

**Preparing Highly Qualified Teachers Who Keep Content and Context Central:
The Michigan State University Induction Program**
DRAFT of program design in progress

Randi Nevins Stanulis
Department of Teacher Education
College of Education
Michigan State University

Gail Burrill
Department of Mathematics and Science Education
College of Natural Sciences
Michigan State University

**Paper presented at the annual meeting of the American Educational Research
Association, San Diego, California**
April, 2004

*The Michigan State University induction program is being developed as a part of
Teachers for a New Era, funded by the Carnegie Corporation.*
Principal Investigators of MSU/TN: Robert Floden and Joan Ferrini-Mundy

At Michigan State University we believe that teacher educators need to cast induction in the context of what precedes it, examining teacher preparation as a part of a continuum that extends into induction (Feiman-Nemser, 2001). In addition, we are interested in creating an induction program that also looks forward to the kinds of practices that we want teachers to internalize upon completion of the induction experience (Britton, Paine, Pimm & Raizen, 2003). The Michigan State University (MSU) Teachers for a New Era initiative embraces this challenge to design a seamless teacher preparation program, beginning with planned learning experiences designed for entering freshmen, extending throughout the year-long internship and into the first two years in a new teacher's own classroom. Members of the MSU induction team are creating a formal induction program based on the belief that after completing the initial teacher preparation certification program, *beginning* teachers are merely at the *beginning* of the process of learning to teach. Further, the MSU induction team believes that induction should be recognized and characterized as a distinct phase in learning to teach (Feiman-Nemser, 2001). We believe that:

Induction is not simply or primarily to decrease teacher turnover:

Instead...it stands as a key juncture of learning, growth, and support. Induction occupies a special place, looking both backward to pre-service preparation and forward to the career of teaching, with its challenges of becoming and being a teacher (Paine, Pimm, Britton, Raizen & Wilson, in press, p. 15).

The MSU induction program stance is that becoming a teacher involves a life-long process of learning subject matter knowledge, learning about individual students and how

they learn, and finding culturally responsive practices that enable all students to achieve at high levels. We are in the process of developing a formal induction program that embodies this stance.

Induction programs typically focus on a combination of support, development, and assessment, with little attention to the development and learning issues central to new teacher learning (Feiman-Nemser, Schwille, Carver & Yusko, 1999; Gold, 1996; Paine, et al., in press). Too many induction programs proceed with inadequate knowledge about the development of new teachers as learners (Wilkinson, 1997). Teacher development will be the centerpiece of the MSU induction program, as we create program features informed by our own research and by that of others in the field. Our vision of the work involves building a network of new and experienced teachers, administrators, state policy makers, and MSU faculty from the Core Colleges and College of Education who together will prepare new teachers to be effective in their own classrooms and for leadership roles in teaching, where these teachers eventually will become mentors for a new generation of teachers. Since teachers are leaving the profession largely because they receive inadequate support, are overwhelmed with management concerns, and feel they have little voice in how decisions are made (Ingersoll, 2001), our induction program must work to meet these needs, retain teachers and grow teacher leaders. Therefore, the primary goal of the MSU induction program is to prepare strong teachers who not only participate in a community of educators but who become leaders in their schools, districts, and the broader educational community. We agree that university teacher educators need to play a role in defining continuous, coherent and relevant preparation of teachers after preservice programs formally end, that both compliments and extends

school district support (Gold, 1996). The MSU induction program will be characterized by two broad areas of impact: 1) Designing an induction curriculum specifically tailored for the development of the knowledge of content and context needed to prepare diverse learners for successful achievement, and 2) Playing a critical leadership role in helping build capacity for schools with MSU graduates in the state of Michigan to support teacher learning, working simultaneously with administrators, practicing teachers who serve as mentors, and new teachers to focus on teacher quality, retention, and renewal. The MSU Induction program activities will be characterized by an emphasis on the following domains of learning:

- Deepening subject matter knowledge for teaching.
- Understanding curriculum development and curriculum trajectory across grade levels.
- Understanding students as unique learners.
- Understanding a range of culturally responsive practices that link families, schools, communities.
- Develop professional judgment about teaching.
- Fostering communities of teachers as leaders.

