to confirm a relationship between these stages and overt behaviors.

The general hypothesis of these developmentalists has been supported in studies of beginning teachers (Veenman, 1984). For example, Sprinthall and his colleagues (Sprinthall & Thies-Sprinthall, 1983) have described teachers as progressing through levels of moral, conceptual, and ego development, wherein effective teaching is a function of the higher stages. Moreover, educational programs have been designed that have successfully promoted the cognitive growth of teachers (Glassberg & Sprinthall, 1980). A teacher's need for support, as defined by these theories, is dependent on a teacher's current stage of development and the type of intervention that would move that teacher to the next developmental stage. An implication of these theories is that as teachers developmentally advance, they will use an increasingly wider range of teaching strategies.

Some researchers and educators are quite critical of the attempt to connect a teacher's stage of development to the design of induction experiences. They argue that, as yet, there is no comprehensive theory of

Figure 7

Theories of Teacher Development Based on Reasoning Abilities*

- Piaget-Cognitive Development
  - -- Sensori Motor
  - -- Preoperational
  - -- Concrete
  - -- Formal Substage 1
  - -- Formal Substage 2
- Kohlberg-Moral Development
  - -- Obedience - Punishment (1)
  - -- Naively Egotistic (2)
  - -- Social Conformity (3)
  - -- Authority Maintaining (4)
  - -- Principles, Reasoning (5&6)
- Loevinger-Ego Development
  - -- Presocial Impulsive
  - -- Conformist
  - -- Self-Protective
  - -- Conscientious
  - -- Autonomous
- Hunt-Conceptual Development
  - -- Unsocialized Impulsive
  - -- Concrete Dogmatic
  - -- Dependent Abstract
  - -- Self-directed Abstract

*Sprinthall & Thies-Sprinthall (1983)

teacher development, only several separate theories that may be useful in explaining individual facets of teacher behavior. They also feel that some assumptions made by the proponents of teacher developmental strategies are false. They criticize the assertion that developmental stages can be easily determined and that they have direct implications for teacher education, supervision, and on-the-job support. They further argue that a higher stage may not necessarily be the desired outcome (Feiman-Nemser & Floden, 1986).

Despite such criticisms, developmental theories portray a very different way of thinking about the purposes of teacher induction programs. They view such programs as primarily supporting a developmental process, as helping beginning teachers progress in how they perceive and address their experience as teachers.

Balancing the Possible Purposes

In considering the possible purposes for a teacher induction program, educators need less to choose than to balance the different perspectives. The first two perspectives (perceived needs and effective teaching research) are, in effect, two perspectives of the same set of tasks--how to organize, manage, and instruct in one's classroom. The perceived needs research suggests that beginning teachers are deeply concerned with these tasks, while the effective teaching research suggests some of the specific ways that any teacher can productively perform these tasks. Together, they encourage structured assistance (training and supervision) to improve beginning teachers' skills at performing such tasks.

The third purpose reflects a different perspective--a perspective that is centrally concerned with how a person becomes a contributing member of a

social organization. Research on teacher socialization in the past found that beginning teachers are often left alone to "sink or swim" (Lortie, 1975). The work of Bird and Little (1986) clearly suggests that this practice is no longer defensible. Instead, they suggest that school leaders and staff need to consciously develop and live the norms and expectations that will make their school an effective one, and that they then should explicitly help beginning teachers understand and learn to act in accordance with those norms and expectations, and thus, become an integrated member of the school community.

The fourth and fifth purposes suggest the need to view beginning teachers as developing adult human beings. The fourth addresses the evolving "concerns" that any person experiences when faced with a new role and new responsibilities--that is, moving from self-centered concerns to task-oriented concerns. The fifth assumes a broader perspective and asks that the beginning teacher, or any teacher for that matter, be viewed as involved in an ongoing process of development. Together, these perspectives suggest that teacher induction programs need to be sufficiently personalized and responsive, so that they help beginning teachers to address immediate concerns and to develop both personally and professionally.

II. POSSIBLE DESIGNS FOR TEACHER INDUCTION PROGRAMS

The current efforts to design and implement more effective induction programs are only partially reflected in the current literature. Presently, only a limited number of programs have been described (Griffin, 1985; Huling-Austin, 1987), and only a few of these descriptions include the results of systematic evaluations. What is available from the current literature is the range of activities that are being included in current induction programs and some alternative frameworks for grouping those activities. The literature does not give evaluation data regarding the value and effects of specific activities.

This section summarizes several of the surveys of current induction program activities. Then, to make up for the paucity of program descriptions in the literature, it provides brief descriptions of nine teacher induction programs. These descriptions were developed from telephone interviews of university and/or school staff involved in implementing them and, when possible, from descriptive articles and materials that they had prepared.

Induction Program Activities

Over the years, a wide variety of activities have been reported in the literature as elements of beginning teacher support programs. These activities range from relatively simple ones such as a single orientation session held before school officially opens to more complex ones such as an ongoing classroom observation-feedback system or extended mentoring relationship.

A few authors have tried to systematically analyze induction activities. Lewis (1980) found that five specific support activities had been commonly recommended in the literature: (1) reduced workload, (2) released

time, (3) opportunities for discussion with other beginning teachers, (4) opportunities to observe other experienced teachers and to better understand relationships with other staff and the community, and (5) a mentor formally assigned to assist beginning teachers, but not to evaluate them.

Grant and Zeichner (1981) studied the kind of support activities in induction programs by surveying 72 first-year teachers from a number of districts, representing different grade levels. They decided to categorize the support activities commonly provided into three types: (1) formal support (e.g., preassignment contacts, orientation, and inservice); (2) informal support (e.g., co-workers volunteering information, assistance, or listening to their concerns); and (3) job embedded support (e.g., released time, reduced class size, exemptions from non-teaching responsibilities, and teacher buddy systems). They concluded that beginning teachers mostly receive formal support. For example, 70 percent of their sample attended orientation sessions, 64 percent attended inservice at the district level, and 64 percent attended inservice at the school level. However, because these activities were generally the same ones that experienced teachers attended, they did not provide beginning teachers with support tailored to their needs. Less than 20 percent had job-embedded support as first-year teachers.

Grant and Zeichner reported that there was wide variation in beginning teacher opinion on what were the most or least helpful activities. Beginning teachers ranked planning assistance, having a teacher aide or parent volunteer, and school-sponsored inservice as the most helpful activities; they ranked district-sponsored, school-sponsored, and teacher center inservice activities as the least helpful activities. Interestly, school-sponsored inservice appeared on both lists. Grant and Zeichner concluded that

the variation in opinion was great, because the differences in individual needs and concerns were great.

The Association of Teacher Educator's Commission on Teacher Induction (Kester & Marockie, 1987) recently surveyed 1,100 local school systems in 17 states about their induction programs. The survey provided information on 112 local programs, serving 1 to 200 teachers. The activities identified were grouped under three general headings that the report refers to as "purposes": orientation, evaluation, and assistance. The orientation activities provided beginning teachers information on such topics as: the history and philosophy of the district, employment benefits and procedures, school calendar, job descriptions, and logistical details on purchasing supplies, duplicating materials, planning and conducting field trips. Also frequently provided was information on the history of the community, its customs and values, and its expectations for its children; and on personnel resources used in the schools. The evaluation activities focused on informing beginning teachers about the evaluation criteria and the processes that would be used to determine when tenure was earned or advancement was deserved. The assistance activities included collegial encouragement, training in classroom management strategies and discipline procedures, and more long-term professional development activities.

With respect to the extent that certain activities were part of the 112 programs, Kester and Marockie report that 96 programs incorporated special inservice activities, 95 programs involved frequent evaluations of beginning teachers, 65 programs assigned "buddy" teachers.

The 112 induction programs varied in length (one-half day to planned activities over three years), in the extent that they were mandatory (the

majority were primarily elective), and in who was involved (generally, the principal was responsible, but in many programs, department chairpersons and experienced teachers were also key participants).

Figure 8 is an attempt to synthesize the frameworks suggested by Grant and Zeichner, and Kester and Marockie, as well as the activities that are components of the nine programs described in the remainder of this section. It groups induction activities under seven headings: pre-assignment contacts, orientation activities/information dissemination, personal support to beginning teacher by experienced staff, problem solving approach to teaching improvement, formal presentations, school organization planned to support induction, and external support services. These categories represent processes for delivering support to the beginning teacher. The configurations of specific activities into programs appear to be almost infinite.

Examples of Teacher Induction Programs

To provide examples of how activities can be arranged into a program serving multiple purposes, RBS and MSDE staff identified possible examples from references in the teacher induction literature and a directory of induction programs, published by the Association of Teacher Educators. They also asked knowledgeable educators across the country for recommendations. Finally, they tested each possibility through telephone interviews. The decision was made to prepare descriptions for seven operating teacher induction programs that represented diverse approaches to providing support to beginning teachers:

- Charlotte-Mecklenburg, North Carolina
- RESA 6 and Ohio County, Wheeling, West Virginia

Figure 8

Induction Activities

Type	Example
Pre-Assignment Contacts	• Meeting with school district staff/principal • Meeting with community members • Visiting with school faculty • Observing classrooms • Printed materials
Orientation Activities/Information Dissemination	• Meetings on school procedures/policy • Meetings about curriculum content/special areas • Printed material/handbook on school regulations • Introduction to school community • Induction notebook • Introduction to staff • Introduction to appraisal/evaluation system
Personal Support to Beginning Teacher by Experienced Staff	• Frequent observation of beginning teachers by supervisor/team with feedback • Supervised internship • Personal development plan • Mentor relationship • Consultations with experienced teachers • Identification/provision of resources or materials, teaching plans or strategies • Assessment of teacher concerns
Problem Solving Approach to Teaching Improvement	• Group meetings of beginning teachers to discuss instructional/professional concerns • Observation of others in the induction program • Ongoing meetings discussing/developing curriculum • In-class assistance/demonstration teaching by experienced teacher • Observation of experienced teacher implementing specific strategies • Cooperative decision-making related to induction
Formal Presentations	• Workshops/seminars on instruction, curriculum, management techniques, professional issues • Updates on district concerns

Figure 8 (Cont'd)

School Organization Planned to Support Induction	• Team teaching • Release time for study, preparation, materials development, observation • Reduced class size • Limited number of class preparations • Release from non-instructional duties • Focus on collegiality • Shadowing a student to discover his/her needs/ perspective • Tenure ceremony formally recognizing new teachers • Career development plan • Professional development school
External Support Services	• Assignment of teacher/parent aide • Higher education consultant/ongoing relationship • State department technical assistance • University seminars/course work

- Toledo, Ohio
- Richardson, Texas
- University of Wisconsin-Whitewater
- Upper Perkiomen, Pennsylvania
- West Linn, Oregon.

