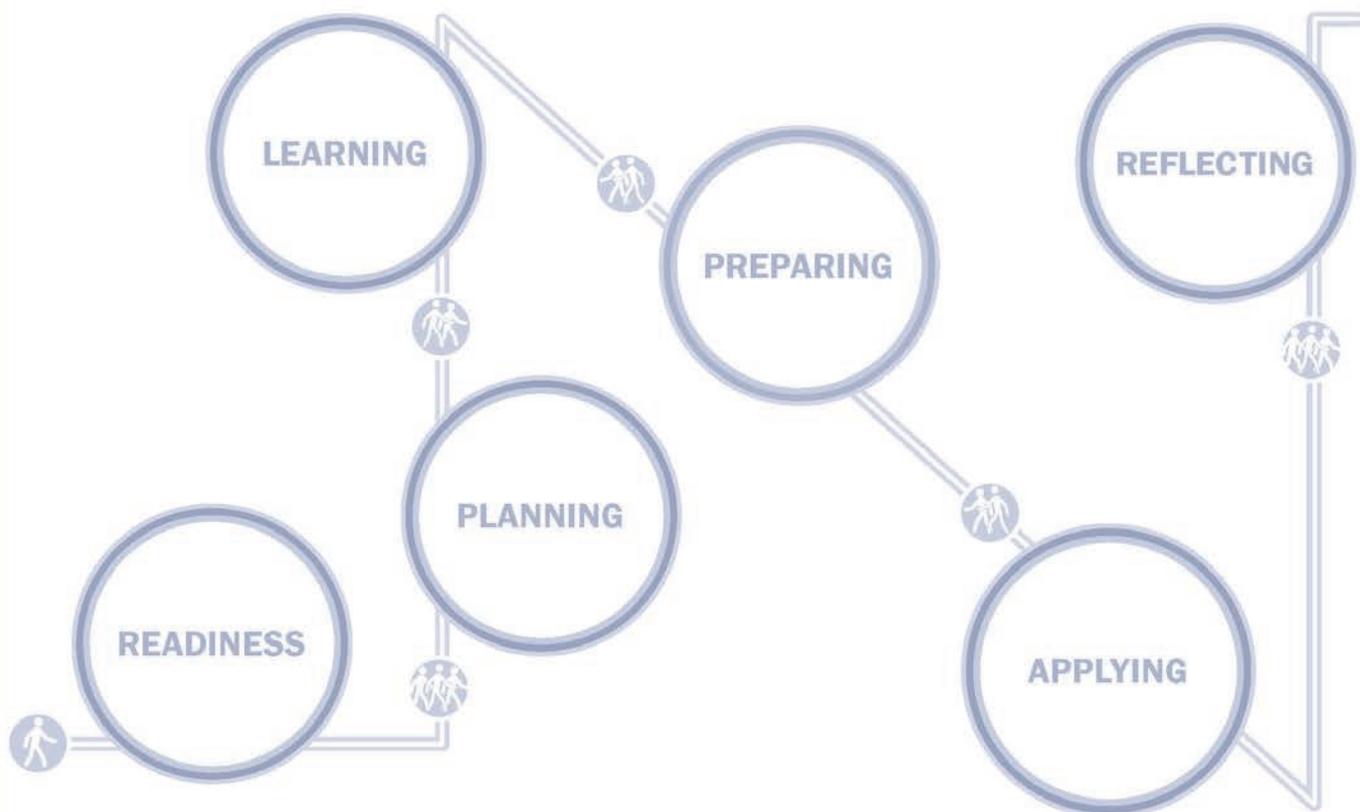


PROMOTING TEACHER EFFECTIVENESS

Annotated Bibliography



Annotated Bibliography

July 2015

The Annotated Bibliography is intended to be a resource for anyone who is interested in learning more about the research that is most relevant to the Promoting Teacher Effectiveness in Adult Education project. It provides a detailed view of some key pieces of literature on subjects related to teacher effectiveness, teacher induction, teacher competency, and adult learning.

The Annotated Bibliography has two parts:

1. A **matrix** that identifies the general topics that are addressed in each piece of literature so that it is easy to find the documents that are most relevant to a specific area of interest.
2. **Summaries** of the documents describing the content of the literature. These are provided in alphabetical order.

Research Themes and Categories

#	Sources in Annotated Bibliography	Teacher Effectiveness	Teacher Competencies	Teacher Induction	Adult Learning
1.	Abbott, L., Moran, A., & Clarke, L. (2009).			•	
2.	Alexander, P. A. (2003).	•		•	
3.	Algozzine, B., Gretes, J., Queen, A. J., & Cowan-Hathcock, M. (2007).		•	•	
4.	Allen, M. (2003).		•	•	
5.	Alliance for Excellent Education. (2004).		•	•	
6.	Alsbury, T. L., & Hackmann, D. G. (2006).	•	•	•	
7.	Alt, M., & Perry, K. (2007).	•		•	
8.	American Association of State Colleges and Universities. (2006).	•		•	
9.	American Federation of Teachers. (1998).	•			
10.	American Federation of Teachers. (2001).	•		•	
11.	American Federation of Teachers. (2010).		•		
12.	Anderson, L. (2004).	•			
13.	Annenberg Institute for School Reform (AISR). (2004).	•		•	
14.	Anthony, T. D., & Kritsonis, W. A. (2006).			•	
15.	Archibald, S., Coggshall, G., & Goe, L. (2011).		•		
16.	Arends, R. I., & Rigazio-DiGilio, A. J. (2000, July).			•	
17.	Athanases, S. Z., Abrams, J., Gordon, J., Johnson, V., Kwock, S., McCurdy, J., Totaro, S. (2008).			•	
18.	August, B., Kihn, P., & Miller, M. (2010).		•		
19.	Australian Government (2011).	•	•		
20.	Ball, D. L., Thames, M. H., & Phelps, G. (2008).	•	•		
21.	Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., ... McDonald, M. (2005).			•	
22.	Banville, D., & Rikard, L. (2009).			•	
23.	Barber, M., & Mourshed, M. (2007).	•			
24.	Barber, M., Fenton, W., & Clark, M. (2010).		•		
25.	Bauer, S., & LeBlanc, G. (2002).	•		•	
26.	Bauer, S., & LeBlanc, G. (2002).	•		•	
27.	Behrstock, E., Meyer, C., Wraight, S., & Bhatt, M. (2009, November).		•		
28.	Behrstock-Sherratt, E., Bassett, K., Olson, D., & Jacques, C.. (2014, April).	•			
29.	Beijaard, D., & Papanou, Z. P. (2002).			•	
30.	Ben-Peretz, M., Kleeman, S., Reichenberg, R., & Shimoni, S. (2010).			•	
31.	Benson, J. (2010).	•		•	
32.	Billingsley, B., Griffin, C., Smith, S., Kamman, M., & Israel, M. (2009).			•	
33.	Bolander, J. (2002).	•		•	
34.	Boyd, D., Goldhaber, D., Lankford, H., & Wycoff, J. (2007).		•	•	

#	Sources in Annotated Bibliography	Teacher Effectiveness	Teacher Competencies	Teacher Induction	Adult Learning
35.	Boyer, L. (2005).			•	
36.	Boyle, W., While, D., & Boyle, T. (2004).	•		•	
37.	Breaux, A., & Wong, H. (2003).			•	
38.	Brighthouse, T. (2008).			•	
39.	Brock, B. L., & Grady, M. L. (2006).			•	
40.	Bubb, S., Earley, P., & Totterdell, M. (2005).	•		•	
41.	Buiskool, B. J., Broek, S. D., van Lakerveld, J. A., Zarifis, G. K., & Osborne, M. (2010).	•	•		•
42.	California Department of Education and First 5 California. (2011).		•		
43.	Cameron, M. (2007).			•	
44.	Cantrell, S., Fullerton, J., Kane, T. J., & Staiger, D. O. (2007).	•	•		
45.	Carroll, T. G. (2005).			•	
46.	Carver, C., & Feiman-Nemser, S. (2009).			•	
47.	Center for Strengthening the Teaching Profession. (2005, May).	•		•	
48.	Center for the Study of Child Care Employment. (2008).	•	•		
49.	Cherubini, L. (2007).			•	
50.	Christie, D. (2003).		•		
51.	Chubbuck, S. M., Clift, R. T., Allard, J., & Quinlan, J. (2001).			•	
52.	Clarke, R., Matheson, I., Morris, P., & Robson, D. (2007, August).			•	
53.	Clement, M. C. (2000).			•	
54.	Cogshall, J. G. (2007).	•	•		
55.	Cohen, D. K. (2010).	•	•	•	
56.	Common Core State Standards Initiative Benchmarking for success		•		
57.	Commonwealth of Australia. (2005).	•			
58.	Connecticut State Department of Education. (2005).			•	
59.	Connecticut State Department of Education. (2010).				
60.	Conway, C. M. (2006).			•	
61.	Cushner, K. (2003).		•		
62.	Dangel, J. R. (Ed.). (2006).			•	
63.	Dantas, M. L. (2007).		•		
64.	Darling-Hammond, L. (2000).	•		•	
65.	Darling-Hammond, L. (2009).	•	•		
66.	Davis, B., & Higdon, K. (2008).	•		•	
67.	Day, C. (2007, April).	•	•		
68.	Decker, P., Deke, J., Johnson, A., Mayer, D., Mullens, J., & Schochet, P. (2005).	•		•	
69.	Delaware Department of Education. (2010).			•	
70.	DePaul, A. (2000).	•			
71.	Desimone, L. (2009).		•	•	
72.	Dewhurst, Y., & McMurtry, D. (2006).	•		•	