The elements of the program will include a focus on understanding local context, knowledge of districts, schools, and communities; providing structures for developing effective mentors and structures for effective mentoring practices; fostering and leading development of teacher knowledge and teacher learning. The program will continually assess the value-added MSU can bring to an induction initiative, by asking ourselves:

What do we have to uniquely offer? What do schools need that is currently difficult for them to supply? We see the following as areas where MSU can contribute to induction:

1) Preparation of highly qualified mentors across the state; 2) Involvement of content area experts from across MSU who can support the development of highly qualified new teachers; 3) A focus on reflection, providing for a back-and-forth examination of thought and action (Fenstermacher, 1990, p. 4) 4) Ability to design and provide access for new teachers to an array of master's degree choices best suited for their specific needs; 5) Creating mechanisms for gathering and honoring systematic input from variety of statewide stakeholders in order to bring school and university preparation and support together.

Shulman (1986) has argued that the preparation of teachers largely ignores the ways that subject matter is transformed from teacher knowledge into the content of instruction. In our program design we are trying to provide unique, in-depth instructional support in the development of subject matter knowledge for teaching, while also attending to important issues of management and organization of instruction. As we design the sequence and activities of the induction program, we continue to be mindful of the general challenges that Michigan teachers have reported they face, including:

Teaching in a community that is often unfamiliar to the beginning teacher;
learning to motivate students; dealing with a wide range of student individual differences; knowing how to assess student work; negotiating relationships with students and their parents as well as teaching colleagues and administrators;
designing effective classroom management; dealing with lack of classroom resources; juggling the time demands made by teaching including extensive

demands to plan teaching; feeling isolated (e.g., not having a mentor); experiencing conflicts with the culture of and attitudes in the school; encountering diversity issues and tensions; negotiating personal life issues (e.g., illness, stresses of the job).(Stanulis, Dolezal, LaRose, Meloche & Pressley, 2003, p. 2).

These challenges are consistent with those reported in the literature and are too significant to ignore (Byrnes & Kiger, 1996; Roehrig, Pressley, & Talotta, 2002; Stanulis, Fallona & Pearson, 2002, 2004; Stroot, Fowlkes, Langholz, Paxton, Stedman, Steffes & Valtman, 1999; Veenman, 1984). Timing may be everything, for as some argue, “not until management concerns were addressed were teachers able to focus on issues not directly related to their survival” (Stroot et al, 1999). Furthermore, having deep understanding of the issues that novices face as they learn to teach is critical to development of a substantial and meaningful induction curriculum (Wang & Odell, 2002).

The MSU Context and Considerations in Designing the MSU Induction Program

The development of disciplinary knowledge is at the core of the MSU teacher preparation program. The five-year program graduates approximately 560 interns each year (elementary and secondary combined). A special feature of the program is that after receiving their baccalaureate degree, students enter a full year internship, taking graduate courses and an intensive field-based practicum in one teacher’s classroom. Before entering the full year internship, students have some field experience components of courses outside of teacher education, varying according to their major. Within the teacher education program, students have a two hour practicum for one semester during the junior year, and a four hour practicum each semester during their senior year.

While interns from MSU are teaching in places across the nation, the majority of them seek employment in schools in Michigan, where the Michigan State Board of Education has enacted an un-funded mandate that requires administrators to provide a mentor for every beginning teacher. Each beginning teacher is also required to complete professional development hours to receive permanent certification (MDE, 2003). Though the board passed mentoring and induction standards to provide a framework for the kind of practice expected, local induction programs vary greatly in ways that they are designed, the ways that mentors are selected, prepared, and provided with release time for their work, and in the reward structure for serving as a mentor