In addition, the induction program that was piloted for one year by the University of Texas at Austin's Research and Development Center on Teacher Education was included because of the research that was conducted as part of the program. Finally, Schlechty's plan for Jefferson County, Kentucky was added, because it represented a vision for creating "professional development" schools whose structures were deliberately designed to support the development of beginning teachers as well as experienced staff.

The nine descriptions are based on telephone interviews conducted with key personnel involved with each program, supplemented, where possible, with descriptions found in the literature. A standardized interview format was used to elicit information about program philosophy and goals, program activities/implementation, evaluation/feedback, and administration/staffing costs.

The programs' can fruitfully be compared in three areas--namely, the types of induction activities included, the kinds of purposes addressed, and the role groups involved in delivering support (see Figure 9). It is hoped that this set of examples will stimulate discussion regarding approaches to induction and provide program planners alternatives for their consideration.

Type of Induction Activities

Six of the seven types of induction activities listed in Figure 8 appear in one or more of the nine programs. The type of activity occurring

Figure 9

Range of Activities, Purposes and Support Agents in Induction Programs

	Type of Induction Activity						Kinds of Purposes Addressed			Who Delivers Support to New Teachers			
	Orientation/Written Materials	Personal Support	Problem Solving Approach	Formal Presentation	School Organization	External Support Service	Teaching Skills	Teacher Integration into School	Teacher Development	Experienced Teachers	Principals/Assist. Principals	Central Office Staff	Higher Education Staff
Charlotte Mecklenburg (NC)		●		●	●		●	o	o	●	●	o	
Regional Education Service Agency 6 and Ohio County (WV)	●	●	●	●			●	●	●			●	
Richardson (TX)	●	o	●	●			●	o		o	●		
Toledo (OH)		●	o				●	●		●	●		
University of Wisconsin-Whitewater (WI)		●				●	●	o	o	●		o	●
Upper Perkiomen (PA)		●	●	●			●	●		●		●	
West Linn (OR)		●	●	●	●	o	●	●	o	o	●		o
University of Texas-Austin (TX)	●	●	●	●		●	●	o	●	●			●
Jefferson County (KY)		o	●		●	o	●	●	●	●	●		o

● = Primary or predominant occurrence
o = Secondary occurrence

most frequently is personal support to beginning teachers by experienced staff, followed by activities using problem solving approaches, and formal presentations. Each program used at least two and as many as five of these types. The programs can be viewed as ranging from relatively simple (e.g., University of Wisconsin-Whitewater) to more complex (e.g., RESA 6 and Ohio County), depending on how many types of activity are included in them.

Analysis of the nine programs also shows differences in how a type of activity is carried out. For example, personal support to beginning teacher may be implemented through a mentoring relationship or as part of an observation process with feedback. The programs also vary in the intensity of specific activities--for example, the amount of personal support is greater in some programs than others.

Kind of Purposes Addressed

The nine programs vary in the emphasis that they place on different types of purposes. All of them have, as a primary purpose, to help beginning teachers improve their teaching. Five of the programs have as their primary purpose to help teachers become integrated into the school community, while four of the programs have this as a secondary purpose. Six programs acknowledge the need to address individual teacher development, three of them have it as a primary purpose, while three have it as a secondary purpose. Of the nine, those that address all three types of purposes tend to be more complex in their program structures.

Role Groups Providing Support

Together, the nine programs involve five role groups in providing support to beginning teachers--namely, experienced teachers, principals, central office staff, and higher education professors. Most of the nine programs use members from more than one role group as primary sources of

assistance. To be more specific, of the nine programs, eight use experienced teachers to deliver assistance; five programs use principals; four use higher education professors, and four use central office staff.

What follows are the descriptions of the nine induction programs.

CHARLOTTE-MECKLENBURG SCHOOL DISTRICT, NORTH CAROLINA

Charlotte-Mecklenburg Career Development Program*

Description	A comprehensive four- to six-year staff development program divided into four levels: Provisional Teacher, Career Nominee, Career Candidate, Career Level I. Upon reaching Career Level I, a teacher becomes tenured.
Philosophy/Goals	To assist beginning teachers to develop into career professionals.
Program Activities/ Implementation	Primary features include: • Advisory/Assessment Team comprised of the principal, assistant principal for instruction, and a mentor teacher, helps beginning teachers develop teaching competencies through mentoring, observation, and feedback • Professional Development Plan is an agreed-upon set of activities that will enable a beginning teacher to acquire the skills of an effective teacher • Staff Development involves a series of workshops that address such topics as: classroom organization and effective teaching, curriculum content, setting expectations for student achievement, and writing. • Observation provides the beginning teacher with information for assessing progress and identifying areas for development • Evaluation includes reviews of teacher's performance to determine whether growth is occurring and whether current development strategies need to be modified.
Content	Teacher competencies related to successful classroom performance.
Evaluation/Feedback	District staff regard the program as highly successful, based on feedback from new teachers, mentors, administrators, and other staff involved.
Administration/Staffing	District staff administers the program. An advisory/assessment team consists of the principal, the assistant principal of instruction, and a teacher mentor. System observers/evaluators are experienced teachers who play this full-time role for one to two years.
Costs	Half a million start-up funds from the district for year one; year two and three are state funded in the amounts of $3,945,385 and $4,689,332, respectively. These funds include salary increments for teachers as they proceed through the program.

*Hanes & Mitchell (1985); Schlechty (1985a); Schlechty, Joslin, Leak & Hanes (1984-85)

Description

Charlotte-Mecklenburg is a large school district, comprised of 101 schools and 6 special programs (alternative schools); it employs approximately 4,200 teachers to serve some 73,000 students. The Career Development Program was the result of a four-year planning process designed to address the system's needs to attract and retain new teachers, to develop their teaching competence and foster their professional growth, and to provide salaries commensurate with teachers' knowledge and experience.

Implementation began in August 1984, with approximately 300 new employees. All beginning teachers take four to six years to work through the program. Beginning teachers work through the Provisional level during the first two years; its focus is on the skills of effective teaching. With successful completion of the Provisional level, teachers advance to the Nominee level during which teachers are expected to not only further develop their instructional skills, but also to contribute to school goals and activities, and to participate in classroom action research and development activities that improve instruction. Depending on the growth achieved at the Nominee level, teachers can advance to the level of Candidate in one or two years. In addition to continuing their growth on the expectations associated with Provisional and Nominee levels, a Candidate contributes to the planning, implementation, and evaluation of school programs, serves as a role model for other teachers, and develops an expanded awareness of educational trends and issues. With successful completion of this level, a teacher becomes a Career Level I or tenured teacher. It is possible under the program for teachers to advance beyond that level.

Philosophy/Goals

Charlotte-Mecklenburg assumes that every beginning teacher, selected on the basis of appropriate preservice training, may become a successful, experienced teacher. The primary goals of the program are to stimulate more effective teaching and to develop teachers into career professionals.

Program Activities/Implementation

The Career Development Program at the Provisional Level has five major components that influence the growth of a beginning teacher.

- Advisory/Assessment Team. Each new teacher is assigned to an advisory/assessment team, composed of the building principal, the assistant principal for instruction, and a teacher mentor. The team reviews with the new teacher the competencies expected at the end of the two-year Provisional training period. Its role is to help the teacher achieve those expected competencies through observation and feedback and use of the Professional Development Plan. At the end of two years, the team recommends retention, release, or other action (e.g., further study, extension of Provisional status, etc.).

  The teacher mentor plays a key role in the development process. Chosen by the principal and released from teaching duties one-half day each month, mentors serve as role models who know and apply the principles of effective teaching, communicate effectively, and understand the implications of being an observer, advisor, and evaluator of provisional teachers.

- Professional Development Plan. The team and the new teacher cooperatively create a Professional Development Plan that sets forth the knowledge and skills to be

developed, the activities that will be engaged in, the timeline for completing them, and the evidence that will exist to substantiate their completion. This plan is updated by the team and new teacher as is necessary.

- Staff Development. Sixty hours of training is required of all Provisional teachers. First, Provisional teachers must take 30 hours of training related to classroom organization and effective teaching; the topics of this training are based on the theories and practices of Madeline Hunter and by the former Teacher R&D Center at the University of Texas at Austin. Second, Provisional teachers must participate in 15 hours of training related to curriculum; this content training focuses on the state and local curriculum (scope and sequence) and emphasizes "what" to teach, and utilization of appropriate strategies and techniques. The content training must be completed before the teacher can participate in a 3-hour workshop on setting expectations for student achievement, and choosing appropriate questioning strategies to reinforce those expectations. Third, teachers must choose 15 hours of workshops in areas of interest or need (e.g., writing, microcomputers, etc.).

- Observation. Observation and related conferences are primary tools for helping Provisional teachers develop. The program requires the principal to observe the provisional teacher at least two times, the assistant principal for instruction to observe at least four times and conduct at least two follow-up seminars with the teacher and mentor, and the mentor to observe at least eight times. Conferences following observations are used by the advisory/assessment team member to provide feedback and help the teacher devise strategies for meeting identified needs.

  To help validate the advisory/assessment team's observations, the district selects experienced teachers to serve as system observers. System observers make three announced observations of beginning teachers during the second semester of the first year. In the second year, system observations are increased to six, three announced and three unannounced, to provide more objective documentation for the advancement decision.

  Observations are structured by the Career Development-Teaching Practices Appraisal Instrument. It is organized around nine functions: (1) management of instructional time, (2) management of student behavior, (3) instructional presentation, (4) instructional monitoring, (5) instructional feedback, (6) instructional facilitation: content knowledge, (7) instructional facilitation: content techniques, (8) interaction within the educational environment, and (9) performance of non-instructional duties.

- Evaluation. For each teacher, a portfolio is maintained that contains the Professional Development Plan, records of observations and conferences, staff development activities, written requirements, reports, and special assignments. Regular reviews of the portfolio are made by the advisory/assessment team and by system observers to determine progress being made and growth still required.