#	Sources in Annotated Bibliography	Teacher Effectiveness	Teacher Competencies	Teacher Induction	Adult Learning
73.	Directorate General IV Directorate of Education and Languages, Unit of European Education Policies. (2009).		•		
74.	DiSessa, A. A. (2004).		•		
75.	Draper, J., O'Brien, J., & Christie, F. (2004).			•	
76.	Draper, J., O'Brien, J., & Christie, F. (2004).			•	
77.	Dubois, D. (Ed.). (1998).		•		
78.	Duke, L., Karson, A., & Wheeler, J. (2006).			•	
79.	Education Commission of the States. (2003).			•	
80.	Fletcher, S. H., & Strong, M. (2009).	•		•	
81.	Fletcher, S., Strong, M., & Villar, A. (2005).			•	
82.	Gallagher, C., Rabinowitz, S., & Yeagley, P. (2011).	•	•		
83.	Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001).			•	
84.	Gay, L. R., Mills, G. E., & Airasian, P. W. (2009).		•		
85.	Georgakopoulos, A. (2009).	•	•		
86.	Giles, C., & Wilson, J. (2004).			•	
87.	Gimbert, B. G., Cristol, D., & Sene, A. M. (2007).	•	•		
88.	Glazerman, S., Isenberg, E., Dolfen, S., Bleeker, M., Johnson, A., Grider, M., & Jacobus, M. (2010).	•		•	
89.	Goe, L. (2009).	•			
90.	Goe, L., & Croft, A. (2009).	•			
91.	Goe, L., Bell, C., & Little, O. (2008).	•	•		
92.	Goldhaber, D., & Anthony, E. (2007)	•	•		
93.	Goldhaber, D., & Brewer, D. (1997).	•			
94.	Goldhaber, D., & Brewer, D. (2000).	•			
95.	Gorard, S. (2009).	•	•		
96.	Gordon, R., Kane, T., & Staiger, D. (2006).	•		•	
97.	Hall, P. (2008).			•	
98.	Hanushek, E. A., & Rivkin, S. G. (2007).	•	•		
99.	Harris, D. N., Rutledge, S. A., Ingle, W. K., & Thompson, C. C. (2010).		•		
100.	Harrison, J., Lawson T., & Wortley A. (2005).			•	
101.	Hartzer, L., & Galvin, T. (2003).	•		•	
102.	Headden, S. (2014),			•	
103.	Heaney, S. (2001).		•	•	
104.	Hellsten, L., Prytula, M., & Lai, H. (2009).			•	
105.	Heneman, H. G., III, Milanowski, A., Kimball, S. M., & Odden, A. (2006).		•		
106.	Hewitt, P., & Wilhelm, M. (2010).			•	
107.	Hill, H. C., Beisiegel, M., & Jacob, R. (2013).				•
108.	Hobson, A. J., Malderez, A., Tracey, L., Giannakaki, M. S., Pell, R. G., Kerr, K., Roper, T. (2006).			•	
109.	Horn, P., Sterling, H., & Subhan, S. (2002).	•		•	
110.	Howe, E. R. (2006).		•	•	

#	Sources in Annotated Bibliography	Teacher Effectiveness	Teacher Competencies	Teacher Induction	Adult Learning
111.	Humphrey, D., Wechsler, M., Kosetti, K., Park, J., & Tiffany-Morales, J. (2008).	•		•	
112.	Huntily, H. (2008).		•		
113.	Illinois General Assembly. (2004).			•	
114.	Illinois State Board of Education. (2010).	•		•	
115.	Ingersoll, R., & Smith, T. (2004).			•	
116.	Isenberg, E., Glazerman, S., Bleeker, M., Johnson, A., Lugo-Gil, J., Grider, M., Dolfin, S., & Britton, E. (2009).			•	
117.	Jacob, B., Kane, T., Rockoff, J, and Staiger, D. (2009).	•			
118.	Johnson, L. (2009).			•	
119.	Johnson, S. M. (2006).	•	•		
120.	Jones, C., Bubb, S., Totterdell, M., & Heilbronn, R. (2002).			•	
121.	Jones, M. (2002).	•		•	
122.	Jorissen, K. T. (2002).		•	•	
123.	Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2006).	•			
124.	Kapadia, K., & Coca, V. (2007).	•		•	
125.	Kardos, S. M., Johnson, S. M., Peske, H. G., Kauffman, D., & Liu, E. (2001).	•			
126.	Kauffman, D., Johnson, S. M., Kardos, S. M., Liu, E., & Peske, H. G. (2002).	•	•		
127.	Kaufmann, J. (2007).			•	
128.	Kearney, S. (2010, November).			•	
129.	Kearney, S. P. (2011).	•		•	
130.	Kennedy, V., & Burstein, N. (2004).			•	
131.	Killeavy, M. (2001).	•	•		
132.	Kyriakides, L., Christoforou, C., & Charalambous, C. (2013, November).	•			
133.	Kyriakides, L., Demetriou, D., & Charalambous, C. (2006).	•	•		
134.	Lackney, L. (2008).		•		
135.	Leigh, A. (2010).	•	•		
136.	Lesnieski, L. (2009).			•	
137.	Levine, M., & Trachtman, R. (2007).			•	
138.	Little, O., Goe, L. & Bell, C. (2009).	•	•		
139.	Lopez, A., Lash, A., Shaffner, M., Shields, P., & Wagner, M. (2004).		•	•	
140.	Luft, J. A., Roehrig, G. H., & Patterson, N. C. (2003).	•		•	
141.	Maryland Department of Labor, Licensing, and Regulation, Division of Workforce Development and Adult Learning. (n.d.).		•		•
142.	Marzano, R., Walter, T., & McNulty, B. (2005).		•		
143.	Mathers, C., Oliva, M., & Laine, S. (2008).		•		
144.	Matthews, L. J., Hansen, M., & Williams, E. J. (2004).			•	

#	Sources in Annotated Bibliography	Teacher Effectiveness	Teacher Competencies	Teacher Induction	Adult Learning
145.	McCann, T. M., Johannessen, L., & Ricca, B. P. (2005).		•	•	
146.	McCarthy, M., & Guiney, E. (2004).			•	
147.	McCormack, A., & Thomas, K. (2003).			•	
148.	McGlamery, S., Fluckiger, J., & Edick, N. (2002).			•	
149.	McNally, J. (2006).		•	•	
150.	Menter, I., Hulme, M., Elliot, D., & Lewin, J., (with Baumfield, V., Britton, A., Carroll, M., Livingston, K., McCulloch, M., McQueen, I., Patrick, F., & Townsend, T.). (2010).	•	•		
151.	Mitchell, H. E. & J. M. Laidlaw. (1999).			•	
152.	Moir, E. (2003).			•	
153.	Moir, E., & Gless, J. (2001).			•	
154.	Moskowitz, J., & Stephens, M. (Eds). (1997).			•	
155.	Mourshed, M., Chijioke, C., & Barber, M. (2010).	•			
156.	Moyles, J., & Stuart, D. (2003).			•	
157.	Mulholland, J., & Wallace, J. (2001).			•	
158.	Murray, J. C. (2009).		•		
159.	National Comprehensive Center for Teacher quality & Public Agenda. (2007).	•			
160.	National Council on Teacher Quality. (2008).	•	•	•	
161.	National Research Council. (2011).		•		•
162.	New Hampshire Department of Education. (2010).		•		•
163.	New Zealand Ministry of Education. (2005).		•	•	
164.	Nordenbo, S., Larsen, M., Tiftikci, N., Wendt, R., Ostergaard, S. (2008).		•		
165.	O'Brien, J. (2009).		•	•	
166.	Oliver, R. M., & Reschly, D. J. (2007).	•	•	•	
167.	Ontario College of Teachers. (2003).			•	
168.	Organisation for Economic Co-operation and Development. (2009).		•		
169.	Organisation for Economic Co-operation and Development. (2011).		•		
170.	Palardy, G., & Rumberger, R. (2008).	•	•		
171.	Palomera, R., Fernandez-Berrocal, P., & Brackett, M. (2008).	•	•	•	
172.	Parsad, B., Lewis, L., Farris, E., & Greene, B. (2001).	•		•	
173.	Partnership for 21st Century Education, & American Association of Colleges of Teacher Education. (2010).	•		•	
174.	Patel, V. L., Glaser, R., & Arocha, J. F. (2000).		•		
175.	Pearson, M. A., & Robson, D. (2005).			•	
176.	Pennsylvania State Education Association. (2010).	•		•	
177.	Peske, H. G., & Haycock, K. (2006).		•		