Research and Development: An Iterative Process

The primary strategy for our group's work is to continually read, research practices within the State of Michigan and across the United States and develop designs that reflect robust research and that stays in touch with the unique needs of MSU beginning teachers. When the MSU induction team formed, our first task was to learn from each other and develop a shared knowledge base about teacher induction, including practices within the State of Michigan and exemplary state, national, and international programs. Induction team members include K-12 teachers from a 70-mile radius, who represent rural, urban and suburban schools and who range from first-year teachers to veterans who have worked for years as mentors in our preservice program. Team members also include College of Education faculty, as well as faculty in the Core Colleges—social science, science, mathematics and English—who are invested in preservice education and interested in new teacher learning (*See Appendix A*).

Together we have searched the induction and mentoring literature, attended 17 of the 2003AERA sessions on induction, and met as a study group to discuss the latest research in induction, teacher learning, and mentoring. In May 2003 we invited graduates to a retreat designed to help us learn about the challenges that Michigan's new teachers were facing (*See Appendix B*). We conducted research on 15 first year teachers of literacy to learn about their preparation and practices in literacy (Stanulis, Dolezal, LaRose, Meloche & Pressley, 2003) and are completing data collection at a site where five first-year teachers and their mentors have been working with us to develop their mentoring practice. We are also studying how these five beginning teachers develop their subject matter knowledge for teaching across the first year, both in literacy and mathematics. Finally, we have begun working with lesson study at an urban charter school where five novices are teaching to learn about lesson study as an induction activity. We continue to conduct surveys and hold focus groups with recent graduates to learn about their needs and to get feedback about our induction design ideas. Integral to our design is that continued research will inform our development.

Parallel to the TNE induction design activities, several faculty within the College of Education are working in partnership with the Michigan Department of Education on a Teacher Quality Mentoring and Induction Initiative to provide mentoring and induction resources to teachers and administrators in the State of Michigan (*Stanulis directs the development of resources for the grant*). The grant provides ways to increase our efforts to hold focus groups with teachers throughout the State to ensure that we are developing motivational and meaningful resources that will be useful. A large portion of this grant activity is devoted to the development of resources for administrators to provide

induction support and creative ways to prepare mentors, restructure time, and provide meaningful induction activities for beginning teachers in their building and/or district.

MSU Induction Program Distinctive Program Stance


As we began to design our induction program, it was important for us to develop a stance about the kinds of experience and settings that we believe promote new teacher learning (Britton, Paine, Pimm & Raizen, 2003). The MSU program will:

- Respond to new teachers' unique needs while pushing them to develop deep and connected subject matter knowledge for teaching.
- Be strongly rooted in MSU Teacher Knowledge Standards.
- Include all participants in some common core experiences in the induction initiative, with strands of choice for pursuing expertise in the content area and teaching level that matches their current situation and need.
- Enact an induction curriculum that is problem-based, that involves new teachers in enacting practices, not just listening to the "way things can be". As beginning teachers develop knowledge and skills for teaching, we want them to participate in activities and to observe others participating in innovative practice.
- Include close attention to uniqueness of individual teaching contexts and enacting instruction for high achievement among diverse learners
- Provide a culminating activity that will help bring together the ideas that we have developed over the two years of the induction program Curriculum Framework and a Framework for Assessing Impact


As described earlier, the initial work of the Induction Team involved gathering data about the explicit needs of MSU's beginning teachers and to experiment on a small

scale with several program options. Building from this information, we have defined a set of expectations and measurable outcomes for beginning teachers who complete the induction program. (Note that the expectations are not distinct but overlap and that the curriculum will emphasize these to different degrees during the two years of the program as noted in the visual.) After completing the MSU-TNE Induction Program, a beginning teacher will be able to demonstrate that s/he:

- *Knows students in the classroom as unique learners.*
 - The BT knows students as learners. Evidence: talking about and paying attention to students as individual learners; recognizing where each student is in the learning process, reflecting about what individual students understand during and after instruction; analyzing individual student work to make instructional decisions, and


thinking about how to differentiate instruction. 