Evaluation/Feedback

At the end of the first year (1984-85), school-based staff gathered information about the program from observation reports, the advisory/assessment teams, the mentors, and the teachers. Some conclusions from this feedback were:

- beginning teachers rated the following mentor activities as the most beneficial: informal conversations, management of student behavior, instructional presentation and content, and management of instructional time

- mentors had the following concerns about their role: establishing rapport and trust, knowing when and how to give feedback, finding quality time to work together, and achieving a balance between evaluation and advocacy. This finding contributed to establishing guidelines for choosing mentors, clarifying expectations, and increasing support for mentors

- the most experienced long-term teachers were not always the best mentors; teachers who were effective, but had taught for less than eight years, were often better able to identify with beginning teachers' concerns and problems

- administrators showed growth as a result of becoming involved in the program. As members of the advisory/assessment teams, administrators' contact with teachers, curriculum, and issues of teaching increased. Because of a greater awareness of the principal's role as instructional leader, hiring practices have been changed; a stronger emphasis is now placed on candidate's curriculum background and teaching experience

- observation reports uncovered a need to look at the content of instruction for state and district curriculum guidelines

- staff believed that the Career Development Program has had an integrating effect across the system--pulling together staff, increasing communication, and heightening awareness of interrelated functions and roles that make the school as a whole, more effective.

As the result of feedback, the district has revised various forms; modified hours of staff development training required; reduced the number of observations (except for Provisional level); and begun computerizing information, schedules, and reports to make the system more manageable. Given the numbers of people involved, maintaining communications is an ongoing challenge.

Administration/Staffing/Costs

The Director of the Career Development Program, a new position as of 1984, provides day-to-day leadership for the program. She reports directly to the Superintendent and to his management team that is made up of the district's other superintendents. That team serves as the policy and decision-making group for the program.

The Director has two advisory committees. The teacher advisory committee is comprised of 13 members, 3 are placed on the committee by teacher's organizations (one each from NCAW, CTA, AFT), and 10 are representative of different subject areas, grades, schools, and program levels. The administor advisory committee is comprised of the Directors of Staff Development, Curriculum, Personnel, and Special Programs, and principals from the school in the district.

The program requires system observers to help validate advisory/assessment team's observations. These are selected from Career I teachers who apply. They serve one to two years in that position and receive a $2,000 stipend per year above their regular salaries.

In the first year of the program (1984-85), the district expended approximately half a million dollars on start-up costs. These included: salaries of the Director, secretarial staff, and observers, small stipends to mentors, permanent substitutes to release mentors a half-day a month, and expenses of committee members.

The second year (1985-86) for the Charlotte-Mecklenburg program was the first year of North Carolina's teacher induction program. As a result of the state program, the district is receiving four years of state funding ($3,945,385 for year one, and $4,689,332 for year two). State funds now cover the entire cost of the program. In addition to the costs involved in program start-up, these funds cover the costs of the staff development programs and salary increases that teachers receive as they proceed through the different levels.

RESA 6 AND OHIO COUNTY, WHEELING, WEST VIRGINIA

Teacher Induction Program

Description	A three-year developmental program including orientation, mentoring, inservice, and peer observation. The program started in 1980; 58 teachers participated in 1986-87.
Philosophy/Goals	Based on the belief that new teachers are outstanding. The central goal is to assist teachers in developing confidence in themselves and pride in and commitment to their school system and profession.
Program Activities/ Implementation	Activities include: • Mentors who are supervisors from one of the content areas who provide intensive personal contact • Seminars to provide updates on district concerns, review instructional methods, and discuss local issues • Induction Notebook and Newsletter • Peer Observation of selected teaching behaviors and strategies • Professional Portfolios.
Content	District concerns or policies, instructional methods/issues, new teacher concerns.
Evaluation/Feedback	New teachers rate the program as excellent and the mentoring process as effective.
Administration/Staffing	Jointly administered by RESA 6 and the Ohio County Schools, with a designated program coordinator. Mentors are content area supervisors; they also facilitate the seminars.
Costs	$1,500 a year for the program.

Description

The Regional Education Service Agency 6 (RESA 6) and the Ohio County Schools provide a three-year developmental program of support and assistance for non-tenured teachers. RESA 6 serves five districts. In 1980, RESA 6 worked cooperatively with three county school systems to develop a model beginning teacher program that could be adapted to meet the needs of individual schools. The Ohio County School System and RESA 6 expanded the model into a three-year developmental program. The Ohio County School System is located in Wheeling, West Virginia, a small city in the northern area of the state that has a student enrollment of 7,500.

All teachers who are new to teaching or new to the system are invited to participate in this program; participants may also include substitutes who become full-time staff members. An invitation is extended to new staff at the time of their interview, and a letter and descriptive brochure is sent to them after they are hired. A cohort typically numbers 20 to 30 teachers with a total of 58 teachers participating in 1986-87. A little more than half are new to the profession, with the balance new to the system.

Philosophy/Goals

The program is based on the belief that new teachers are outstanding and deserve to be treated like high-ranking "teacher executives"; a philosophy that contrasts with a "deficit" model based upon the belief that new teachers need to be brought up to standard. Central goals of the program are to help new teachers develop confidence in themselves, and pride in and commitment to their school system and their profession. These goals are achieved through the following sub-goals: (1) to enhance new teachers' instructional skills, (2) to develop a strong collegial network, and (3) to ensure that new teachers are fully informed about school system issues and policies.

Program Activities/Implementation

Activities for first year teachers include: a mentor's counsel and instruction; orientation to the school system, to individual schools, and to the county resources and services; school-based instructional supervision and assistance by the principal; and inservice on instructional issues. Activities in the second and third year use a clinical supervisory model that features focused peer observations and optional videotaping for self-analysis. These activities are more fully described below.

- Mentors. In September of the first year, each new teacher is assigned a mentor from among the content area supervisors at the district's central office. Mentors adhere to a set of activities for the first nine weeks that are clearly delineated in a mentor's notebook. Mentoring activities include personal contact with the new teachers through school visits (approximately 20 over the first year), phone calls, and notes. The mentor deals with such concrete issues as room arrangement and techniques of making name-tags for opening day. The mentor's level of involvement diminishes after this initial period.

- Seminars. Seminars, planned and facilitated by mentors, are offered to each cohort five times each school year. Occasionally, separate seminars may be offered to those new to teaching and those new to the system. These seminars last approximately two-and-one-half hours, and may take the form of either a breakfast or lunch meeting. All seminars consist of:

-- updates on district concerns, policies, and programs

-- review of instructional methods (e.g., management skills) related to peer observation

-- discussion, in small groups, on issues of local importance (e.g., teacher conferencing, grading system)

-- sharing sessions that include only new teachers and that may result in brief reports on items for district consideration. The planning and facilitation of the seminars are carried out by an administrative team, with assistance from a RESA 6 administrator.

- Induction Notebook. Each new teacher receives a looseleaf notebook that contains information regarding school policies, personnel matters, and curriculum. New materials are added as the year progresses.

- Newsletter. Participants receive a quarterly newsletter related to the induction program.

- Peer Observation. Second and third year participants have an opportunity to observe teaching behaviors and classroom characteristics illustrative of effective teaching research principles. The principal assists new teachers in scheduling these focused observations in their building. New teachers are asked to record their observations of positive examples of these behaviors or characteristics. The data collected from this observation of fellow teachers serve as instructional material for subsequent induction seminars. The emphasis on observing instances of positive behaviors is a result of the program's desire to assist new teachers to develop their own repertoire of positive teacher behaviors. In the third year, a focused supervision component is added in which either a supervisor, principal, and/or department chair observes the new teacher engaging in a selected teaching behavior/strategy based on effective schools research.

- Professional Portfolios. New teachers are issued guidelines for establishing personal, professional portfolios to display such items as newspaper clippings, communications to and from parents, evidence of students' academic progress or special activities, records of continuing education, committee service, professional memberships, and citations or awards.

Evaluation/Feedback

Several evaluation activities are conducted. Formative and summative evaluations are conducted by the RESA 6 administrator and selected Ohio County School staff. Data are provided by new teachers, mentors, and principals to ascertain attitudes toward the program and program effectiveness, and to determine role responsibility. Mentors and principals maintain contact logs; data from this source are currently being entered into a computer for future analysis.

New teachers rate the program as excellent and the mentoring process as effective. Informal feedback from tenured staff indicates that the program's imprint is evident in new teachers' ability to speak knowledgeably about recent research and about classroom management. Department heads and other faculty have strongly expressed the desire for a similar program for themselves. Evaluation data indicate the need to involve and update administrators more fully on the program.

Program planners believe that key elements for the success of this program are: (1) the support of the superintendent; (2) mentors and other support staff who are well informed about program goals and who are willing to work toward the success of new teachers; (3) the collegial and support model.

Administration/Staffing/Costs

The program is jointly sponsored by RESA 6 and the Ohio County School System. Major program planning and decision making are performed by a management team consisting of an administrator from RESA 6 (Director of Curriculum/Special Education), the Assistant Superintendent for Instruction, and the Director of Personnel in the Ohio County School System, who also serves as the Program Coordinator. The management team meets monthly; the coordinator meets quarterly with mentors to plan and to receive feedback on program effectiveness.

This program costs about $1,500 each year, paid by the district. Of this amount, about $500 pays for occasional substitutes who release new teachers to attend induction seminars; tenured teachers usually take their planning time to provide classroom coverage during new teacher seminars. About $1,000 is used for food, including a recognition dinner for teachers in the third year of the program. The district also contributes the costs of mailing and staff time.

RICHARDSON INDEPENDENT SCHOOL DISTRICT, TEXAS

New Teacher Induction Program

Description	A program that combines inservice with principal support activities. The program began in 1985 and serves 180-200 teachers.
Philosophy/Goals	Based on a belief that the employer must make a serious commitment to employee development. The major goal is to move the employee quickly toward performance competence and personal satisfaction.
Program Activities/ Implementation	Primary features include: • A New Teacher Inservice Day prior to school opening; an introduction to the district and school • Weekly Meetings with principals to establish a "mentoring" climate • New Teacher Seminars on teaching, management, or professional issues.
Content	School district policies/concerns, teaching, management, and professional issues.
Evaluation/Feedback	Teachers are surveyed three a times a year to provide information for a formative evaluation. Teachers have reported effective meetings with principals, enhanced professional competence, personal satisfaction, reduced isolation, and increased motivation. Program changes based on the evaluation have included additional orientation inservice days and additional principal training.
Administration/Staffing	Program managed by the Director of Program and Staff Development, who chairs an Induction Planning Committee. Principals facilitate the mentoring process.
Costs	$6,000 for 1985-86; $2,000 anticipated in 1986-87 (luncheon, supplies, etc). Teacher presenters in seminars receive $15/hour.

