

## Beginning Teacher Induction: Research and Examples of Contemporary Practice

Richard I. Arends and Anthony J. Rigazio-DiGilio

The induction of novice teachers into the practice of effective teaching has been a topic of research and debate for many years. This study summarizes previous reviews of research on beginning teacher induction programs, identifies current effective state and local induction programs, makes recommendations on the best practices for development of induction programs, and assesses current trends in beginning teacher induction programs.

Arends and Rigazio-DiGilio begin by summarizing the conclusions of previous literature reviews on new teacher induction. Noting that the goals for induction programs have changed little over the past ten years, the authors highlight past conclusions such as the need for carefully constructed induction programs, as well as the recommendations for mentor training and a reduced novice teacher workload. In order to determine if current research confirms these conclusions from past studies, this study used electronic and hand-searching techniques to identify 226 studies and reports on teacher induction. Employing various inclusion criteria, the authors narrowed their review to 119 national and international studies. Noting that induction programs utilize various delivery systems and strategies, common characteristics of induction programs were presented, including: New teacher assignments; Mentoring; Modeling good teaching; Orientations; Assistance and Assessment; Shared responsibility; Interaction; Political, financial, and time commitments; Clearly articulated goals.

Seeking successful induction programs and practices, this researchers employed the use of the ERIC database, the knowledge of related scholars, practitioners, and individuals, and the web pages of relevant resources such as the National Council of Accreditation of Teacher Education (NCATE) and the U.S. Department of Education (USDE). While four

district-based programs were examined, this study highlighted the features of the Columbus, Ohio Peer Assistance and Review Program (PAR), noting the aspects of funding, support for mentor teachers, professional development, and statistical results. Additionally, this study examines three state-based induction programs, focusing on Connecticut's use of portfolios in the process of new teacher assessment, and on the specific implementation of portfolio based assessment programs.

In discussion of the best practices for development of induction programs, this study makes ten recommendations. These recommendations include topics such as: defining program goals and purposes, defining effective teaching and the roles/responsibilities of beginning teachers, mentors, and principals; providing novice teachers and mentors with less difficult and reduced teaching assignments; developing effective program training and continued professional development; implementing effective evaluation components for the induction program.

Concluding remarks focus on current trends in teacher induction programs. Specifically, there is renewed interest in implementing induction programs as the demographics of the current teaching force suggest that over two million novice teachers will soon enter the profession. Additionally, there is a growing trend to extend the induction period for a teacher beyond the first year, focusing on the needs of 2<sup>nd</sup> and 3<sup>rd</sup> year teachers as well. As noted earlier, there is also a trend towards creating a system for licensing teachers that is performance based. Finally, the authors offer words of caution, noting that teacher turnover is not entirely a result of induction programs or lack thereof and that using mentors could potentially promote "conventional norms" of teaching.

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Abstracted by Benjamin Dotger