- *Manages classroom activities in ways that support a productive learning community.*
 - The BT thinks through choices and uses data to inform management decisions. Evidence: recognizing range of choices in organizing the classroom and handling routine procedures and considering the implications of each of these choices for individual students and for the class; providing for and supporting special needs

students. 

- *Establishes classroom norms that create a productive learning environment*
 - The BT devises procedures for classroom participation and interaction in ways that continue to support learning for all students: Evidence: thinking about ways to foster participation instead of ways of managing behavior, instilling in students

respect for each other and the teacher and for learning; dealing with interruptions

in ways that do not interfere with learning. 

- *Interacts with families and community to support school and learning goals.*


- The BT talks about learning with families and members of the community.

Evidence: reaching out to families and bringing them into schools to build and strengthen relationships; sharing curricular goals and expectations with families and community members, communicating about learning (not only behavior); reaching out to learn about students in relation to their families and to the culture

of the community and community resources. 

- *Continues to deepen subject matter knowledge for teaching.*

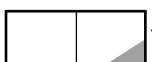
- The BT focuses on central concepts in each content area. Evidence: Organizing instruction to explain big ideas; helping students make connections between and among content areas; asking questions that promote a deeper understanding of the content; planning centered on content not just around timing, pacing, and

scheduling. 

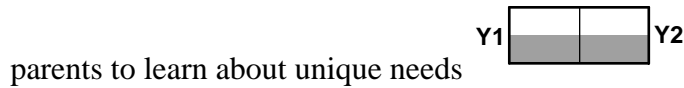
- *Understands curriculum trajectory across grade levels.*

- The BT understands the curriculum as a whole and his/her role in that whole.

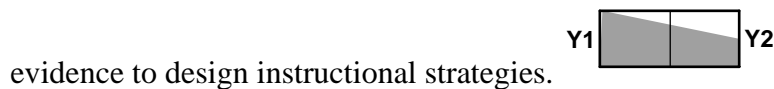
Evidence: analyzing curriculum and designing lessons that are connected and sequenced to support the development of big ideas and how they relate to each

other; building from prior knowledge. 

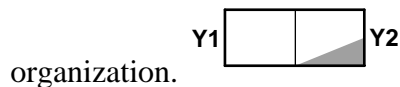
- *Integrates assessment as a centerpiece for teaching and learning.*
 - The BT is able to engage in assessment in ways that inform practice. Evidence: Framing assessment around big ideas; designing and using assessments that recognize individual learner needs; assessment involves communication with



- *Is using professional judgment to make teaching decisions.*
 - The BT gathers evidence to shape instruction. Evidence: asking questions that elicit information about student understanding and thinking; considering what students individually and collectively know and do not know and using this



- *Is developing as a teacher leader.*
 - The BT participates in inquiry within a professional community. Evidence: seeking out resources and ideas that will help in their classrooms; engaging in continued learning in study groups or professional organizations; knowing about and utilizing the various means of support available from professional



Possible Program Design and Delivery Options

The MSU induction program will be a single formal two year program that involves planned ways for participants to select options to meet their specific learning needs. We are designing a comprehensive initiative that involves mentoring as a core activity with some face-to-face and some on-line components for continuing to learn about teaching

during induction. The face-to-face components will allow us to start working on the parts of the curriculum that seem of greatest need and to begin to build a focused and cohesive community. The program will include some credit-bearing component that could count toward a range of options of master's programs and/or state continuing education credits, forming partnerships with districts to have greater impact at the local level, involving principals in design and implementation of quality induction, designing systematic ways to assess the impact of the induction experiences, and determining what the beginning teachers and mentors will receive to recognize and honor their participation in the induction program.