Description

The Richardson New Teacher Induction Program combines a series of inservice sessions with principal-led support activities. The district serves a suburb north of Dallas. It has 35 elementary, 10 junior high and 4 high schools with approximately 2,200 teachers and 34,000 students. The district's formal interest in teacher induction began in 1984, as a result of participation in a consortium teacher induction effort, sponsored by the Research and Development Center for Teacher Education in Austin, Texas. That year, it implemented a six-week pilot induction program for beginning teachers. Based on this initial experience, which met with mixed success and acceptance, the district hired a faculty member from the University of Texas at Arlington to help plan an induction program tailored to the unique needs and context of the district. The district began its induction program during the 1985-86 school year.

The Richardson New Teacher Induction Program is a one-year program designed for three categories of new teachers: (1) beginning teachers with no prior classroom teaching experience, (2) experienced teachers new to the district, and (3) teachers returning to the district, a leave who have at least one year previous teaching experience in the district. In the past, the district has typically hired 180 to 200 teachers per year.

Philosophy/Goals

The district's major goal is to move employees as quickly as possible toward performance competence and personal satisfaction in the context of district responsibilities and expectations. The program is based on two assumptions: (1) there are dramatic differences in the training, experiences and levels of competence of inexperienced first-year teachers; and (2) there are significant differences in the goals, structure, personnel, and required outcomes/skills of teacher training institutions and school districts. Accordingly, the gap between what beginning teachers know and what they need to know is significant. Leaving a new teacher's professional development to chance is a costly proposition. The Richardson's philosophy, therefore, is that the employer must make a serious commitment to employee development. The district is attempting to achieve this goal via a programmatic induction and mentoring process, designed to increase the probability of a successful transition to permanent employment.

Program Activities/Implementation

The primary features of the Richardson's New Teacher Induction Program are the following.

- New Teacher Inservice Day. Conducted in late August, the inservice day provides new teachers with: (1) introductions to central office staff; (2) an overview of curriculum, course and planning requirements by content area specialists; (3) an overview of specialty area (e.g., special education, gifted) procedures and requirements; (4) an overview of employee benefits; (5) an opportunity to meet principals and other district staff; (6) a social luncheon; and (7) building-level orientations conducted by principals focusing on classroom and building management policies, materials availability, and introductions to other building staff. In the past and present school year, attendance at the inservice day has been voluntary.

- Weekly Principal Meetings. As part of the induction process, the district has encouraged building principals to conduct weekly meetings with new teachers at the beginning of the school year for as long a period as they deem necessary. The principal's role is to establish a mentoring climate (e.g., providing positive feedback and encouragement; encouraging the sharing of materials, skills, and strategies that work; encouraging faculty to engage in professional and social interactions with new teachers). The weekly meetings

focus on: providing positive feedback, individual counseling as needed, problem sharing and solving, and the review of district expectations and procedures (e.g., suggested topics include: building procedures, student management procedures, grading practices, lesson plan design, communication with parents, the testing program, professional development, the evaluation system, and professional conduct and organizations).

To date, the participation of new teachers in the weekly meetings has been voluntary. In addition, the response of the principals in complying with the district's request that they conduct weekly meetings has been moderate (i.e., approximately half of the beginning teachers and new teachers reported (1985-1986) that their principals did conduct regular weekly meetings). In those cases where meetings were conducted effectively, they generally were very favorably received. The training provided to the principals in the past two years has consisted of a two-hour orientation to their role as mentor and an outline for the suggested weekly meetings. In recognition of the need to bolster this aspect of the program, the district has included principals on the ten-member Induction Planning Committee formed this year. In preparation for the 1987-1988 school year, more structure will be added to the principals' orientation and the training (four hours) will be conducted by principals.

- New Teacher Seminars. The district has offered three sessions of after-school (4:00-6:30 p.m.) seminars in the past two years for new teachers, usually in January and February, on topics suggested by the teachers. Attendance is voluntary. Each seminar has had two or three offerings from which to select. Typical topics have included: classroom organization and management techniques, successful management techniques for secondary teachers, assertive discipline, tips on successful parent teacher relations, using homework effectively, time management, library/media resources, and stress management. Participants receive six hours of AAT-pedagogy credit required for advancement on the career ladder.

Evaluation/Feedback

The program has defined criteria to judge program success. To assess new teachers' perceptions of the utility of the induction program offerings and their feeling about their level of professional competence and personal satisfaction with teaching, the district has surveyed teachers three times a year--following the summer inservice, midway through the fall term, and at the end of the year. The district has also videotaped a sampling of new teachers who were evaluated in the upper and lower ranges of the district's observational evaluation procedure, to enable new teachers to compare their perceptions of their competence to the principal's appraisal, and to compare the principal's appraisal with those of a third-party observer.

This formative evaluation has provided suggestions to guide program revision. It has also verified that the program is generally on target. In those cases where teachers had experienced the initial inservice, effective weekly meetings with principals, and the seminars, they reported feelings of enhanced professional competence and personal satisfaction, reduced isolation, and increased motivation. Feedback on the seminars revealed that the classroom management and curriculum organization sessions were perceived as the most helpful by the greatest number of new teachers. Overall, the project director views the program from a developmental perspective; that there should be ongoing effort to improve its effectiveness.

Several changes are planned in the content of the inservice day, based on program evaluations to date. Recognizing the need for more in-depth coverage of certain topics, the district plans to expand the inservice from one to three days. One full day will be devoted to an introduction of the state's new Teacher Appraisal System. In addition, the time devoted to curriculum matters

will be expanded from one-half to a full day. More information and time will also be spent on explanations of special education procedures and employee benefits and counseling. The inservice will still be voluntary for new and returning teachers, but will be contractually required for beginning teachers.

Administration/Staffing/Costs

The program is managed by the Director of Program and Staff Development, who reports to the deputy superintendent for planning and personnel. The director chairs a ten-member Induction Planning Committee, formed in 1986-1987, and composed of central instructional staff, staff development specialists, and principals. Recommendations made by this body are forwarded to the Superintendent's Advisory Committee for approval. After the initial two years of operation, plans are underway to add more structure and directed training to the program--as well as to increase the involvement and ownership of principals in the program.

Principals are responsible for facilitating the mentoring process. Buddy or mentor teachers are an option available in the program. However, this option is not frequently used. Training, orientation, and seminar activities are primarily conducted by in-house staff (i.e., the Director of Program and Staff Development, specialty area staff, principals, and teachers who are experts in specific areas).

The program cost about $6,000 during the first year (1985-1986), during which time a consultant was engaged. Costs since then have been about $2,000 per year (luncheons, supplies, etc.). In the future, the majority of program activities will take place on contract time. Teachers who participate as presenters in seminars are paid their $15 hourly rate. Administrative staff participate as part of their job assignment.

TODLEO SCHOOL DISTRICT, OHIO

Toledo Intern/Intervention Program

Description	A joint school district-teachers union effort to provide ongoing monitoring and assistance to beginning teachers and to intervene when experienced teachers are identified as having problems. Programs started in 1981; 160 new teachers participated in 1986-87.
Philosophy/Goals	Based on the belief that new teachers need support that is best supplied by experienced teachers. Goals include: ensuring the identification and retention of high quality teachers, the support of new teachers by experienced teachers, and teacher professionalization through peer observation.
Program Activities/ Implementation	Primary features include: • First-year Consultant Activities. Interns are paired with a consulting teacher. There are frequent observations. Assistance takes the form of analysis, provision of materials, or demonstration of behavior. Teachers are evaluated by the consultant at the end of the first year with a recommendation for contract renewal. • Second-year Principal Involvement. Monitoring and support; evaluation with recommendation for contract renewal.
Content	Varies according to need. Focus is on teaching procedures, classroom management, and knowledge of subject.
Evaluation/Feedback	Full commitment to the program is evidenced by the program's budget allocation and consensus among staff. Strengths are seen as the program's ability to meet its goals and flexibility in providing support to new teachers.
Administration/Staffing	A Review Board, with district and union representatives, administers the program through two coordinators; 17 consultants each work with 7-10 interns.
Costs	$160,000 budgeted for consultant stipends, travel, supplies, printing, postage, substitute salaries.

Lawrence (1985); Toledo Public Schools and Toledo Federation of Teachers (1985); Waters & Wyatt, (1985); Wise, Darling-Hammond, McLaughlin & Bernstein (1984)

Description

The Toledo Intern Program combines appraisal of and assistance to new teachers during the first year of a two-year provisional contract. First proposed in 1978, the program began operation in 1981 as part of the district's collective bargaining agreement. A unique feature of this evaluation and support plan is the central role played by the Toledo Federation of Teachers, an AFT affiliate. The union is a full partner in all phases of the program: administration, evaluation, and support of new teachers; it also votes on contract renewals for new teachers.

The program focuses on monitoring all new teachers, but also includes an intervention component in which experienced teachers whose teaching performance is deemed unsatisfactory undergo a monitoring and support process. The major emphasis of the program is on the intern experience for new teachers, since only two or three experienced teachers (fewer than 30 in the life of the program) each year are involved in the intervention component.

The Toledo Intern Program is mandatory for teachers who enter the Toledo Public Schools with no previous teaching experience. Others, such as teachers returning from extended leave or making major assignment changes, may be included at the discretion of the program coordinators. In 1986-1987, 160 new teachers participated in the first year of the two-year Intern Program.

Philosophy/Goals

The philosophy implicit in the Toledo Intern Program is that new teachers need help and that experienced members of the teaching profession constitute the best help available. The President of the Toledo Federation of Teachers, the moving force behind the establishment of the program, states explicity that his goal was to break down the factory mentality that assumes teachers are like unskilled works on an assembly line.