#	Sources in Annotated Bibliography	Teacher Effectiveness	Teacher Competencies	Teacher Induction	Adult Learning
178.	Piggot-Irvine, E., Aitken, H., Ritchie, J., Ferguson, P. B., & McGrath, F. (2009).	•	•	•	
179.	Portner, H. (Ed.). (2005).			•	
180.	Putnam, R., & Borko, H. (2000).		•		
181.	Quartz, H., & TEP Research Group. (2003).			•	
182.	Rice, J. K. (2003, August).	•			
183.	Richin, R., Banyon, R., Stein, R., & Banyon, F. (2003).			•	
184.	Rippon, J. & Martin M. (2003).			•	
185.	Rippon, J. H., & Martin, M. (2006).			•	
186.	Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005).	•	•		
187.	Roberts, T. G., Dooley, K. E., Harlin, J. F., & Murphrey, T. P. (2006).		•		
188.	Robinson, V. M. J., Eddy, D., & Irving, E. (2006).			•	
189.	Rockoff, J. E. (2004).	•			
190.	Roelofs, E., & Sanders, P. (2007).		•		
191.	Saskatchewan Teachers' Federation. (2011).				
192.	Sato, M., Donna, J., & Bird, L. (Eds.). (2009).			•	
193.	Schneckenberg, D., & Wildt, J. (2006).		•		
194.	Scott, N. H. (2000).			•	
195.	Scott, N. H. (2001).			•	
196.	Sherman, R., Tibbetts, J., Dobbins, D., & Weidler, D. (2001).		•		
197.	Slater, H., Davies, N., & Burgess, S. (2009).	•	•		
198.	Smith, C. (2010).		•	•	
199.	Smith, C., & Gomez, R. (2011).	•	•		
200.	Smith, C., Hofer, J., Gillespie, M., Solomon, M., & Rowe, K. (2003).			•	•
201.	Smith, T. M. & Ingersoll, R. M. (2004).			•	
202.	Southwest Education Development Laboratory. (n.d.).		•		
203.	Spindler, J., & Biott, C. (2000).			•	
204.	Stansbury, K., & Zimmerman, J. (2003).			•	
205.	Stanulis, R. N., Burrill, G., & Ames, K. T. (2007).			•	
206.	Steinert, Y., Mann, K., Centeno, A., Dolmans, D., Spencer, J., Gelula, M., & Prideaux, D. (2006).	•	•	•	
207.	Strong, M. (2005).			•	
208.	Strong, M., & Villar, A. (2007).	•		•	
209.	Stronge, J. H., Ward, T. J., Tucker, P. D., Hindman, J. L., McColsky, W., & Howard, B. (2007).	•	•		
210.	Sweeny, B. (2008).			•	
211.	Teachers of English to Speakers of Other Languages. (2003).	•			
212.	Tenenbaum, I. M. (2006).			•	
213.	Thacher, M. (2006).		•	•	•

#	Sources in Annotated Bibliography	Teacher Effectiveness	Teacher Competencies	Teacher Induction	Adult Learning
214.	Totterdell, M., Woodroffe, L., Bubb, S., Daly, C., Smart, T., & Arrowsmith, J. (2008).	•		•	
215.	Van Velzen, C., van der Klink, M., Swennen, A., & Yaffe, E. (2010).			•	
216.	Villani, S. (2002).			•	
217.	Walker, M., Jeffes, J., Hart, R., Lord, P., & Kinder, K. (2010).	•		•	
218.	Wang, J., Odell, S., & Clift, R. (Eds.) (2010).			•	
219.	Wang, J., Odell, S., & Schwill, S. A. (2008).				
220.	Webster-Wright, A. (2009).			•	
221.	Wechsler, M. E., Caspary, K., & Humphrey, D. C. (2008).	•		•	•
222.	Weddel, K. (2006).		•		
223.	Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009).	•	•		
224.	Wiebke, K., & Bardin, J. (2009).	•		•	
225.	Wilkerson, J. R., & Lang, W. S. (2007).		•	•	
226.	Williams, A., Prestage, S., Bedward, J. (2001).			•	
227.	Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2001).	•		•	
228.	Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2002).			•	
229.	Wong, H. (2002).			•	
230.	Wong, H. (2003a).			•	
231.	Wong, H. (2003b).			•	
232.	Wong, H. K. (2004).			•	
233.	Wong, H. K., Britton, T., & Ganser, T. (2005).	•		•	
234.	Wood, A. L. (2000).			•	
235.	Wood, A. L. (2005).	•		•	
236.	Wood, L., & Stanulis, R. (2009).		•	•	•
237.	Yoon, K. S., Duncan, T., Lee, S. W-Y., Scarloss, B., & Shapley, K. L. (2007).	•	•	•	
238.	Youngs, P. (2007).			•	

Annotations

Abbott, L., Moran, A., & Clarke, L. (2009). Northern Ireland beginning teachers' experiences of induction: The 'haves' and the 'have nots.' *European Journal of Teacher Education*, 32(2), 95–110. doi: 10.1080/02619760802613313

Author's Abstract: "The induction of beginning teachers continues to occupy a significant position on educational policy agendas as a crucial dimension in the formation of a teacher and one upon which an emergent career is built. Whilst there is growing impetus to establish an induction model that constitutes a relevant, fulfilling experience, current arrangements continue to vary throughout the UK. This paper describes induction as it affected a sample of beginning teachers in Northern Ireland, where there is a dearth of permanent positions for those newly qualified. Highly contrasting experiences of the induction year emerged between graduates in permanent and one-year temporary positions, and those who were short-term temporary and supply teachers. The former completed a meaningful induction whereas the latter, because of sporadic, fragmented employment, did not. A flexible model of induction is proposed, with collaborative involvement of the higher education institutions, the schools and the local education authorities."

<http://www.tandfonline.com/doi/abs/10.1080/02619760802613313?journalCode=cete20#preview>

► **Keywords:** Induction/preparation

Alexander, P. A. (2003). The development of expertise: The journey from acclimation to proficiency. *Educational Researcher*, 32 (8), pp. 10–14.

The Model of Domain Learning (MDL) is an alternative perspective on expertise that arose from studies of student learning in academic domains, such as reading, history, physics, and biology. A comparison of the MDL and traditional models of expertise is made. The key components and stages of the MDL are then overviewed. Discussion concludes with a consideration of evidence-based implications of this model for educational practice.

► **Keywords:** Induction, policy teacher quality, retention

Algozzine, B., Gretes, J., Queen, A. J., & Cowan-Hathcock, M. (2007). Beginning teachers—perceptions of their induction program experiences. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 80(3), 137–143.

Author's Abstract: "Ensuring a qualified teacher in every classroom is a central part of the latest agenda to strengthen public education and maximize student achievement. Effective teaching and delivering quality instruction are lifelong and critical goals of professional development of teachers. High-quality induction programs support qualified teachers for every child. We evaluated perceptions of beginning teachers relative to the effectiveness of induction activities, assistance, and support provided within their school districts. Overall, this group indicated that induction programs were sufficient for them to succeed during the first years of teaching. Implications for improving practice and recommendations for continuing research are discussed in this article."

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ767252&ERICExtSearch_SearchType_0=no&accno=EJ767252

► **Keywords:** Teacher competencies, induction/preparation

Allen, M. (2003). Eight questions on teacher preparation: What does the research say? A summary of the findings. Denver, CO: Education Commission of the States Distribution Center.

This article identifies eight questions that focus on the most effective strategies for educating and training new teachers. These questions look at aspects of teacher preparation that are more relevant to policymakers and education leaders. The study discusses the importance of research in policy decisions and the significance of teacher preparation and education research. This is the first of a two-year report focused on teacher quality; it includes recommendations on improving teacher preparation research and for policymakers, education researchers, practitioners, and funders to work together to make this type of research more significant. The authors believe that teacher preparation research should play a bigger role in any decision making concerning education.

► **Keywords:** Teacher competencies, induction/preparation

Alliance for Excellent Education. (2004). Tapping the potential: Retaining and developing high-quality new teachers. Washington, DC: Author. Retrieved from <http://www.all4ed.org/publications/TappingThePotential/TappingThePotential.pdf>

There is a strong urge to focus all effort on developing and retaining high-quality teachers at every grade level, if we want to improve student performance. Research indicates that teacher quality determines student achievement and performance; hence, in order to maintain successful students, one focus should be increasing the rate of retention of high-quality new teachers. The authors believe that new teachers are more likely to leave the profession because of the many challenges they face in their early years, as well as the lack of support and resources provided for the new teachers to help them cope. This book looks at effective ways to ensure that induction programs work in that they produce, develop, and help retain high-quality new teachers.

► **Keywords:** Teacher competencies, induction/preparation, hiring/attrition, working conditions

Alsbury, T. L., & Hackmann, D. G. (2006). Learning from experience: Initial findings of a mentoring/induction program for novice principals and superintendents. *Planning and Changing*, 37(3/4), 169–189.

This paper looks at mentoring relationships, with a focus on new principals and administrators, as opposed to the typical focus on new teachers. It compiles and evaluates formative assessments of administrator mentoring and induction programs in one state, during two years of the program's pilot (2002 and 2003). Using the findings, this paper produces and expands on successful components of effective mentoring and induction programs for administrators, through theoretical perspectives, qualitative and quantitative data, data trends, and recommendations.