Our initial thinking about the “what, when and how” of the induction curriculum (Britton, et al, 2003, p. 318) - exactly what will be core for all beginning teachers and where these elements will be in the overall program - is still being shaped by information from the field, research, and our own deliberations. We are considering an induction program with four components. Recognizing the need to have the best possible start to the school year (Moir, 2003; Moir, 1999), immediately prior to the start of the school year beginning teachers will be grouped into clusters according to school type (urban, rural, suburban) and level (elementary, middle school, high school) with a mentor experienced in those areas to provide background and survival strategies for the opening days of the school year. Second, through a series of Saturday sessions, beginning teachers will take part in a variety of experiences designed to deliver the curriculum described in the framework above. Third, additional program options will be available online using the special projects feature of the online design. Fourth, course work both during the

summer and possibly during the school year for second year teachers will be offered as part of the overall program and tied to a range of options of MSU masters programs.

A program structure for working with mentors and timeline for how mentor learning should take place in the sequence of events is less developed and is a primary focus of our current discussions. An initial step is to establish a process for identifying mentors and bringing them together during the summer to consider the induction program goals and their role in helping beginning teachers reach them. Mentors will be involved in some way during the school year in both online and face-to-face activities designed specifically for them. Questions about how to structure activities with peers, beginning teachers, district/school administrators, and university faculty are yet to be addressed.

The need for collaboration in implementing induction program is well documented (Halford, 1999; Britton, et al, 2003; Schaffer, Stringfield & Wolfe, 1992), and success of our program will in part depend on how successful we are in finding partners to help in the delivery. These partners could be the state, which is very interested in the work and is considering a special endorsement that would follow completion of the program, Intermediate School Districts (ISDs), and school districts themselves. The Teacher Quality Mentoring and Induction Initiative will help us lay the groundwork to develop these partnerships.

Mentoring Curriculum Framework

We are in the process of developing a formal induction program where mentors will play a significant part in supporting teacher learning. Our belief is that mentoring is a practice that requires on-going support and development over time. We believe that

mentoring is much more than a role that teachers play in addition to their other roles as teacher, for if mentors are “forced to fit mentoring in around the edges of full time teaching, they lean toward “fixing” novices’ problems rather than treating them as occasions for joint problem solving or shared inquiry” (Feiman-Nemser, 2000, p 27). We will move far beyond the model of mentor who helps to fix a deficiency in a novice’s developing practice. With our stance of recognizing that even well-prepared novices have critical learning needs during their first years and can provide substantive assistance in helping develop strategies for learning to teach (Britton, et al., 2003), we believe that mentors need to develop knowledge and skills about helping beginning teachers think about curriculum, content, and student learning. In addition, mentors need to learn about beginning teacher learning (Stanulis, Meloche & Turini, 2004).

Similar to the work of the Santa Cruz New Teacher Project, our developing design calls for a core cadre of mentors that exists independently of individual school districts and that works full-time in the MSU induction program. Within this model, we plan to engage mentors in practices that mirror the ways that they will work with beginning teachers, including intensive and ongoing professional development in understanding formative assessment work (i.e. goal setting, analysis of student work, revising practice, reflecting on practice) (Moir & Bloom, 2003).

This model has several advantages- it will enable us to build capacity for mentoring while serving teachers in rural and small districts and those at a great distance from MSU, to support teachers in schools with very unstable teaching populations, and to ensure that mentor skills match beginning teacher needs. Finally, with the development of highly qualified mentors, we can begin to move beyond induction as merely a form of

support to a more powerful view of induction as professional development and a way to help beginning teachers move their students to higher levels of student achievement (Feiman-Nemser, Carver, Schwille, & Yusko, 1999). The disadvantages of creating this cadre of mentors include the cost of preparing and sustaining a group of mentors and helping mentors develop knowledge about the specific context in which each beginning teacher is learning to teach. Our plan is to approach a local district and a district that is not local to pilot the development of a mentoring cadre first in a small and deep way.