The stated goals of the Toledo Internship Program are threefold:

- to ensure that the school district can identify and retain the best quality teachers among those who are new to the profession
- to support new teachers with the experience that excellent veteran teachers can provide
- to contribute to the professionalization of the Toledo teaching force by promoting peer evaluation.

Program Activities/Implementation

The Intern program spans two years. The activities include the following.

- First-Year Consultant Activities. In the first year, designated "consultants" from among experienced teachers provide intensive monitoring and support. The consultant initiates contact with the seven to ten new teachers in his or her charge, meets with them to explain the program, and reviews the booklet that spells out the program's intent, schedule, and guidelines. On the average, a consultant observes each new teacher every two weeks. Observations are preceded and followed by conferences between the consultant and new teacher, who meet at other times, as well. The nature of both the monitoring and support of new teachers varies according to the new teacher's situation and needs, and the consultant's judgment. For example, the number of observations and their duration may vary. Although the school district provides a standard rating form for evaluating new teachers, individual consultants determine their own methods for carrying out the observations. The type of assistance that consultants offer may also vary. Assistance could include arrangement of released time for visits to other classrooms, work with the school district's curriculum

supervisors, or help from other veteran teachers. The consultants offer a workshop on assertive discipline to all new teachers in the internship program.

- Recommendation for Contract Renewal. Contact between consultants and new teachers over the first year culminates in the consultants' recommendations for new teachers' contract renewal. Consultants' recommendations are based on their ratings of new teachers in the areas of teaching procedures, classroom management, and knowledge of subject. These recommendations are supplemented by principals' ratings of new teachers' personal characteristics and professional responsibility. The recommendations are submitted to the school district's Review Board for a decision.

- Second-Year Principal Involvement. In the second year, principals take over the monitoring and support function. New teachers may obtain tenure at the end of the second year contingent upon their completion of state requirements and satisfactory recommendations from their principals. With the granting of tenure, new teachers leave the internship program.

Evaluation/Feedback

Effectiveness is partially measured by the district's full commitment to the intern program for new teachers, as evidenced by its allocation from the general fund, and by general consensus among personnel. In addition, its success has stimulated imitation by other bargaining units in the district. The major strengths of the program are perceived to be its ability to meet its goals and its flexibility in providing support to new teachers. A change contemplated currently is to increase the amount of input provided by principals in those areas already assigned to them during the first year.

Administration/Staffing/Costs

A Review Board oversees the Toledo Intern Program. Its leadership rotates annually between the President of the Toledo Federation of Teachers and the Assistant Superintendent of Personnel in the Toledo Public Schools. In practice, the two jointly coordinate the work of the Review Board, whose seven other slots are divided between the school district, with three additional administrative representatives, and the union, with four additional members. The board, or the two coordinators acting for it, select the experienced teachers who will become consultants to new teachers and make contract renewal decisions for new teachers. It also sees to the office and clerical needs of program consultants.

Consultants apply for the job, which they may hold on active status for up to three years. Full-time consultants are released from all teaching responsibilities to attend to their seven to ten interns. In 1986-1987, the program used a total of 17 consultants. Consultants must be nominated by the union and endorsed by their principal, union building-representative, and three other teachers. Formal training for consultants is limited to a day or two workshop during the summer. Informal training is more extensive, however, as consultants share information in their command office space, or as the more experienced consultants pass on tips to newcomers. The help of regular district supervisors or other veteran teachers may be requested by consultants, although the former have never traditionally participated in the evaluation of new teachers. Consultants may also engage outside consultants to work with new teachers.

The Toledo Intern Program commands a line item of approximately $160,000 in the district's total budget of $160,000,000. That amount includes the $3,500 added to a consultant's salary each year, travel, supplies, printing, postage, and substitutes' salaries. It does not include the cost of the consultants' salaries, which are maintained at the rate they earn as teachers plus any extra increments (such as for being department head or coaching a team), nor the cost of the long-term substitutes who are hired to replace them in the classroom during their service as consultants.

UNIVERSITY OF WISCONSIN-WHITEWATER, WISCONSIN

Teacher Induction Program*

Description	A university-designed program to provide professional learning experiences for new teachers. The university works with graduates who have contracts in local school districts. First initiated in 1974, current organization has existed since 1984. In 1986-87, the program served 35 new teachers.
Philosophy/Goals	To provide support to and meet the needs of teachers by increasing professional learning experiences and expanding teacher repertories.
Program Activities/ Implementation	Feature includes: • Beginning Teacher Assistance is provided by mentors who help beginning teachers by developing and implementing a Personal Development Plan. Beginning teachers seek assistance from mentors daily/weekly and from university consultants monthly. • Mentor Training is provided through university courses for mentors.
Content	Includes orientation to school setting, line and staff organization, faculty support, planning, room preparation, student conduct, teaching sources of information, evaluation of self and student, and understanding learners, curriculum and school.
Evaluation/Feedback	Evaluated during 1984-85 using structured interviews and questionnaires; results included higher teacher retention rate, administrators had fewer problems with participants, mentors were found to be key resource people, observation/feedback system was judged to be helpful. A larger role for principal was recommended.
Administration/Staffing	The university coordinator administers program and trains mentors. Staffed by a support team including school district representative, mentor teacher, and university consultant.
Costs	$600 per teacher.

* Varah (1985); Varah, Theune & Parker (1985).

Description

The University of Wisconsin at Whitewater operates an induction program for their recent graduates in collaboration with the Wisconsin Department of Public Instruction and local school districts. The university is part of the state university system and is located in the southern part of the state. Induction activities were first implemented by the university in 1974 and revised many times during the following decade. The university was initially motivated to start a program that would help their graduates meet new certification requirements. In 1984, the program was expanded by the establishment of formal relationships with local districts for the purpose of induction.

Over the past several years, the program has been expanding. In 1986-87, 35 new teachers and 39 mentors from 27 different buildings across 15 school districts participated. Twenty-two university staff acted as consultants in the program. The university plans to continue to recruit additional school districts for the program.

Philosophy/Goals

The purpose of the program is to provide support to and meet the needs of beginning teachers. The program attempts to supply a humanizing, warm, and supportive environment in which first-year teachers can test their skills, expectations, and commitment to the teaching profession. Program goals focus on increasing professional learning experiences and expanding teaching repertories. The stated goals are:

- to provide a planned first-year teaching experience that makes possible a broad variety of professional learning experiences
- to reach a level of professional skill and judgment that characterize a well-qualified career teacher
- to raise professional competency to a level distinctly above that of the beginning teacher holding a bachelor's degree
- to re-examine numerous teaching techniques and instructional strategies and to develop new ones
- to develop extensive professional understanding and familiarity within the inductee's scope of certification
- to synthesize various learning theories and to study their application to different types of teaching and learning situations
- to develop an individual teaching style based on broad observation, discussion, and consultation.

Program Activities/Implementation

Program activities center around: (1) providing assistance to beginning teachers and (2) mentor training. Each is described below.

- Beginning Teacher Assistance

  Assistance is provided to the beginning teacher by an induction team consisting of a central office administrator, a mentor teacher, and a university consultant. With the help of this team, the beginning teacher prepares a Personal Development Plan, a

evolving document that defines teacher improvement goals. Teams may use the domains of the Florida Performance Measurement System to establish the goals and provide common definitions of effective teaching. A university planned orientation session is held for the induction team, including the beginning teacher, in order to acquaint members with program goals, to develop a common language about instruction, and to establish effective communication. Monthly seminars are held to provide information to the team on teaching issues. The beginning teacher receives mentor assistance in daily/weekly conferences. The mentor is responsible for orienting the new teacher to the school and teaching context, and acts a resource on teaching/ learning issues. Mentors and beginning teachers may observe each other. The beginning teacher submits weekly reports on ongoing activities to the university consultant and meets with him/her monthly.

- Mentor Training

  The university provides two graduate courses for mentor teachers. The first, offered at no cost to the mentor, explores the mentor role, characteristics of effective teaching, and conferencing and supervisory techniques. The second course, for which they pay tuition, focuses more deeply on effective teaching and supervision.

Evaluation/Feedback

An evaluation study, conducted in 1984-85 using structured interviews and questionnaires to compare experimental and control groups, rated the program to be highly successful. The retention rate was significantly higher for participants than for the controls. Beginning teachers reported that in-class observations by the mentor or consultant were the most helpful assistance strategy. Administrators indicated fewer problems with teachers involved in the program. The university plans to continue its formal evaluation efforts and will track teachers as they grow in their careers.

The program coordinator mentioned that a reconsideration of the role of the principal is underway. Originally, it was felt that the principal should not be an integral part of the induction team, because he/she evaluated the beginning teacher and this might limit his/her effectiveness in providing assistance. However, experience proved this belief to be unfounded. In some small districts, principals participated as members of the induction team, when mentor teachers were not available. Principal membership on the teams proved to be positive, and a greater involvement of principals on the induction team is a goal for next year. Also, a summer workshop for mentors and beginning teachers is planned for the first time in order to prepare them for the process to be followed during the coming year.

Currently, the University of Illinois at Normal and the University of Indiana at Terre Haute are using the University of Wisconsin-Whitewater model, and next year, a similar program will be initiated in the Cook County School District, Chicago, Illinois.

Administration/Staffing/Costs

The university coordinator carries out the administrative responsibilities for the program such as recruitment of the participating districts, identification of mentors, and review of Personal Development Plans. He also teaches the two courses for mentors. Mentors are selected from among volunteers in participating districts. They must have three to five years of experience and demonstrated competence. Currently, some districts have more volunteers than are needed. University consultants are regular university staff who are

specialists in the teaching methodology of the subject and grade level of the beginning teacher with whom they work. There may be some difficulty in supplying consultants as the program expands, because of university staff reduction.

At the beginning, the program was supported entirely by university funds. Since 1984, participating districts have paid $600 for each beginning teacher. Half of the money is used to reimburse university-directed activities, and half is retained to pay for activities in local districts, such as release time or conference attendance.