► **Keywords:** Teacher effectiveness, induction/preparation, mentoring/coaching

Alt, M., & Perry, K. (2007). To teach or not to teach? Teaching experience and preparation among 1992–93 bachelor's degree recipients 10 years after college. Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2007/2007163.pdf>

Author's Abstract: "Using data from the 2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), this report profiles 1992-93 bachelor's degree recipients' experience with K–12 teaching in the subsequent 10 years, as well as their preparation for teaching. The analysis first compares current and former teachers in this cohort on several demographic and educational measures, and contrasts these groups with 1992-93 graduates who never taught. The report provides an overview of teachers' job satisfaction and, for those not teaching in 2002-03, the main reason for not teaching. The second section looks at graduates' preparation for teaching, including the key steps of completing a teacher education program, serving as a student teacher, and earning certification. Finally, the report examines the main reasons graduates who never taught gave for deciding against teaching."

(http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED497592&ERICExtSearch_SearchType_0=no&accno=ED497592)

► **Keywords:** Teacher effectiveness, teacher competencies

American Association of State Colleges and Universities. (2006). Teacher induction programs: Trends and opportunities. *Policy Matters* 3(10): 1–4.

Author's Abstract: "This issue of "Policy Matters," a monthly brief that puts an issue in context, with possible developments outlined, presents the following observations: (1) During the past two decades, new thinking about induction has emerged nationwide and there are several promising comprehensive induction models; (2) There is growing evidence of the positive impact of induction programs on teacher retention, costs, teacher quality, and student learning; (3) Though many states require teacher induction, current state policy leaves much to be desired; and (4) Some states have made strides toward developing comprehensive induction programs, but limited and uncertain state funds challenge this progress."

(http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED499902&ERICExtSearch_SearchType_0=no&accno=ED499902)

► **Keywords:** Induction, policy teacher quality, retention

American Federation of Teachers. (1998). Mentor teacher programs in the states. Educational Issues Policy Brief, 5. Washington, DC: Author. Retrieved from http://www.aft.org/sites/default/files/pb_mentorprograms_1998.pdf

Many high quality new teachers leave the teaching profession in their early years, due to the many difficulties they face, and the lack of support needed to face them. If policy makers are going to increase teacher effectiveness, especially in new teachers, the focus must be placed on developing and maintaining the programs that will do that. One of the top policy reforms that could aid in teacher retention is the availability of better support for the new teachers. Authors believe that this should come from Mentoring, which is most significant in the new teacher's first year. Another policy reform would be the production of more effective mentoring programs, that aid in developing these mentors that will assist in battling those difficulties faced by new teachers.

► **Keywords:** mentoring, education policy, teacher effectiveness

American Federation of Teachers. (2001). Beginning teacher induction: The essential bridge (Policy Brief No. 13). Washington, DC: Author.

Author's Abstract: "This brief examines the underlying research-based rationale for the American Federation of Teachers' (AFT) policy on beginning teacher induction, noting that among the most often-cited reasons young teachers give for leaving teaching is lack of support, and considerable evidence shows that induction is an effective means of retaining them. Five characteristics of effective induction programs include: all beginning teachers participate, the program lasts at least one year, all beginning teachers are assigned qualified mentors, beginning teachers have reduced teaching loads, and a summative review completes the program. Results of a 50-state analysis on induction policies show that in recent years, induction has become quite popular with state policymakers, though of 33 states with induction policies, only 22 mandates and fund them.... Five recommendations include states should strive for comprehensive induction policies and should at least partially fund induction programs."

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED471238&ERICExtSearch_SearchType_0=no&accno=ED471238

► **Keywords:** Teacher effectiveness, induction/preparation, policy/standards/certification/agreements, hiring/attrition

American Federation of Teachers. (2010). A continuous improvement model for teacher development and evaluation (Working Paper). Washington, DC: Author.

Author's Abstract: "This paper lays out a vision of a 'smart' teacher development and evaluation framework—one that continually improves (1) as new and better research becomes available about teacher development and evaluation; (2) as data (including student outcomes) at the classroom, school and district levels are generated and analyzed; and (3) as the district builds its capacity to increase teacher quality. Strategic planning around teacher evaluation must address how to build the capacity of school systems and school personnel to implement all the components of a comprehensive teacher evaluation system whose purpose is to grow and develop teachers to improve student learning. The AFT's framework is based on 10 critical principles that [the organization] believe[s] must guide the design and implementation of any teacher development and evaluation system.... Further, it is essential that districts and their unions measure to what extent the evaluation system is being implemented with fidelity, to what extent it meets the purposes for which it was designed, and in what ways the evaluation influences teaching and learning. Collecting data on these questions will allow a district that has adopted a comprehensive teacher development and evaluation system to monitor, adjust and improve the system as necessary." (p. 3)

► **Keywords:** Teacher competencies, teacher advocacy

Anderson, L. (2004). Increasing teacher effectiveness, 2nd Ed. UNESCO, International Institute for Educational Planning. Retrieved on November 10, 2011 from <http://unesdoc.unesco.org/images/0013/001376/137629e.pdf>

Document Excerpt: This document includes a series of booklets. “The purpose of these booklets includes monitoring the evolution and change in educational policies and their effect upon educational planning requirements; highlighting current issues of educational planning and analyzing them in the context of their historical and societal setting; and disseminating methodologies of planning which can be applied in the context of both the developed and developing countries.” (p. 5)

► **Keywords:** educational policies, educational planning

Annenberg Institute for School Reform (AISR). (2004). Professional learning communities: Professional development strategies that improve instruction. Providence, RI: Author. Retrieved from <http://annenberginstitute.org/pdf/ProfLearning.pdf>

Author’s Abstract: “The Annenberg Institute for School Reform advocates that professional learning communities (PLCs) be an integral part of professional development and comprehensive school reform. PLCs enhance the professional culture of the school district and improve education for all, especially for English Language Learners and students from low-income backgrounds. The report provides a description of what PLCs look like, lessons in making PLCs successful in leveraging school improvement, guidelines for implementing PLCs across several schools or a district, and lessons learned.”

► **Keywords:** Induction/attrition, communities/environment, reform

Anthony, T. D., & Kritsonis, W. A. (2006). National implications: An analysis of e-mentoring induction year programs for novice alternatively certified teachers. Doctoral Forum, National Journal for Publishing and Mentoring Doctoral Student Research, 3(1).

This paper focuses on induction programs in New Zealand, and what features make it successful. New teachers are faced with challenges that can lead to a high rate of attrition after their first year. The authors believe that a strong combination of support and resources from the teachers’ school system, could aid in the learning and development of new teachers. This paper explores the induction provisions made for teachers in secondary schools across New Zealand. The author points out successful features such as funding for all secondary school induction programs, and reduced workloads for new teachers in their first 2 years, allowing them time to include their own professional development into their curriculum.

► **Keywords:** e-mentoring, induction, professional development, attrition

Archibald, S., Cogshall, G., & Goe, L. (2011). High quality professional development for all teachers: Effectively allocating resources. Washington, DC: National Comprehensive Center for Teacher Quality.

Author’s Abstract: “This Research & Policy Brief addresses the aspect of the teacher support system that is perhaps the most important and often the most weakly implemented: teacher learning and development. This brief includes the following to help state and district leaders select professional learning activities that are worth the allocation of scarce resources: (1) A summary of current research and policy related to high-quality professional development; (2) A discussion of factors that decision makers need to consider when making resource allocation decisions; (3) A description of evaluation methods for professional learning activities; and (4) Examples of promising approaches to professional development. High-Quality Professional Learning Activities Self-Assessment Tools are appended.” (<http://www.gtcenter.org/sites/default/files/docs/HighQualityProfessionalDevelopment.pdf>)

► **Keywords:** Teacher competencies, communities/environment, student effects

Arends, R. I., & Rigazio-DiGilio, A. J. (2000, July). Beginning teacher induction: Research and examples of contemporary practice (ERIC Document Reproduction Service No. ED450074). Paper presented at the Japan–United States Teacher Education Consortium.

Author's Abstract: "This paper reviews research on beginning teacher induction programs, summarizing previous reviews of the topic; identifies various state- and local-level induction programs, analyzing best practices that exist today; makes recommendations based on the research and on best practice for state and local policy development and for program development and implementation; and analyzes current trends in regard to the future development of teacher induction programs. Research review results include such findings as: released time and/or load reduction for mentors and beginners is essential; training mentors results in higher mentor effectiveness; and active principal support and involvement is necessary.... Ten recommendations for induction programs include: obtain clarity about program goals and purposes; provide a research-based, ethically sound definition of effective teaching; and develop and implement an effective evaluation component for the induction program itself." (p. 1)

► **Keywords:** Induction/preparation

Athanases, S. Z., Abrams, J., Gordon, J., Johnson, V., Kwock, S., McCurdy, J., ... Totaro, S. (2008). Curriculum for mentor development: problems and promise in the work of new teacher induction leaders. Journal of Curriculum Studies, 40(6), 743–770.

Author's Abstract: "This study examines four case studies of mentors of new teachers who assumed leadership of teacher induction programmes. Using cycles of action research conducted in a teacher induction leadership network, the case-study authors inquired into the features of the mentor curriculum. Cross-case analyses suggest the need for three elements of mentor curriculum. Tools, scripts, and routines can support the work, but generic scaffolds need to be adapted and tailored to local needs. In a time of standards reform and high-stakes assessment in the US, the needs of new teachers should be tied to students and their learning, the ultimate target of mentor development, particularly in many urban and other high-need districts. Finally, action research and inquiry skills can enable mentors and induction leaders to respond to data about how mentor curriculum must be tailored to the particular needs of mentors, new teachers, and students."