The curriculum we adopt for mentors will pay attention to establishing general goals for mentors, developing language that is accessible to teachers, administrators, and university faculty from the disciplines and from education for talking about classrooms, engaging mentors in thinking about ways to support the TNE learning goals for beginning teachers, and developing mentoring practices that are analytic. The design will address the kind of time investment we envision for both mentors and beginning teachers, be grounded in the same kind of responding/pushing curriculum we envision for beginning teachers, and provide opportunities for mentors to develop their own community that together reflects on the practice of mentoring. Finally, the design must include benchmarks that can help mentors see beginning teacher growth. The design can build on our experiences in the current intern program, which makes extensive use of field instructors, usually doctoral students, who along with cooperating teachers regularly observe and provide support for the interns in their teaching.

TNE On-Line Framework

As we begin to frame the components of the MSU induction program, we recognize that electronic resources will be critical elements in the program and in its

delivery. The design principles informing our development of the on-line component include:

- **Avoiding generic development** in all aspects and guises. Much has already been done using the Internet, and many examples exist of things that are done better than we could do with our limited resources.
- **Involving preservice teachers** in the ongoing design, development, and maintenance of TNE/Online. By introducing our undergraduates both to the technological infrastructure of TNE/Online and to the induction teacher population that it serves before they join that population, we seek to change TNE/Online's social function from that of building a new and purely virtual community to that of sustaining and servicing the more-richly-defined (and pre-existing) communities of peer cohorts that come up through our program. We also intend preservice involvement with TNE/Online to serve a practical purpose—of orienting future users both to the scope and services available at TNE/Online, and to the human faces and enterprise behind it—in a pre-critical, pre-need setting.
- **Adopting a design that is functional at a variety of scales.** By adhering to an “agile technology process” methodology (Larman, 2003), we seek to direct development in ways that permit TNE/Online to begin serving its intended community and establish a feedback loop in which further investment in development can be conducted in reference to real, rather than theoretical, needs and opportunities (Burrill, Jackiw & LaRose, 2003).

The initial TNE/Online site will consist of two components, 1) a portal aspect, for establishing a local community and connecting it to relevant resources existing on the

web at large and 2) a programmatic aspect, which can accommodate different development initiatives around a broad range of content, policy, and practice areas linked to the overall TNE induction curriculum and program. The portal aspect of the site exists primarily to orient TNE/Online participants to resources on the web that have been vetted by project staff for quality and relevance. Technologies such as e-mail service, discussion group and electronic forum software, or WIKI- or blog-based workspaces in which participants can develop their own activities, comments, and reflections in more discursive or organic form than in traditional threaded-message forum tools will also be part of the online resources. The programmatic strand will be driven by special projects at the core of the Induction Program and will deliver substantive web-based experiences focused on particular domain issues that emerge from faculty/beginning teacher or faculty/preservice collaborations (Burrill, Jackiw & LaRose, 2003).

Issues

The Induction Team is wrestling with several major issues. A central question is *if we build it, will they come?* - This question is relevant for both beginning teachers who are busy, stressed, and overwhelmed and for mentor teachers who need to see what value the program will add to their own professional lives. Another key issue is maintaining our focus on making context central along with content. It is one thing to identify content areas where beginning teachers need support but another to make sure that this support takes place in ways that respect and inform the context in which they are teaching. A third issue is how to achieve a balance in the program of being responsive to beginning teachers perceived and real needs and yet pushing them to grow in ways they might not

see as useful in the moment. This is related to the question of how to keep the induction program close enough to the edge of their issues that what we do is relevant; how to ensure that the gap between theory and practice (university and school) does not grow wider but is bridged in meaningful ways by program components. Funding is a critical issue that underlies the way many facets of the program are conceptualized. To be sustainable over time, we need to find creative ideas to fund mentors and to support the program components. Another issue is bringing on board the principals and administrators who are also busy and distracted by the many crises facing schools in this severe economic climate. And a final issue is how to solicit and mobilize faculty involvement in the participation of undergraduates and interns in content development and administration and in the conceptualization and development of special projects relating to their research and service interests.