UPPER PERKIOMEN SCHOOL DISTRICT, PENNSYLVANIA

Teacher Induction Plan

Description	A teacher-directed program pairing new teachers with a support teacher, and offering inservice workshops and new teacher meetings. The program was initiated in 1985; it served 16 teachers in 1985-86.
Philosophy/Goals	Based on the belief that experienced teachers represent the best source of assistance for new teachers. Goals include communicating school policies and procedures and offering specific instructional training (Madeline Hunter Model).
Program Activities/ Implementation	Features include: • Support Teachers paired with new teachers who have similar assignments • Inservice Workshops/Follow-up using the Madeline Hunter Model • New Teacher Meetings.
Content	School procedures/policies. Effective instruction/classroom management.
Evaluation/Feedback	Support and new teachers are surveyed about perceptions. Teacher control of the support teacher component is viewed positively. Fifty percent of the teachers express a commitment to the program.
Administration/Staffing	An induction committee composed of teachers oversees teacher pairing, support activities, and new teacher meetings. Administration implements the inservice workshops/follow-up. Support teachers are volunteers.
Costs	$500 per support teacher per year; $4,000 overall for substitutes.

Description

The Upper Perkiomen School District, East Greenville, Pennsylvania, in response to a state-level mandate requiring induction plans for new teachers by June 1987, launched in September 1985 a teacher-directed induction program. The district is comprised of four small boroughs and three townships in a rural community. There are 2,980 students in three elementary schools, one middle school, and one high school. The program was initiated when the superintendent invited teachers on the district's Staff Development Advisory Council to present a proposal.

The induction program is open to teachers who are new to the profession and/or new to the school district, long-term experienced substitutes who accept teaching contracts in the district, and teachers who are making assignment changes. Fifteen teachers were served in the program's first year, and 16 are currently being served.

Philosophy/Goals

Upper Perkiomen's induction program is based on the philosophy that excellent experienced teachers represent the best source of assistance for new teachers. It emphasizes the sharing of expertise among members of the profession, especially those who have similar teaching assignments. The partnership between new teachers and their assigned support teachers reflects the belief that teachers know their own needs best. Thus, support teachers provide help based on explicit requests from new teachers and on their own sense of what aid is timely.

The central goals of the Upper Perkiomen program are to provide support to new teachers and to increase their retention.

Program Activities/Implementation

New teachers in Upper Perkiomen are exposed to three kinds of induction experiences as described below.

- Support Teachers. The major focus of the induction program is the establishment of a mentor relationship. New teachers are paired with a support teacher whose teaching assignment is in the same building and subject area as the new teacher.

  This pairing provides a personal means of communicating information about the community and school including policies and procedures. The topics taken up by support teachers and new teachers can be "anything that is pertinent at the time, such as the curriculum, report cards, or requisitions." The point is that, although the substance of the interaction is usually the mechanics of school life, the program allows for a great deal of variation as to which aspects are appropriate to any pair. In some cases, support teachers ask new teachers to keep logs of their concerns or reactions. In other cases, the paired teachers arrange for visitation to each others' classrooms. Additional district staff may be invited to provide information or to confer directly with the new teacher.

  While district guidelines for this component require that the support teacher meet at least once a week with new teachers, the nature and duration of the interaction is left to the discretion of the support teacher. Support teachers typically spend 45 to 60 minutes during each meeting with new teachers early in the school year, and 15 to 20 minutes later on.

  Efforts are made to keep this activity distinctly separate from evaluative activities carried out by administrators. For example, support teachers do not share information or concerns about new teachers with principals.

Training for support teachers consists of an hour-and-a-half session prior to the first group meeting with new teachers. During this time, they plan the program. Experienced support teachers also share problems and concerns.

- Inservice Workshops/Follow-up. Participants receive training in classroom management and Madeline Hunter's instructional techniques in five inservice meetings and follow-ups throughout the year. They are released from teaching duties to attend these sessions.

- New Teacher Meetings. New teachers have an opportunity to meet with other new teachers without others present.

Evaluation/Feedback

At the end of the year, both those who serve as support teachers and those new teachers whom they serve fill out a one-page form that asks for their perceptions about the induction program. The Induction Committee makes use of this feedback to plan changes in the program. The opportunity for new teachers to meet by themselves, for example, was a suggestion that came from the feedback forms.

Perhaps the most telling evidence of the good reputation of this program among experienced teachers is the number of volunteers for support teacher. Out of a total teaching staff of 220, 87 volunteered in March 1986 for the program's second year of operation. Added to the 17 teachers who were support teachers in the first year and who are still active on the Induction Committee, a total of 104 or almost 50% of the teachers have expressed a commitment to Upper Perkiomen's new teacher induction program. The Induction Committee coordinator says that the best part of the program is that it is teacher-controlled, and supported so strongly by the teaching staff. Teachers like the fact that the administration has demonstrated its support of teachers in the context of this program. This has created positive feelings that stimulate experienced teachers' willingness to give their time to helping new teachers in the system. The superintendent voices a similar view, citing that one of the best things about this system is the professional growth opportunity it provides for experienced staff.

One change related to its work with new teachers that the Induction Committee is considering is a way to assure that new teachers at the high school level get extra planning time by restricting to two or three the number of preparations they have each semester. Administrators currently assign them the maximum number of preparations.

Administration/Staffing/Costs

The Induction Committee arranges the pairing of support and new teachers and facilities the sessions in which new teachers meet by themselves. Composed of teachers, Induction Committee membership is made up of the original group of teachers who planned the effort and who became the first set of support teachers. They have continued as the steering committee this year, on a voluntary basis, and have been joined by the current year's support teachers. (Current support teachers will then have the option of continuing on the steering committee after their year of active service.) The group's coordinator, also a teacher, convenes the steering committee when there is enough business to warrant a meeting, which usually occurs about three times a year.

The district's personnel officer collaborates with the steering committee on several components of the program. For example, the Personnel Director informs newly-hired teachers about the program and reviews with the induction coordinator the list of volunteers for support teachers. The administration alone plans and provides the five-session district-wide inservice on the Madeline Hunter Model for new teachers, although that job has been offered to the steering committee. At present, the steering committee is reluctant to accept, because the teacher members do not wish to be construed as authorities instead of peers in relation to the new teachers.

About fifteen teachers a year act in the capacity of support teachers, a one-to-one ratio with the district's new teachers. Support teachers are selected from among volunteers by the Induction Committee coordinator and the Director of Personnel, working in conjunction with the appropriate building principal. Support teachers are not evaluated for their performance in this role. Training for support teachers currently is a period of one-and-one half hours prior to the first group meeting with the new teachers. During that time, they plan activities and share problems and concerns. Support teachers are not provided with released time during their duty year for individual activities, but the Induction Committee as a whole has made use of some released time to prepare a booklet about the program that will be distributed to new teachers.

Teachers actively serving as support teachers each receive $500 credit toward anything that they determine will assist them to grow professionally. The district assumes this cost, as well as that of providing substitutes for new teachers during the five inservice days sponsored by the administration. In addition, the district provides, as needed, substitutes for the Induction Committee and for new teachers who wish to visit other classrooms. Support teachers generally substitute for new teachers in the latter instances, however. The superintendent estimates that the district spends about $4,000 for substitutes related to the induction program each year.

WEST LINN HIGH SCHOOL, OREGON

Teacher Induction Program*

Description	A school-based, administrator-led program addressing new teachers' survival and socialization needs during the three-year period before tenure. Established in 1980, about 14 teachers participate per year.
Philosophy/Goals	Based on the belief that new teachers are of outstanding quality, but may need assistance in developing skills. The program goals are to help teachers: • gain commitment to the values of school • adopt the norm of collegiality • develop commitment to life-long learning.
Program Activities/ Implementation	Activities include: • New Teacher Discussions with an opportunity to raise issues of concern • New Teacher Seminars on instructional and professional topics • Day in the Life of a Student which consists of shadowing a student to increase awareness of their needs • Plan of Assistance based on observation and review of new teachers. Improvement activities are provided, if needed • Tenure Celebration which consists of special recognition at the time of tenure.
Content	Emerging teacher concerns, instructional, and professional issues.
Evaluation/Feedback	Judged to be effective based on feedback from staff. There is a perception of increased collegiality in the school.
Administration/Staffing	The principal and vice principal plan and carry out the program.
Costs	$150 per teacher during first year for college credit, speakers, consultants, refreshments, substitutes.

* Jensen (1986)

Description

The West Linn High School Teacher Induction Program is a school-based, administrator-led program addressing new teacher's survival and socialization needs during the three-year period before tenure. The community of West Linn is located 16 miles from Portland; it is becoming more suburban, but still retains rural characteristics.

This program was an outgrowth of several significant factors, including the impact of a growing district, with increasing numbers of new faculty, and the district's involvement in a school improvement effort. Much of the program's structure and strategies were developed as a result of the district's experience with the students who were part of a university-based beginning teacher intern program. There was a deliberate attempt to replicate this intern program for first year "rookie" teachers in which collegial support and peer observation were central components. What began initially as a district-level initiative with strong superintendent support, has now evolved into a more building-focused program with strong principal support.

The primary target group for this program are all teachers new to the high school, whether they are new to teaching, new to the system, or new to the building. There may be about 14 teachers filling these categories each year. These teachers are invited to participate by school administrators.

Philosophy/Goals

The program is based upon the belief that new teachers are of outstanding quality, a belief substantiated by an aggressive recruitment campaign that seeks top candidates to fill positions. However, while program designers recognize the promise these teachers represent, they also acknowledge that excellent skills may not be immediately apparent, and that new teachers need assistance as they work toward tenure.

Established in 1980, the program is guided by three major goals:

- to introduce and gain commitment of new teachers to the values of the school, especially as these values relate to teaching and learning
- to help new teachers adopt the norm of collegiality
- to develop in new teachers the commitment to life-long learning.

Program Activities/Implementation

Consistent with the district's belief about effective school improvement, its emphasis has been on introducing a wide array of "people improvement strategies," with the teacher induction program serving as an example. The program consists of the following activities.

- New Teacher Discussions. From September to October new teachers are invited to attend 45-minute sessions (either at lunch or after-school) that give them an opportunity to raise questions and issues of immediate concern (e.g., How do I refer a child who needs special help?") and to plan the New Teacher Seminars, so that they will relate to their interests and priorities.
- New Teacher Seminars. From November to January, new teachers participate in a series of nine seminars that meet from 2:45 to 5:00 p.m. In exchange for their participation, teachers receive two quarter hour credits from Lewis and Clark College free of charge. Topics may

include questioning and instructional strategies, high expectations (motivation, self-discipline, and self-esteem), teacher communication styles, and time and stress management. In preparation for these seminars, teachers are asked to arrange a time to observe a new teacher colleague (or a tenured teacher) implementing a seminar-related strategy. An observation form is provided for each topic, and data collected through this form are used as a basis for seminar discussions. Seminar participants are expected to engage in three to five one-hour observations during the course of the seminars.