► **Keywords:** Induction/preparation, mentoring/coaching, leadership/school improvement

August, B., Kihn, P., & Miller, M. (2010). Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching. McKinsey & Company. Retrieved from http://www.mckinsey.com/clientservice/Social_Sector/our_practices/Education/Knowledge_Highlights/~media/Reports/SSO/Closing_the_talent_gap.ashx

Author's Abstract: This report "review[s] the experiences of the top-performing systems in the world—Singapore, Finland, and South Korea. These countries recruit, develop, and retain the leading academic talent as one of their central education strategies, and they have achieved extraordinary results. In the United States, by contrast, only 23 percent of new teachers come from the top third, and just 14 percent in high poverty schools where the difficulty of attracting and retaining talented teachers is particularly acute. The report asks what it would take to emulate nations that pursue this strategy if the United States decided it was worthwhile. The report also includes new market research with nearly 1,500 current top-third students and teachers. It offers the first quantitative research-based answer to the question of how the U.S. could substantially increase the portion of new teachers each year who are higher caliber graduates, and how this could be done in a cost-effective way." (<http://mckinseysociety.com/closing-the-talent-gap/>)

► **Keywords:** Teacher competencies, hiring/attrition

Australian Government. (2011). Quality Teaching Webpage. Viewed at <http://www.deewr.gov.au/Schooling/QualityTeaching/researchandpublications/Pages/Home.aspx#mapping>. Department of Education, Employment and Workplace Relations.

The quality teaching webpage of the Australian Government's Department of Education, Employment and Workplace Relations (DEEWR) presents various resources, including research for practitioners in the teaching profession. DEEWR is the lead government agency providing national leadership in education and workplace training, transition to work and conditions and values in the workplace. DEEWR has broad national goals related to the development of the Australian society through education. For example, the agency aims "to educate and build socially inclusive communities where all Australians have the opportunity to reach their full potential and to actively participate in a rewarding economic and social life." Resources available on the webpage includes, latest and ongoing research and projects such as the principal autonomy research project, which investigates current national practices in principal autonomy and school management, and various publications about 'attraction and retention of a quality teacher workforce", among various other publications about broad educational topics.

► **Keywords:** teacher quality, teacher workforce issues.

Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389–407.

Author's Abstract: "This article reports the authors' efforts to develop a practice-based theory of content knowledge for teaching built on Shulman's (1986) notion of pedagogical content knowledge. As the concept of pedagogical content knowledge caught on, it was in need of theoretical development, analytic clarification, and empirical testing. The purpose of the study was to investigate the nature of professionally oriented subject matter knowledge in mathematics by studying actual mathematics teaching and identifying mathematical knowledge for teaching based on analyses of the mathematical problems that arise in teaching. In conjunction, measures of mathematical knowledge for teaching were developed. These lines of research indicate at least two empirically discernible subdomains within pedagogical content knowledge (knowledge of content and students and knowledge of content and teaching) and an important subdomain of "pure" content knowledge unique to the work of teaching, specialized content knowledge, which is distinct from the common content knowledge needed by teachers and non-teachers alike. The article concludes with a discussion of the next steps needed to develop a useful theory of content knowledge for teaching." (<http://jte.sagepub.com/content/59/5/389.abstract>)

► **Keywords:** Teacher effectiveness, teacher competencies, leadership/school improvement

Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., ... McDonald, M. (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 232–275). San Francisco: Jossey-Bass.

Author's Abstract: "Based on rapid advances in what is known about how people learn and how to teach effectively, this important book examines the core concepts and central pedagogies that should be at the heart of any teacher education program. Stemming from the results of a commission sponsored by the National Academy of Education, *Preparing Teachers for a Changing World* recommends the creation of an informed teacher education curriculum with the common elements that represent state-of-the-art standards for the profession. Written for teacher educators in both traditional and alternative programs, university and school system leaders, teachers, staff development professionals, researchers, and educational policymakers, the book addresses the key foundational knowledge for teaching and discusses how to implement that knowledge within the classroom. *Preparing Teachers for a Changing World* recommends that, in addition to strong subject matter knowledge, all new teachers have a basic understanding of how people learn and develop, as well as how children acquire and use language, which is the currency of education..."

(http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED496378&ERICExtSearch_SearchType_0=no&accno=ED496378)

► **Keywords:** Induction/preparation, diversity

Banville, D., & Rikard, L. (2009). Teacher induction—Implications for physical education teacher development and retention. Washington, DC: American Academy of Kinesiology and Physical Education, George Mason University.

Author's Abstract: "Data show that 46% of all teachers in public schools will leave the profession within their first 5 years of teaching (Ingersoll, 2003). These data refer to teachers from all disciplines including physical education. To address these problems school districts have developed teacher induction programs that show promising results. Our literature search revealed a range of teacher induction studies based on the general population of teachers, but limited information exists specific to physical education teacher induction programs. Therefore, the purpose of this article is to examine major issues surrounding teacher shortages and retention, to illustrate how school districts have addressed these problems through teacher induction programs, and to determine implications for the field of physical education. In addition, recommendations are provided for bridging physical education teaching licensure programs with teacher induction."

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ842360&ERICExtSearch_SearchType_0=no&accno=EJ842360

► **Keywords:** Induction/preparation, hiring/attrition

Barber, M., & Mourshed, M. (2007). How the world's best-performing school systems come out on top. New York: McKinsey & Company. Retrieved from http://www.mckinsey.com/App_Media/Reports/SSO/Worlds_School_Systems_Final.pdf

The authors of this report "compiled what [they] believe is the most comprehensive analysis of global school system reform ever assembled. This report identifies the reform elements that are replicable for school systems everywhere as well as what it really takes to achieve significant, sustained, and widespread gains in student outcomes... [They] analyzed 20 systems from around the world, all with improving but differing levels of performance, examining how each has achieved significant, sustained, and widespread gains in student outcomes, as measured by international and national assessments. Based on more than 200 interviews with system stakeholders and analysis of some 600 interventions carried out by these systems, this report identifies the reform elements that are replicable for school systems elsewhere as they move from poor to fair to good to great to excellent performance. The systems... studied were Armenia, Aspire (a U.S. charter school system), Boston (Massachusetts), Chile, England, Ghana, Hong Kong, Jordan, Latvia, Lithuania, Long Beach (California), Madhya Pradesh (India), Minas Gerais (Brazil), Ontario (Canada), Poland, Saxony (Germany), Singapore, Slovenia, South Korea, and Western Cape (South Africa)." (<http://mckinseysociety.com/how-the-worlds-most-improved-school-systems-keep-getting-better/>)

► **Keywords:** School system, teacher performance

Barber, M., Fenton, W., & Clark, M. (2010). Capturing the leadership premium: How the world's top school systems are building leadership capacity for the future. McKinsey & Company. Retrieved from http://mckinseysociety.com/downloads/reports/Education/schoolleadership_final.pdf

Author's Abstract: "This review represents one of the first attempts to conduct an international comparison of school leadership through a survey of experts, policy makers, and more than 1,800 head teachers across eight high-performing school systems. The review established that there is a consensus about the importance of school leadership. Apart from classroom teaching, nothing influences improvements in school standards more than the quality of head teachers. Wherever they are in the world, good head teachers share many common attributes and approach the role in similar ways. They spend more time coaching and developing their teaching staff as well as interacting with students and pupils. They help each other and establish networks and clusters, which they then use for learning and development and for providing support to weaker schools."

<http://mckinseysociety.com/capturing-the-leadership-premium/>.

► **Keywords:** Teacher competencies, mentoring/coaching, leadership/school improvement

Bauer, S., & LeBlanc, G. (2002, November). Teacher perceptions of the mentoring component of the Louisiana Teacher Assistance and Assessment Program. Paper presented at: Annual Meeting of the Mid-South Educational Research Association, Chattanooga, TN.

Author's Abstract: "This study examined new teacher perceptions of the impact of mentoring as evidenced through their experiences in the Louisiana Teacher Assistance and Assessment Program. Primary questions were whether participants experience mentoring as an aid in successful completion of their certification and whether the mentoring component increased teachers' sense of their capacity to teach effectively. Data were gathered through 5 focus group interviews, in which 35 new teachers participated. Themes from the focus groups were organized into conditions associated with mentoring, relationships between mentors and mentees, and processes associated with mentoring. Issues related to each of these areas were identified. Many participants were not aware of how mentors are assigned, and thought that the assignment process should receive more attention. Time and location were considered necessary for a mentoring relationship. All participants thought a good relationship was vital to a successful mentoring experience. When mentoring was working, respondents thought it aided them in improving their teaching practice, as the mentor did things like modeling effective practice, conducting sample lessons, and acting as a critical friend." (p. 1)

► **Keywords:** research, critical friend, certification, assessment, mentors and mentee

Bauer, S., & LeBlanc, G. (2002, November). Teacher perceptions of the mentoring component of the Louisiana Teacher Assistance and Assessment Program. Paper presented at: Annual Meeting of the Mid-South Educational Research Association, Chattanooga, TN.