Induction and its relation to teacher quality have captured the attention of policy makers and the public as well as educators. In order to inform both policy and practice, evidence about the influence of induction programs on novice teachers' practice is important. We need to have evidence about novices' ability to actually carry out the kinds of practices we hope to develop through induction experiences. Without such evidence to answer the question "what difference does it make for novices to participate in induction programs"—with direct attention to subject matter and student learning, then we cannot really inform policy in specific ways

In summary, we want to create and implement an induction program based on research that respects beginning teachers for who they are and what they know, builds on this knowledge to help them grow as reflective practitioners, sustains their commitment

to K-12 teaching, and prepares them to become leaders in the field. We want to create occasions for study groups, virtual book discussions, and ways to merge mentors and beginning teachers together in communities of learning where the university does not “teach you and show you the way”, but rather we are engaging together around practice and issues teachers are facing in their work. As we engage in this work, we must remember that: "It takes time for teachers to learn their craft. Induction programs can accelerate beginning teacher growth, but most newcomers will still need an extended period before they look like strong veteran teachers" (Stansbury & Zimmerman, 2003, p.11). Strong induction programs can make a difference, but that we must have realistic expectations for where these novices can be at the end of two years. And our ultimate goal is to instill in beginning teachers the notion that learning to teach is a process that is never finished.

References

Burrill, G., Jackiw, N. & LaRose, J. (2003). TNE/On-line. Unpublished document. East Lansing, MI: Michigan State University.

Byrnes, D. & Kiger, G. (Eds.) (1996). *Common bonds: Anti-bias teaching in a diverse society*. Washington, D.C.: Association for Childhood Education International.

Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational Leadership*, 25-29.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.

Feiman-Nemser, S. (2000). From preparation to practice: Designing a continuum to strengthen and sustain teaching. Occasional Paper No. 5. New York, NY: Bank Street College of Education.

Feiman-Nemser, Schwille, S., Carver, C. & Yusko, B. (1999). Beyond support: Taking new teachers seriously as learners. In M. Scherer (Ed.). *A better beginning: Supporting mentoring new teachers*. (pp. 3-12). Alexandria, VA: ASCD.

Fenstermacher, G.D. (1990). The place of alternative certification education of teachers. *Peabody Journal of Education*, 67(3), 155-185.

Gold, Y. (1996). Beginning teacher support: Attrition, mentoring, and induction. In J. Sikula, T.J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (pp. 548-593). New York: Macmillan.

Halford, J. M. (2003). Easing the way for new teachers. In M. Scherer (Ed.). *A better beginning: Supporting mentoring new teachers*. (pp. 13-18). Alexandria, VA: ASCD.

Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.

Larman, C. (2003) *Agile & Iterative Development*. Addison-Wesley.

Michigan Department of Education. (2003).

http://www.michigan.gov/documents/TeacherInduction&MentoringProgramStds_SBE_1_84349_7.13.04.pdf

Moir, E. & Bloom, G. (2003). Fostering leadership through mentoring. *Educational Leadership*, 58-60.

Moir, E. (1999). The stages of a teacher's first year. In M. Scherer (Ed.). *A better beginning: Supporting mentoring new teachers*. (pp. 19-26). Alexandria, VA: ASCD.

Roehrig, A.D., Pressley, M., Talotta, D.A. (2002). *Stories of beginning teachers: First-year challenges and beyond*. Notre Dame, IN: University of Notre Dame Press.

Schaffer, E., Stringfield, S., & Wolfe, D. (1992). An innovative beginning teacher induction program: A two-year analysis of classroom interaction. *Journal of Teacher Education* 43(3), 181-192.

Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.

Paine, L., Pimm, D., Britton, E., Raizen, S. & Wilson, S. (in press). Re-thinking induction: Examples from other countries.

Stanulis, R.N., Meloche, B. & Turini, M. (2004). From mentoring as “how’s it going?” to talking about student learning: Developing mentoring as a practice is hard to do. Unpublished document. East Lansing, MI: Michigan State University.

Stanulis, R.N., Dolezal, S., LaRose, J., Meloche, B. & Pressley, M. “I look like a teacher, But what do I know?”: The language arts novice teachers are not prepared to teach. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, Arizona.