- Day in the Life of a Student. In March, new teachers, as well as interested administrators and tenured teachers, are invited to spend a school day with a student, participating in every detail of the students' daily activities. The names of students, who represent a mix of abilities and interests, are drawn from a hat. Participants are asked to write a narrative of their experiences. The object of this shadowing event is to increase teachers' awareness of and sensitivity to the needs of their students. Substitutes are provided by the district.

- Plan of Assistance. All new teachers are observed at least four times by February 1, by either the principal or vice-principal. If the observation indicates that a teacher needs extra support in achieving tenure, a long-range plan of assistance is developed. Together, the vice-principal and new teacher review the standards described in the teacher handbook and identify areas needing improvement. At least two administrators and the appropriate department head are asked to provide back-up services to the new teacher. The new teacher may receive special assistance in classroom management, be directed to appropriate inservice opportunities, or receive special observation and feedback sessions. An outside consultant (usually a university instructor) may be hired by the district to coach a new teacher. A plan of assistance may be developed for any new teacher at any point during the three-year tenure review period.

- Tenure Celebration. Most are awarded tenure after their three year probationary period. A tenure celebration reception and ceremony is a district-wide event in which district personnel gather to honor those teachers who achieve tenure. A prominent figure is invited to address the group and join the formal and informal congratulations of administrators and peers.

Evaluation/Feedback

Program evaluation in an ongoing process, consisting of informal conversations and regular feedback to the principal and vice-principal.

Program planners noted as one indicator of effectiveness that since 60% of their faculty have been involved in the program, there is a perception of an increased collegial environment. Each new teacher receives the benefit of more than 40 hours of their administrator's time in discussing issues on teaching and learning.

Administration/Staffing/Costs

Both the principal and vice-principal for curriculum and instruction assume the primary responsibility for planning and facilitating the program. They conduct seminars and new teacher discussions with assistance from other administrators and staff, as appropriate. They also provide leadership for other program components.

Funds for this program are provided by the district. Expenses for participating teachers are approximately $150.00 per teacher for the first year's program. This money pays for the college credit, guest speaker and consultants, and any other related expenses such as refreshments. This per teacher cost varies depending primarily on consultant fees. There is no cost related to the peer observation component since tenured teachers cover new teacher's classes during their planning periods. The district provides as many substitutes as needed for the "Day in the Life" experience in March.

UNIVERSITY OF TEXAS AT AUSTIN

Model Teacher Induction Project*

Description	A small-scale project planned to address and study the findings of the teacher induction literature by offering support in common problem areas, measuring emerging needs, and intervening in those areas. The program operated only during the 1984-85 school year.
Philosophy/Goals	Based on the following assumptions: induction programs should be built on assessment of teacher needs, beginning teachers need classroom management skills, organization of content and instruction is of concern to teachers, and beginning teachers need to establish professional relationships with others.
Program Activities/ Implementation	Activities include: • Support Teachers: an experienced teachers was paired with each first year teacher • Support Teacher Workshop on assessing teacher concerns and designing interventions • Beginning Teacher and Support Teacher Workshops on classroom management and low-achieving students • Separate Support Meetings for beginning and support teachers • Observation/Feedback on classroom performance • First-Year Teacher Observations of experienced teachers.
Content	Emerging teacher concerns, classroom management, low-achieving students, and managing academic work.
Evaluation/Feedback	Extensive data was collected during project. The project was judged to have had positive effects on beginning and support teachers.
Administration/Staffing	Administered by university staff. Experienced teachers were support teachers.
Costs	Not available.

* Huling-Austin, Putman & Galvez-Hjornevik (n.d.)

Description

The Research and Development Center for Teacher Education at the University of Texas at Austin developed and field tested a research-based induction program model during the 1984-85 school year. The project was implemented in a suburban community of medium to high socioeconomic status. District-wide enrollment was approximately 15,000 and the district operated 11 elementary, 4 middle, and 2 high schools. The Model Teacher Induction Program (MTIP) was conducted in two middle schools. The project was a center-wide collaborate effort involving researchers from three program areas: Research in Teacher Education, Research on Classroom Learning and Teaching, and Research on the Improvement Process.

Planning for the MTIP began in early 1984. Negotiations with a nearby school district to implement the project were conducted during the spring, and the project was implemented in the fall. Participants were four first-year teachers at the middle school level in core academic subjects, four support teachers, and two principals.

Philosophy/Goals

A primary purpose of the MTIP was to test and contribute further to the knowledge base on teacher induction. Several assumptions underlying the project were: (1) induction programs should be built on an accurate assessment of teacher needs, (2) beginning teachers have high need for classroom management skills, (3) the organization of content and instruction is of concern to teachers, and (4) beginning teachers need to establish professional relationships with others. The project began with interventions designed to address common needs of beginning and support teachers and later introduced interventions based on the emerging needs of the participants. The major goals of the project were to offer assistance to the first-year teachers, to train the support teachers, and to study the interventions.

Program Activities/Implementation

Several strategies were used to provide assistance to first-year teachers and to train support teachers.

- Assignment of First-Year/Support Teacher Pairs

  An experienced support teacher was assigned to each first-year teacher. These assignments were made by the school principals using criteria suggested by the MTIP staff. First-year teachers and support teachers also were matched for subject and grade level; classrooms were located in the same areas of the building.

- Concerns Workshop for Support Teachers

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

- Classroom Management Workshop

  A workshop on classroom management was conducted following the concerns workshop for both new teachers and support teachers. All participants received a copy of Organizing and Managing the Junior High Classroom (Emmer, Evertson, Sanford, Clements &

Worsham, 1981) before the workshop. Topics covered in the workshop included organizing a classroom, developing rules and procedures, holding students accountable for academic work, establishing consequences, and planning first day activities. In late September, the MTIP staff conducted a similar but smaller scale workshop for the two new science teachers who joined the project after school started.

- Informal Support Meetings

In mid-September, the MTIP staff convened an informal meeting of the four support teachers to share their experiences and to review the content from the August workshop by discussing additional ways to diagnose and meet first-year teachers' needs. A meeting of the beginning teachers was held in September for the informal sharing of their experiences. A similar type of support meeting also occurred in April when the teachers and principals were invited to attend an informal dinner meeting of the participants of the MTIP Satellite Network Conference, a group of educators from across the nation who are working in the area of teacher induction.

- Seminar on Working with Low Achieving Students

In response to needs indicated in teacher interviews and journal entries in October and November, a MTIP staff member led a workshop in December with new teachers and their support teachers to identify managerial and instructional strategies for teaching lower achievers and to plan changes for implementation after the holiday break.

- Optional Observation and Follow-Up Conference

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

- First-Year Teacher Observations of Other Teachers

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

- Observations Focused on Managing Academic Work

The final formal intervention focused on managing academic work, so that students could be engaged in higher thinking processes while order was still maintained in the classroom. In this intervention, MTIP staff members observed one class of each new teacher for three consecutive days (March 26-28) and interviewed each new teacher on the fourth day to get further information on how each was managing academic work. A feedback letter was sent to new teachers with suggestions and generalizations drawn from the observation.

Evaluation/Feedback

During the course of the project, data were collected from many sources including Stages of Concern Questionnaire, journals, non-participant observations, interviews, classroom

observations, audiotapes of conferences, MTIP minutes of staff meetings, and contact report forms. A series of interrelated study questions provided a framework for data analysis. The unit of analysis for evaluation was the new teacher/support teacher pair. Results showed that the MTIP had generally positive effects on both beginning and support teachers; some interventions were better received by some participants than by others.

Because of the small sample size, it was not possible to generalize the study findings; however, the investigators formulated the following implications.

- The first year of teaching is not as traumatic as the literature tends to indicate.
- Appropriate class assignment of first-year teachers may be the most influential variable in first-year teaching success.
- The assignment of an appropriate support teacher is likely to be the most powerful, cost-effective induction intervention.
- The length of the formal first-year teacher/support teacher arrangement should remain flexible. Some beginning teachers need support for a longer period of time than others.
- Induction programs should be structured to accommodate emerging participant needs.
- An induction program can arouse positive concerns not yet fully developed in beginning teachers as well as address and resolve immediate concerns; an example was in the organization of academic tasks, a concern a MTIP workshop addressed.

While MTIP on the whole was successful, it was not powerful enough to resolve all of the participants concerns, especially those dealing with pronounced classroom management problems, content concerns arising from an assignment different than academic preparation, and the support teacher role (which had been loosely defined).

Administration/Staffing/Costs

Staff from the university planned the project, conducted workshops, observed teachers and provided them with feedback, and collected and analyzed data. Principals selected the support teachers who were experienced teacher in their schools. Cost information was not available.

JEFFERSON COUNTY SCHOOLS, KENTUCKY

Professional Development Schools

Description	A comprehensive staff development effort to be located in Professional Development Schools. Limited implementation is anticipated by 1988.
Philosophy/Goals	Will address reform issues by providing quality education for students.
Program Activities/ Implementation	New teachers and administrators will be placed in special schools for their first year. Anticipated features of such schools include: • Organization of Workload/Teaching Assignments to help teachers achieve induction program goals (e.g., reduced load) • Cooperative Decision Making by teachers and administrators creating school organization and induction experience. • Teaching as Teamwork with collegiality as an important norm. Teams work daily on induction.
Content	Emphasis is on creating a school organization that provides a good induction experience.
Evaluation/Feedback	Comprehensive evaluation is planned through multiple student and school level measures.
Administration/Staffing	Planning is directed by the Executive Director of the Professional Development Academy. Participating schools will help decide on staffing patterns. University collaboration is anticipated.
Costs	No projection is available.

Description

The Jefferson County, Kentucky Public Schools, a large urban school system serving the Louisville area, are planning a comprehensive staff development effort in special school sites called Professional Development Schools. Currently, school enrollment is approximately 92,000 students and there are about 390 new teachers. The program, when fully implemented, will place all new-to-the-system teachers and administrators into such schools for their first year. During their second and third years, they will be placed in other schools throughout the system in a residency program with additional guidance. The Professional Development Schools also will serve as continuing education training sites for experienced teachers and administrators.