Author's Abstract: "This study examined new teacher perceptions of the impact of mentoring as evidenced through their experiences in the Louisiana Teacher Assistance and Assessment Program. Primary questions were whether participants experience mentoring as an aid in successful completion of their certification and whether the mentoring component increased teachers' sense of their capacity to teach effectively. Data were gathered through 5 focus group interviews, in which 35 new teachers participated. Themes from the focus groups were organized into conditions associated with mentoring, relationships between mentors and mentees, and processes associated with mentoring. Issues related to each of these areas were identified. Many participants were not aware of how mentors are assigned, and thought that the assignment process should receive more attention. Time and location were considered necessary for a mentoring relationship. All participants thought a good relationship was vital to a successful mentoring experience. When mentoring was working, respondents thought it aided them in improving their teaching practice, as the mentor did things like modeling effective practice, conducting sample lessons, and acting as a critical friend." (p. 1)

► **Keywords:** teacher perceptions, mentoring

Beijaard, D., & Papanaoum, Z. P. (2002). Teacher induction at the crossroads: an attempt to harmonize the chaos. *Teaching and Teacher Education*, 18, 905–911.

This essay reviews the article "Teacher Induction: The Way Ahead" by Les Tickle. The authors expand on the need for support for beginning teachers, and the benefits to the school and students if support is effectively provided. In this review, the authors look at the specific elements Tickle considers important in paving the "way ahead" for new teachers, as well as discuss teacher induction in general. The review points out the stronger and weaker points of the book, and concludes with recommendations that its ideas and policies be reviewed and implemented by teachers, administrators, and policymakers who are concerned with teacher induction.

► **Keywords:** Induction/preparation

Ben-Peretz, M., Kleeman, S., Reichenberg, R., & Shimoni, S. (2010). Educators of educators: Their goals, perceptions and practices. *Professional Development in Education*, 36(1–2), 111–129.

Author's Abstract: "Teacher educators prepare future teachers, and their own professional development is essential for successful teaching and learning in schools. This study aims at understanding teacher educators' professional development (TEPD) from the unique perspective of a group of educators who are regularly involved in planning, managing and implementing varied professional development programs for teacher educators, at the MOFET Institute in Israel. Working theories were derived from the participants' statements as to the preferable course of TEPD. These evolved around three mental images of the professionally well-developed teacher educator: the model pedagogue; the reflective, self-studying practitioner; and the developer of professional identities. The authors view the study as contributing to our understanding of the nature of the professional development of teacher educators, perceived by leaders in this domain who describe their 'ideal curriculum' for teacher educators."

<http://itec.macam.ac.il/portal/ArticlePage.aspx?id=1645>

► **Keywords:** Induction/preparation

Benson, J. (2010). A review of the current literature on new teacher induction programs. *Parenting Teens. Online Journal*.

This article provides a review of the current literature on new teacher induction programs. Induction programs have proven to have positive effects, such as improving teacher retention rates. Therefore, this review examines induction programs, beginning teacher support, and assessment in terms of state and national standards. A brief review of the literature about common topics such as mentoring, school organization, and other elements is provided. The article then discusses assessment evaluations before delving into state programs and national programs for new teacher induction. The article concludes with a discussion on mentoring. According to the author, the two most important issues that must be addressed in the context of the induction process are mentoring and formal assessment of the educator.

► **Keywords:** Teacher effectiveness, induction/preparation, standard

Billingsley, B., Griffin, C., Smith, S., Kamman, M., & Israel, M. (2009). A review of teacher induction in special programs: Research, practice and technology solutions. Gainesville, Florida: National Center to Inform Policy and Practice in Special Education Professional Development, University of Florida.

Author's Abstract: "The purpose of this paper is to provide a comprehensive review of what is known about teacher induction in special education and to outline recommendations for the design of induction programs and further research. Five questions guided our research: What are the experiences and concerns of new special educators in their first years of teaching?; What is known about research related to the induction and mentoring of new SETs?; What are the goals, content, processes, and outcomes of induction programs in state and local education agencies, and what are the underlying assumptions in the design of these programs?; How can technology be used to support new teachers?; What are the goals, content, processes, and outcomes of selected induction programs that incorporate technology as a major component?" (p. 3)

► **Keywords:** Induction/preparation, policy/standards/certification/agreements, special education

Bolander, J. (2002). First-time teachers' understanding and support for teaching first-time readers. *Journal of Reading Education*, 28, 15–23.

Author's Abstract: "[This book] examines the perceptions of beginning teachers, their understanding of the process of reading, and their effectiveness in teaching that process to first-grade students. [It] investigates the support and guidance necessary to deal effectively with the challenges and new responsibilities faced by beginning teachers. [The authors] present conclusions that include the need for systematic induction programs."

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ660764&ERICExtSearch_SearchType_0=no&accno=EJ660764

► **Keywords:** Induction/preparation

Boyd, D., Goldhaber, D., Lankford, H., & Wycoff, J. (2007). The effect of certification and preparation on teacher quality. *The Future of Children*, 17(1), 45–68.

Author's Abstract: "To improve the quality of the teacher workforce, some states have tightened teacher preparation and certification requirements while others have eased requirements and introduced "alternative" ways of being certified to attract more people to teaching. [The authors] evaluate these seemingly contradictory strategies by examining how preparation and certification requirements affect student achievement. If strong requirements improve student outcomes and deter relatively few potential teachers, the authors say, then they may well be good policy. But if they have little effect on student achievement, if they seriously deter potential teachers, or if schools are able to identify applicants who will produce good student outcomes, then easing requirements becomes a more attractive policy. In reviewing research on these issues, the authors find that evidence is often insufficient to draw conclusions. They do find that highly selective alternative route programs can produce effective teachers who perform about the same as teachers from traditional routes after two years on the job. And they find that teachers who score well on certification exams can improve student outcomes somewhat. Limited evidence suggests that certification requirements can diminish the pool of applicants, but there is no evidence on how they affect student outcomes. And the authors find that schools have a limited ability to identify attributes in prospective teachers that allow them to improve student achievement. The authors conclude that the research evidence is simply too thin to have serious implications for policy." (p. 1)

► **Keywords:** Teacher competencies, induction/preparation, policy/standards/certification/agreements, student effects

Boyer, L. (2005). Supporting the induction of special educators: Program descriptions of university-school district partnerships. *Teaching Exceptional Children*, 37(3), 44–51.

This is conceptual paper that discusses the value of induction programs and how to support, through university-school district partnerships, the induction of special educators. The author describes the importance of induction programs, including innovative special education induction programs and a search for partnerships. Boyer also describes a few quality induction programs in California, including the Santa Cruz new teacher project and the UWM/MPS internship program for preparing special education teachers.

► **Keywords:** induction programs, school partnerships

Boyle, W., While, D., & Boyle, T. (2004). A longitudinal study of teacher change: What makes professional development effective? *Curriculum Journal*, 15(1), 45–68.

Author's Abstract: "This preliminary analysis is part of the baseline phase of a longitudinal study designed to investigate the professional development of primary and secondary teachers across England. The study addresses four key research areas. The prevailing models of professional development for teachers in England are identified in this baseline phase and the scene is set for the remaining areas of investigation to be addressed (annual data collection sweeps will continue)."

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ694924&ERICExtSearch_SearchType_0=no&accno=EJ694924

► **Keywords:** Induction/preparation

Breaux, A., & Wong, H. (2003). New teacher induction: How to train, support, and retain new teachers. Mountain View, CA: Harry K. Wong.

This book was written with the purpose of sharing the stories of these successful programs and providing the administrators with a basic how-to approach—a blueprint for structuring a successful new teacher induction program. The inability to attract and retain highly qualified teachers is a significant problem in education today. Therefore, components of successful induction programs, discovering what does and does not work in induction, and what resources teachers need in order to be supported are laid out in this book. The book is broken up into eight sections: the case for induction, there is only one way to improve student learning, how to structure an induction program, mentoring the new teacher, exemplary induction programs, more induction programs, frequently asked questions, and an investment in our future.

► **Keywords:** induction programs, new teacher training

Brighouse, T. (2008). Putting professional development centre stage. *Oxford Review of Education*, 34(3), 313–323.

Author's Abstract: "All countries in the developed world aspire to ever higher standards of education and training. Clearly this depends, at least in part, on having a sufficient supply of high-quality schoolteachers. In the UK on the two occasions in the last 75 years when there were reviews of this need (the McNair report of 1944 and the James Committee of Enquiry 1971), more attention was paid to the recruitment and initial education and training of teachers than to the need for their continuous professional development. Moreover, what priority afforded to the issue was largely ignored by governments of the day whose successors have continued to pay most attention to tinkering with the supply routes and the initial training of teachers rather than their in-service professional development once they have been appointed. This paper, having accepted the crucial importance of the sustaining of teaching quality to the call for ever higher standards of pupil outcomes, sketches and evaluates the history and the present needs and proceeds to set out a menu of measures which should be considered by a third commission/committee of enquiry along the lines of its two predecessors."

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ799564&ERICExtSearch_SearchType_0=no&accno=EJ799564

► **Keywords:** Induction/preparation

Brock, B. L., & Grady, M. L. (2006). *Developing a teacher induction plan: A guide for school leaders*. Thousand Oaks, CA: Corwin Press.