Stanulis, R.N., Fallona, C., & Pearson, C. (2002). Am I doing what I am supposed to be doing? Mentoring new teachers through the uncertainties and challenges of their first year of teaching. *Mentoring and Tutoring*, 10(1), 71-81.

Stroot, S., Fowlkes, J., Langholz, J., Paxton, S., Stedman, P., Steffes, L., Valtman, A.(1999). Impact of a collaborative peer assistance and review model on entry-year teachers in a large urban school setting. *Journal of Teacher Education*, 50(1), 27-41

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2), 143-178.

Wang, J. & Odell, S. (2002). Mentored learning to teach according to standards-based reform: A critical review. *Review of Educational Research*, 72(3), 481-546.

Wilkinson, G. (1997). Beginning teachers identify gaps in their induction programs. *Journal of Staff Development*, 18, 48-51.

Appendix A

Michigan State University Teachers for a New Era Induction Team

Janet Alleman, College of Education (Social Studies)

Gail Burrill, Dept. of Science and Math Ed. (Mathematics), Co-chair

Lauren Childs, K-12 Teacher- teacher leadership

Conni Crittenden, K-12 Teacher-mentor

Joan Ferrini-Mundy, Associate Dean, Dept. of Science and Math Ed. (Mathematics)

John Herrick, Associate Dean, College of Social Studies (Social Studies)

Nicholas Jackiw, Dept. of Science and Math Ed (Mathematics)

Liz Jones, K-12 teacher, urban mentor and teacher leader

Pamela Kosteva, K-12 administrator, urban school district

Glenda Lappan, Dept. of Science and Math Ed. (Mathematics)

Barbara Markle, COE- Director of K-12 Outreach

Susan Melnick, COE- Director of Academic Outreach

Lynn Paine, COE (International Studies/Induction)

Jane Rice, Dept. of Science and Math Ed. (Science)

Randi Stanulis, College of Education (Literacy), Co-chair

Janet Swensen, Dept. of English (Director of Writing Center)

Theresa Viaches, K-12 Teacher-urban mentor

Sarah Williams, K-12 Teacher- urban beginning teacher

Sue Wylie, K-12 Teacher- mentor

Appendix B

What Michigan's New Teachers Need

Michigan State University's Teachers for a New Era (MSU-TNE) initiative in part focuses on developing induction support and learning activities for new teachers in the profession. In order to learn more about current needs of first-year teachers around Michigan, we asked some of Michigan's beginning teachers what kind of learning and support would help them improve as teachers. Their responses are summarized below.

New teachers in Michigan need...

- **Structures to support the development of mentor/new teacher relationships** (*Schools might establish meeting times and places for mentors and new teachers to work, and bring mentors together to discuss what is involved in effective mentoring*)
- **Time to reflect with peers, with their mentors, and with administrators** (*Schools might build in common planning time with the explicit expectation that focused conversation and reflection will take place, schedule socials, structure planned, regular meetings with principals.*)

- **Knowledge of the curriculum trajectory across grade levels** (*Schools might bring new teachers and curriculum leaders together to look at the curriculum components across grade levels.*)
- **Assistance in learning how to plan wisely to meet daily and yearly objectives** (*School leaders might meet with new teachers to address time management so that the goals of the curriculum's scope and sequence are reached.*)
- **Understanding of families and the local community** (*Schools might bring new teachers, community representatives, social workers, and PTA/PTO members together to discuss how these partners work together.*)
- **Guidance toward “finding their voices” in the organization** (*Administrators might solicit new teachers' ideas and support the development of leadership skills*)
- **Information to resolve basic “life issues” such as financial planning, health insurance, and union involvement to help teachers start the school year more productively** (*Schools might set up a meeting for new teachers at which district personnel can provide information and hands-on assistance in filling out necessary paperwork.*)
- **Communication and on-going feedback from the principal** (*New teachers have a strong desire to hear directly about their teaching from the valued voice of the principal*)