Philosophy/Goals

As explained by Phillip Schlechty, Executive Director of the Professional Development Academy, the Professional Development Schools will seek to address educational reform issues for both students and teachers by creating new patterns of school organization that provide high quality education for students and high quality clinical training for teachers. The schools will serve as exemplars of teaching and administrative practice, as teaching hospitals have in the medical profession. It is envisioned that these schools will empower teachers and administrators to maximize their performance. Given the assumption that a school's purpose is to get students to do school work (as knowledge workers), the teachers and administrators in the Professional Development Schools will become managers and leaders of learning, and they will be accountable for their results.

Program Activities/Implementation

Although most of the specific features of the Professional Development Schools are still in the planning stages, the features below are being discussed as possible key elements.

- Organization of Workload and Teaching Assignments. Workloads will be organized to help teachers achieve program goals. It is likely beginners will have a reduced workload to allow additional time for developing teaching plans and materials, and for observing expert teachers. In addition, beginners may have an opportunity to teach students of varying ages and in different subject areas to increase the breadth of the initial teaching experience. Structured seminars for beginning and experienced staff will be planned as part of the workload.

- Cooperative Decision Making. Teachers and administrators will work together to create the school organization. Unlike many reform approaches in which teachers are mandated to implement the plans of others, this program will involve both administrators and teachers in the critical decisions about their work. Beginning teachers will be given induction opportunities that fit developmental needs and will take responsibility for designing an appropriate personal development plan.

- Teaching as Teamwork. Teamwork will be an important norm. In contrast to schools where teachers are isolated from one another, these schools will be organized so that a team of professionals (teachers, university faculty, staff developers, and administrators) will work daily on induction for the new teacher. Novices would be given daily feedback from the team. The new teacher will plan and teach with experienced teachers rather than alone in the classroom. Strong norms of collegiality will be encouraged to make schools effective in developing the skills of new teachers and in creating an ideal work place.

The program will be implemented on a limited basis in the fall of 1988. When in full operation (in about ten years) the program will place all new teachers into 15 to 25 Professional Development Schools. The plan has strong support from the superintendent and school board, active leadership from the staff development unit, and favorable approval from the teachers union. A nearby university will work cooperatively with the school system.

Evaluation/Feedback

Multiple measures will be used to measure the results of the Professional Development Schools. Such measures include but are not limited to: student test scores and other indicators of achievement, increased student success in two major target areas (reading across the curriculum and mathematics), higher attendance rates of students and staff, increase in the retention of new teachers, increase in consumer satisfaction with the schools, and overall improved profiles of the Professional Development Schools.

Administration/Staffing/Costs

The Executive Director of the school system's Professional Development Academy, the organizational unit of the school district providing staff development, is heading the planning efforts for the Professional Development Schools. Currently, existing schools will be designated as Professional Development Schools with participating school staff becoming the primary planning group along with school system and university staff. This group will determine how to staff the new program.

The Professional Development Schools have received substantial grants from several private foundations. Additional support is being given by the school system and nearby universities. No full cost projection has been made. Staff in the Professional Development Schools will be paid their regular salaries. It is possible that opportunities for additional compensated work will occur after the normal school hours or during the summer. Substitute teachers will not be needed.

III. SUGGESTIONS FOR INDUCTION PROGRAM DEVELOPMENT

As a way of summarizing the preceding review of the teacher induction literature and the lessons that can be learned from the nine program descriptions, this section presents seven suggestions to educational leaders interested in developing or improving a teacher induction program.

Tailor the Program Design To Local Context

Both the literature and the program descriptions dramatize how varied teacher induction programs can be. Some of these variations result from a number of local realities, each of which can significantly influence the design of a teacher induction component--for example:

- the number, background, and skills of the beginning teachers can influence both the purposes of the program and the extent to which it becomes a substantial effort for school/district leadership
- the extent to which a school's norms and expectations encourage collegiality and experimentation can influence the content, activities, and support structures incorporated into the program
- the number, interest and competence of potential support staff; current supervision/evaluation procedures; and current staff development programs can provide rich resources upon which a teacher induction program can build
- available financial resources can influence the extent to which the program provides beginning teachers with support in the form of a lighter workload, time to observe other teachers, opportunity to participate in specific inservice courses, and so forth.

Thus, the first suggestion is to understand well the local context, so that the design for the teacher induction program fits the needs of the specific population of beginning teachers, fully uses available resources (people, practices, and funds), and yet, accommodates given organizational constraints.

Consider the Full Range of Purposes

The current literature and program examples have increased our understanding of the possible purposes a teacher induction program can serve. There are the well-known purposes derived from the surveys of beginning teacher's needs and the studies of teacher socialization. Complementing these are the purposes based on the growing understanding of the skills required of an effective teacher, the evolving concerns that any person experiences when confronted by new tasks or a new role, and the processes of adult development.

In reflecting on these possible purposes, one discerns three quite different perspectives:

- the job perspective of teacher induction is concerned with helping beginning teachers acquire the knowledge and skills to perform well the critical tasks of being a teacher. Its importance is substantiated by the perceived needs surveys, and its promise is supported by the results of the effective teaching research

- the organizational perspective of teacher induction is concerned with how beginning teachers become contributing members of a school community. Recent research on the importance of school norms and values, and on the process of teacher socialization, encourages one to address the purpose of helping teachers to become integrated into the school community in a more direct and deliberative manner

- the individual and personal perspective on teacher induction is concerned with addressing evolving but immediate concerns, and fostering long-term adult development. Though current research from this perspective has not provided specific direction for program design, current theory makes a strong case for the inclusion of purposes based on this perspective.

The suggestion is that designers of teacher induction programs should draw on all of these perspectives when they formulate the purposes for their particular programs. Of course, what actual purposes are given priority needs to be determined by how prepared the beginning teachers are and by the resources of the school or district.

Use a Variety of Activities to Achieve the Purposes of Teacher Induction

The current literature provides a number of frameworks for thinking about the kinds of activities through which an induction program may achieve its purposes. Grant and Zeichner's framework (1981) emphasizes induction program structure: formal, informal, job-embedded support. It encourages the designer of a teacher induction program to differentiate among support that can be provided, for example: by formal orientation meetings, workshops, and structured observations and conferences; by the informal and natural sharing among staff; and by modification of assignments, provision of released time, and other forms of job-embedded support. The framework presented in Figure 8 (see Section II) can, in some sense, be viewed as an elaboration on Grant and Zeichner. It suggests seven categories of delivering support--specifically, pre-assignment contacts, orientation activities/information dissemination, personal support to the beginning teacher by experienced staff, problem solving approach to teaching improvement, formal presentations, school organization supporting the beginning teacher, and external support services. This framework encourages the designer to consider a wider range of options, both in terms of timing (e.g., pre-assignment contracts and orientation activities), and form of delivery (e.g., personalized support versus formal presentation versus school organization).

Each of these frameworks suggests possibilities for a designer of teacher induction programs. The task for the designer is to select a specific set of activities that will achieve the purposes selected for a program, and yet be practical given the resource realities of a given school or district. One kind of tool that can help with this task is an

activity/purposes matrix, like the one in Figure 10. It encourages one to consider how multiple activities might serve a specific purpose and how multiple purposes might be served by a given activity.

Use the Full Range of Persons Who Can Possibly Provide Support

The current literature and program examples encourage designers of teacher induction programs to look beyond the principal as the primary source of support to the beginning teacher. They provide examples in which experienced teachers, central office staff, and staff from schools of education also help beginning teachers succeed. They also provide examples of programs in which support is provided by a team. Together, these examples suggest that designers of a teacher induction program need not place on any one person the burden of providing the range of support that a beginning teacher may require. Instead, they suggest the value of using a mix of staff, selected because they can help beginning teachers in different and important ways.

Include An Evaluation Component in the Design for the Program

As emphasized at several points in the review, the literature on teacher induction does not provide much evaluative information to designers of teacher induction programs (Griffin, 1985; Huling-Austin, 1987; Kester & Marockie, 1987). Therefore, any particular design should be viewed as a hypothesis of what might help beginning teachers--a hypothesis that, by definition, needs to be tested. In designing a teacher induction program, the suggestion is that an evaluation component be included to collect:

- feedback from beginning teachers and from persons providing support, as to the value of specific activities

Figure 10

Relating Induction Purposes with Activities

Induction Activities	Induction Purposes				
	Address Perceived Needs	Improve Teaching Skills	Integrate Teachers into the School	Resolve Concerns	Foster Adult Development
Pre-Assignment Contacts					
Orientation Activities/Information Dissemination					
Personal Support to Beginning Teacher by Experienced Staff					
Problem Solving Approach to Teaching Improvement					
Formal Presentations					
School Organization Planned to Support Induction					
External Support Services					

- evidence that program purposes are being achieved (e.g., identified needs are being addressed, skills are improving, beginning teachers are becoming contributing members of the school community, concerns are being resolved, teachers' ability to process classroom experience and modify their behavior is increasing).

Such feedback and evidence should help designers decide what induction activities to continue, modify, or terminate.

Build Flexibility Into the Program Design to Meet Individual Differences

The work of Odell (1986, 1987); Huling-Austin, Putman, and Galvez-Hjornevik, (n.d.); and Sprinthall and Thies-Sprinthall (1983), to name a few, provide evidence of the evolving needs of beginning teachers. Together, their work suggests that teacher induction programs need to have built-in flexibility to respond effectively to these evolving needs. Part of this flexibility can be provided by personalized assistance through the use of a buddy system or carefully assigned "mentors." Part of this flexibility can be provided through the design of specific activities (e.g., inservice programs can be designed in terms of what is known about adult learners; supervision/evaluation procedures can be applied differentially based on past performance). In addition, the evaluation component can provide information that encourages flexibility.

Apply What is Known About Planned Change

As a final suggestion, designers of teacher induction programs are encouraged to step back from the perspectives found in the teacher induction literature to remind themselves that they are also involved in a process of planned change--change that may affect many individuals and that will definitely affect their school and district as organizations. Over the last twenty-five years, educators have learned much about how to plan,

implement, and institutionalize improved programs and practices (Firestone & Corbett, in press; Fullan, 1982). This is not the place to try to summarize this literature; but it is the place to encourage designers of teacher induction programs to review and act in a manner that is consistent with the lessons found in that literature.

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