Author's Abstract: "Imagine someone telling you that, within three years, new teachers would leave the profession for which they trained so hard. That is what is happening to 30% of today's promising new teachers who are not given the mentoring, direction, and professional development that is so desperately needed to keep them focused and enthusiastic. To handle this growing challenge of teacher attrition, teacher induction experts Barbara L. Brock and Marilyn L. Grady offer a comprehensive program-crafted with school leaders and staff developers in mind—which provides strategies both for supporting beginning teachers, and for retaining and developing these promising, highly qualified teachers. Written in an accessible workbook style format, this guide covers: (1) Designing a multiyear developmental program including the orientation process, mentoring, directed activities, seminars, and workshops; (2) The responsibilities of the induction team; (3) Assessment of current issues, including attrition and past retention efforts; and (4) Program evaluation from initial assessment to the sharing of results. When beginning teachers receive the support they need, not only do they truly contribute to their schools, but they also set out to do what they chose to do—prepare today's students for tomorrow's world. This guide contains 8 chapters: (1) The Players; (2) Current Problems: Past Practices (3) Program Evaluation; (4) School Culture; (5) Program Foundation; (6) The Orientation Component; (7) The Mentorship Program; (8) Classroom Management; (9) Continuous Development; and (10) The Induction Plan. This guide also contains 2 resources: (1) A Teacher Induction Model; and (2) Resources for Additional Information."

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED495518&ERICExtSearch_SearchType_0=no&accno=ED495518

► **Keywords:** Induction/preparation, leadership/school improvement

Bubb, S., Earley, P., & Totterdell, M. (2005) *Accountability and responsibility: 'Rogue' school leaders and the induction of new teachers in England*. *Oxford Review of Education*, 31, 255–272.

Author's Abstract: "This paper considers the professional responsibility of schools in England to provide effective induction practices in the context of a central government mandated policy. It looks at individual schools as 'habitats' for induction and the role of school leaders and LEAs as facilitators or inhibitors. Notions of professional responsibility and public accountability are used to analyse the small number of 'rogue' school leaders who, within the new legislative framework, treat new teachers unprofessionally and waste public resources. A typology of 'rogue' schools that are in some way deviant in transgressing induction requirements is developed and the various sanctions that can be deployed against such schools are examined. How LEAs handle their monitoring and accountability role and manage deviant schools is considered. Finally, suggestions are made for improvements, such as the need to clarify professional responsibility and refine systems of professional accountability."

<http://www.jstor.org/stable/4618617?seq=1>

► **Keywords:** Induction/preparation, leadership/school improvement

Buiskool, B. J., Broek, S. D., van Lakerveld, J. A., Zarifis, G. K., & Osborne, M. (2010). Contribution to the development of a reference framework of key competences for adult learning professionals. European Commission, DG EAC. Retrieved from

http://pure.pascalobservatory.org/sites/default/files/keycomp_0.pdf?sm_au=iVV3MF2STFWW61rF

Author's Abstract: "The professional development and the improvement of the quality of adult learning staff have been recognised as a priority at European level. However, at European and national levels there is not always a clear view of the competences needed to fulfill the professional tasks in adult learning, partly due to the diversity of the field. In several European countries, competence profiles and standards for adult learning staff (referred to hereafter as adult learning professionals) have been developed and implemented, although their scope of application differs considerably between institutional and regional levels. Therefore, the European Commission decided to finance a study on key competences for adult learning staff. The aim of this study is [sic] to come up with a set of key competences which can functions [sic] as a reference for Europe and which can be used by Member States on a voluntary basis. This study has been carried out by Research voor Beleid in partnership with the University of Glasgow, University of Thessaloniki, and the University of Leiden. During the last year the research team has studied a large number of documents on the duties, tasks, responsibilities, roles, competences and work environments of adult learning professionals, described them in a narrative, organised an expert meeting for modeling the key competences and discussed the outcomes of this modeling exercise with a broad group of stakeholders all over Europe. Overall the research team's opinion is that this study has triggered an intensive and stimulating professional debate, and we are confident that the set of key competences could play an important role in structuring future debates and developing policies for improving the quality of adult learning. ... Chapter 1 presents as an executive summary the set for key competences of adult learning professionals. Chapters 2 to 6 contain the report on the study on key competences of adult learning professionals. Chapter 7 and 8 provides information about the sources and literature used in this study. In this last chapter a short description is given of the educational programmes and job descriptions used to ground the set of key competences in empirical reality. These educational programmes and job descriptions have been taken up as case-studies in the report."

► **Keywords:** Teacher effectiveness, teacher competencies, adult education

California Department of Education and First 5 California. (2011). California early childhood educator competencies. Sacramento, CA: Author. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>

Author's Abstract: "Over the past several decades, research has clearly demonstrated the importance of early care and education. Studies have shown that early intervention contributes to young children's cognitive development, language development, social-emotional development, general well-being, and long-range success. High-quality early childhood services not only benefit the children and families served, but also have far-reaching economic benefits for society as a whole (Heckman and Masterov, 2004). Equally compelling as research on early intervention is brain-development research. Neuroscientists and developmental psychologists have concluded that responsive, predictable relationships are essential for healthy brain development (Thompson 2008). A focus on the quality of relationships permeates high-quality early care and education services. Every relationship matters—between the early childhood educators and children, between children and their peers, and between early childhood educators and family members. Although experts agree about the potential benefits of high-quality early care and education, many young children do not have access to such services. In order for all young children and their families to have access, there needs to be a coherent system with skillful, knowledgeable educators who are deeply committed to their profession. Research confirms that the impact of early childhood experiences in general, and relationships in particular, is complemented by the efforts of countless, dedicated early childhood educators who have been building a profession without the support of a coherent system of preparation. Their work has led to a vision of best practices. Effective early childhood educators have shown that meeting the developmental needs of young children and their families requires a comprehensive approach. Above all, because emotionally secure relationships foster learning, early childhood educators are most effective when they establish nurturing relationships with young children and positively guide children's development. This work can be emotionally challenging yet personally meaningful, because early childhood educators know they can make a positive difference in the lives of young children and their families. However, the positive impact made by many early childhood educators often goes unnoticed, and many of these educators lack the professional preparation necessary to make a difference." (<http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>)

► **Keywords:** Teacher competencies

Cameron, M. (2007). Learning to teach: A literature review of induction theory and practice. Wellington: New Zealand Council for Educational Research.

Author's Abstract: "Since the induction of provisionally trained teachers is of critical importance for the retention and development of quality teachers, the New Zealand Teachers Council has commissioned a research programme to explore induction theory and practice. Learning to Teach, a three stage research programme, was developed to investigate the nature and quality of advice and guidance provided for provisionally registered teachers in early childhood services, Maori medium settings and in other primary and secondary schools. A reference group was established to guide this research programme, with representatives from NZPPTA, NZEI, Te Tari Puna Ora o Aotearoa, the Ministry of Education and the Council's early childhood and Maori medium advisory groups. The Council thanks them for their support and contribution in helping to guide the research and in considering draft reports. This publication, Learning to Teach: A Literature Review of Induction Theory and Practice, completes the first stage of the research programme. The Council was pleased to award the contract for this piece of research to the New Zealand Council for Educational Research on the basis of their expertise and skills to carry out this work. Marie Cameron, who has published extensively in this area and is familiar with the literature on teacher induction, was the lead researcher and author of this report. In this report Cameron has carried out a critical review of international and New Zealand literature describing best practices, underpinning theories and evaluations of approaches to induction, including mentoring, assessment and moderation of assessments of newly qualified teachers."

► **Keywords:** Induction/preparation

Cantrell, S., Fullerton, J., Kane, T. J., & Staiger, D. O. (2007). National Board certification and teacher effectiveness: Evidence from a random assignment experiment. Retrieved from <http://www.nber.org/papers/w14608>

Author's Abstract: "The National Board for Professional Teaching Standards assesses teaching practice based on videos and essays submitted by teachers. The current paper extends earlier research in a number of ways: First, we compared the performance of classrooms of elementary students in Los Angeles randomly assigned to NBPTS applicants and to comparison teachers. Second, we use information on each applicant's NBPTS scaled score (not just whether the candidates achieved certification) to test whether the score is related to teacher impacts. Third, we test the predictive value of each of the 10 sub-scores that make up the NBPTS' scaled score. Fourth, using data on pairs of teachers that were not randomly assigned, we compare estimated impacts without and without random assignment. We find that students assigned to highly-rated applicants outperformed those in the comparison classrooms by more than those assigned to poorly-rated teachers. Moreover, the estimates with and without random assignment were similar. We make a number of suggestions for improving the predictive power of the NBPTS scaling process." (<http://www.nber.org/papers/w14608>).

► **Keywords:** Teacher competencies, policy/standards/certification/agreements

Carroll, T. G. (2005). Induction of teachers into 21st Century learning communities: Creating the next generation of educational practice. *The New Educator*, 1(3), 199–204.

Author's Abstract: "Every child deserves a quality education. Providing competent, caring, qualified teachers in schools organized for success is the way to get there, but the devil is in the details. By tinkering on the edges, adopting piecemeal approaches to attracting, supporting, and retaining highly qualified teachers for the students who need them most, we perpetuate an obsolete school model that no longer meets the needs of 21st century learners. This commentary discusses how the National Commission on Teaching and America's Future (NCTAF) is working to break the mold of today's factory era schools, where isolated teachers work in solo practice. Our vision is different: schools must be learning communities, places where teachers and students together create, share and master knowledge. It all begins with a strong start, when teachers first enter the classroom. A new approach to induction sets the model in motion." (p. 199)

► **Keywords:** Induction/preparation, communities/environment

Carver, C., & Feiman-Nemser, S. (2009). Using policy to improve teacher induction: Critical elements and missing pieces. *Educational Policy*, 23(2), 295–328.

