

The University of Virginia is a leader in educational technology, and we initially conceived of using a technology focus to enhance communication with our teacher education graduates, most of whom leave the Charlottesville area following graduation. Teacher education students currently use the electronic Open Portfolio system to submit work and receive feedback from University and school system supervisors, and we originally thought to expand this system into the induction years. Following conversations with the Academy of Educational Development during the proposal-writing process, UVA decided to take a different approach to induction. Adapting the model of medical education, we determined to provide induction support to all novice teachers in two local school divisions regardless of whether or not they were graduates of UVA's teacher education program.

One critical issue involved in this phase of the development of induction support was the initial skepticism from both local school divisions regarding the role that the University could play in developing an induction program that would be feasible and realistic. Initially both systems were pleased with the current level of induction support they provided to their novices and were not sure what the University could contribute or why changes were needed. Information provided through the Academy of Educational Development regarding the Santa Cruz New Teacher Project proved to be the turning point at which representatives from the two school divisions began to see real possibilities for how they might work with the University to improve induction support for their new teachers. Both school divisions sent representatives to the Induction Institute at the Santa Cruz New Teacher Center, and these representatives returned with great enthusiasm for how the divisions could work with the University to improve on

their current induction offerings. A second critical issue in working with these school divisions is the fact that the systems are very different from each other and, therefore, have different areas of focus and concern. One system is very small and urban with a great degree of racial and cultural diversity, while the other system is much larger, and diversity tends to be centered around socioeconomic status as opposed to race or culture. It has been important to remember that while we are working to develop a community in which novice teachers will view the two systems and the University as working together seamlessly, issues that are important to each partner should be acknowledged and respected.

The most important issue, however, for the University of Virginia is the involvement of Research One Arts and Sciences faculty, and their counterparts in the Curry School of Education, in a sustained induction process. For induction to become a central and lasting part of the University's vision of education, it must be brought into line with other faculty ambitions and responsibilities. At the same time, we must produce models that made realistic demands on school divisions – both local ones in which the University is an important but not always welcome presence and distant ones where our own induction support must complement local support of varying degrees.

We are thus adapting the Santa Cruz induction model with an eye toward Arts and Sciences' involvement and long-term cost effectiveness of the program. While the model calls for full-time released teacher advisors to support novice teachers, the school systems do not anticipate funding to sustain such positions. In the pilot program in the coming school year, two new full-time teacher advisors will work with approximately 15 novices each at the secondary level. Part-time released advisors will be in place at each

elementary school to work with novice elementary teachers. These two tiers of advisors will receive monthly training centered on formative assessment and grounded in information regarding stages of novice teacher development. Training will focus on issues identified as key concerns by novices including teaching in situationally relevant ways, balancing theory and practice, teaching diverse students and holding high expectations for all students. Advisors will also receive training in how to engage novice teachers in critical dialogue and discussion of problems of practice so that induction support moves away from focusing solely on management and begins to focus also on content, pedagogy, and pedagogical content knowledge. Support will also be provided to help advisors work with novices in the development of a professional or public identity and in gaining an understanding of the organizational culture in which they are working.

Concurrently, we are also developing initiatives for providing induction support for UVA graduates who leave the Charlottesville area. One promising resource for sustaining relationships with our BA/MT students is Open Portfolio. While teacher education faculty already use this electronic system to track and assess student work, particularly in their field experiences, we are hoping to extend the use of this tool to Arts and Sciences faculty. Since the tool has the capability of tracking progress efficiently, it can be the basis for systematic research into the success of teachers' induction experiences as well as our faculty's contributions to that success.

In addition to the Open Portfolio system, we are also working to develop opportunities for teacher education graduates to continue relationships with Arts and Sciences faculty, using as a model the Teaching Fellows Program initiated by UVA's Center for the Liberal Arts. In this model, experienced teachers return to campus for

seminars or coursework with Arts and Sciences faculty and maintain professional communication around that work throughout the school year. Such a model provides for further development of content knowledge as well as opportunities for these “teaching fellows” to continue the seminar’s research in conjunction with UVA faculty. Our goal under TNE is to establish those kinds of relationships with new teachers, either by extending the relationships that our teacher education students have developed with Arts and Sciences faculty or by establishing opportunities for professional relationships to be built between those faculty members and non-UVA graduates who are new teachers in the local divisions.

For UVA graduates, these relationships can be enhanced through a new initiative that promotes cooperative advising. Currently, BA/MT students have two advisors, one in their major and one in the education school, who provide simultaneous advising. The goal under TNE is to revise that system to provide for cooperative advising in which education and Arts and Sciences faculty members work together to identify teacher education students and to guide their program of studies. Along this line seven advising teams have been established. Efforts have also been made to extend this cooperation to the lower division advising in which first and second year undergraduates are made aware of the possibilities of entering teacher education at an earlier stage in their education.

This two-pronged approach to induction provides opportunities to meet a variety of challenges. The Open Portfolio system and the modifications of the Teaching Fellows program allow us to account for the fact that many of our graduates move away from the Charlottesville area as well as the fact that as a Research I institution, it is unlikely that

faculty can sustain face-to-face contact with graduates who are teaching in the schools. Revisions of the advising system will hopefully lay the groundwork for maintaining relationships between graduates and both education and Arts and Sciences faculty, most likely predominantly through the use of Open Portfolio. Both Open Portfolio and a teaching fellows program would allow for strong connections between all University faculty and teacher education graduates.

Our work with local school divisions allows us to address the induction needs of a variety of teachers with a wide range of backgrounds. Such a setting provides us with the opportunity to help teacher advisors learn to recognize the needs of each novice and respond to them through a system of formative assessment that will hopefully result in greater retention of teachers and increased achievement for students. Connections with Arts and Sciences faculty through teaching fellows programs or electronic communication will enhance novice teachers' content knowledge and subsequently their classroom practice. Our approach is based on the New Teacher Center's model, yet goes beyond the current parameters of this model by including this content support at a level found all too infrequently in school-university partnerships. The University of Virginia is developing this induction support component in the hopes of providing a model for forging strong partnerships between local school divisions, teacher education programs, and University Arts and Sciences faculty.