Author's Abstract: "To understand the relationship between induction policies, programs, and practices, we conducted case studies of three long-standing induction programs. Drawing on interviews, observations, and policy documents, we asked the following: (a) What policy tools operate in these contexts, and how do they affect local induction practices? (b) What can we learn about the relationship between induction policy and practice, including its influence on mentors and work? Our analysis finds that how the problem of induction is defined shapes the nature and duration of support offered and the programmatic tools and resources provided. Our analysis further shows that mentoring emerged the favored policy instrument, although provisions for mentor training varied considerably. To support the kind of teaching demanded by today's reforms, beginning teachers will need mentors who are skilled in helping them learn in and from practice. Consequently, induction policy will need to focus attention equally on new teachers and their mentors." (<http://epx.sagepub.com/content/23/2/295>)

► **Keywords:** Induction/preparation, policy/standards/certification/agreements

Center for Strengthening the Teaching Profession. (2005, May). Effective support for new teachers in Washington State: Standards for beginning teacher induction. Silverdale, WA: Author.

Author's Abstract: "CSTP and OSPI brought together a group of teachers, mentors, principals, human resources directors, curriculum and instruction specialists, professional development coordinators, and managers of beginning teacher induction programs to create standards for induction in Washington state using our collective professional experience and a review of current literature on effective induction. Our standards emerge within a framework of several commonly held beliefs about what constitutes high-quality beginning teacher support. We believe that effective teacher induction moves beyond initial mentoring and orientation to provide ongoing, job-embedded, multiyear professional development. It requires coordinated efforts and a cohesive set of policies and practices from those who work in schools, districts, teacher preparation programs, state agencies and the legislature. Programs must have adequate and stable funding, access to a rich talent pool of highly trained mentors, high expectations for all participants, and the commitment of school and district leaders. A designated leader (teacher, mentor or administrator) in each district must take responsibility for induction, ensuring that expectations are clear, standards are met and regular data analysis measures program impact." (p. 3)

► **Keywords:** Induction/preparation

Center for the Study of Child Care Employment. (2008). Early childhood educator competencies: A literature review of current best practices, and a public input process on next steps for California. Research Report. Institute of Industrial Relations, University of California at Berkeley.

This document is a literature review of the current best practices related to an early childhood educator competencies. The review includes major efforts by states and national organizations to develop a set of early childhood educator competencies. The reviewers examined the efforts of 26 states listed by the national Child Care Information Center who were identified to have conducted work related to competencies development. To narrow the scope of their review, the reviewers identified a list of nine states that were most recently involved in the process of developing early childhood education competencies (Illinois, Kansas and Missouri, Kentucky, Nevada, New Jersey, New York, New Mexico, Pennsylvania, and West Virginia), and who had already linked teacher competencies with student learning guidelines. They also reviewed relevant work and conferred with key informants in public meetings and through survey to finalize a list of competencies for reporting. The document contains matrices showing comparisons of the levels of relationship and definitions in domains and competencies among competencies documents reviewed from the nine different states. The document also contains eight domains of early childhood education competencies, namely: child growth and development; child observation and assessment; learning environments and curriculum; Positive interactions and guidance; family and community; Health, Safety and Nutrition; Professionalism, Professional Development and Leadership; and Administration and management. Under each of these 8 domains are descriptions, with matrices containing beginning, intermediate, and advanced competencies, as well as those that compare how the nine states refer to these competencies.

► **Keywords:** educator competencies, best practices, professionalism, literature review

Cherubini, L. (2007). Speaking up and speaking freely: Beginning teachers' critical perceptions of their professional induction. The Professional Educator, 29(1).

Author's Abstract: "The induction of beginning teachers has assumed a burgeoning priority given existing North American preoccupations with teacher retention, state educational standards, and large-scale assessment. In Canada, and especially Ontario, school boards are following the lead of many American institutions in establishing key partnerships with university faculties of education and provincial governing bodies to best prepare and induct beginning teachers into the profession. The objective of this qualitative research study was to examine the perceptions of 173 beginning teachers in Ontario participating in purposely selected exemplary induction programs. Four core categories emerged that showed conceptual differences in how teacher cohorts over a 2-year period understood their induction; namely, induction as exceeding beginning teachers' expectations, their appreciation of meaningful support, their recognition of teacher leadership, and the disconnect between in-services and practice. This study draws attention to the professional enculturation of beginning teachers, but more notably, compels a practical reconsideration of how induction is defined in light of beginning teacher growth and sustainability."

► **Keywords:** induction programs, retention, beginning teachers

Christie, D. (2003). Competences, benchmarks and standards in teaching. In T. Bryce & W. Humes (Eds.), Scottish education: Post devolution, 2nd edition (pp. 952–963). Edinburgh: Edinburgh University Press.

Author's Abstract: "In keeping with the importance of education as a facet of national identity, it is generally assumed that teachers have historically been accorded a higher degree of professional status in Scotland than elsewhere in the United Kingdom. However, in order to define itself as a profession and to ensure compatibility with other learned professions, the teaching profession has to be able to meet a number of key criteria. These conventionally are taken to include possession of specialized knowledge, ability to apply a high level of skill or technical expertise, a commitment to an ethic of service and the capacity to exercise both individual autonomy and collective self-regulation. Whether teachers in Scotland can indeed meet these conditions and lay claim to professional status is not a question that can be answered without considering the level of their specialized knowledge, the nature of their skills or the degree of professional and personal commitment they display. Etant (1994) traces a historical shift in the prevailing ideology of professionalism from a traditional, functionalist view emphasizing unique expertise and trustworthiness towards a more client-centered view in which the concepts of quality and accountability hold sway. The tension between these conflicting views provides the backdrop for the present chapter, which examines the discourse of teacher professionalism as it relates to the definition of standards within the evolving framework for professional development in Scotland, a framework which now encompasses initial teacher education, the probationary period, full registration as well as lifelong learning through continuing professional development." (p. 952)

► **Keywords:** Teacher competencies, standards

Chubbuck, S. M., Clift, R. T., Allard, J., & Quinlan, J. (2001). Playing it safe as a novice teacher: Implications for programs for new teachers. Journal of Teacher Education, 52(5), 365–376.

Author's Abstract: "Prompted by the continuing attrition rate of novice teachers, this study examines 1st-year teachers' needs in the context of a university-regional partnership sponsored support program for novice teachers, the Novice Teacher Support Project (NTSP). Using the concept of reality shock as occurring in the interaction of person and environment, the authors examined novice teachers' expressed needs and how those needs are met. Throughout all the findings, the novice teachers expressed a need for safety, a mix of support and challenge that was best provided by a combination of both internal resources from the district and external resources such as the NTSP. The authors suggest conceptualizing support as an interactive process that includes person, school context, support context, and personal relationships. This can help support the creation of the type of emotionally and professionally safe environments new teachers need to develop their professional lives."

<http://jte.sagepub.com/content/52/5/365.abstract>.

► **Keywords:** Induction/preparation, hiring/attrition, working conditions

Clarke, R., Matheson, I., Morris, P., & Robson, D. (2007, August). Models of support in the teacher induction scheme in Scotland: The views of head teachers and supporters. Paper presented at 32nd Association of Teacher Educators in Europe (ATEE) conference, Telford, UK.

Author's Abstract: "Before 2002, teachers entering the profession in Scotland simply had to complete satisfactorily two years of teaching experience in order to become fully registered with the General Teaching Council for Scotland (GTCS). During that period, the Probationer was treated like any other teacher, following a full timetable and relying on colleagues for support in addressing any issues that arose. This was a haphazard system, lacking national consistency, as newly qualified teachers applied for vacant posts in competition with serving teachers, thus it was a matter of fortune whether they arrived in a strongly supportive school or department, or whether they were left largely to fend for themselves. The Teacher Induction Scheme (TIS) in Scotland replaced this system in August 2002 as part of the implementation of the McCrone Report 1 (2001). The Scheme offers eligible teachers with an initial provisional teaching qualification from a Scottish university a structured experience for one year. After completion of Initial Teacher Education (ITE), the TIS guarantees a one year training post which includes a substantial support system. The Probationer teacher's timetable has a maximum class commitment of 0.7 full time equivalent (FTE), with the remaining 0.3 FTE (1½ days per week) being devoted to continuous professional development. The teacher has an experienced teacher as a nominated Supporter, with the school being funded to provide 0.1 FTE release from timetable for the supporter. The perceived success of this Scheme has provoked worldwide interest, particularly in areas where there are difficulties in recruiting and, especially, retaining teachers. In February 2007 it provoked great interest among teachers and education managers from a range of European countries during a study visit hosted by the GTCS through the Arion programme, and the state of Georgia in the USA has been so impressed with the Scheme that it proposes to create its own scheme based very closely on the Scottish model. In February 2007 a report of the Standing Committee on Education and Training of the Australian Parliament 3 recommended that "the Teacher Induction Scheme administered by the GTCS in partnership with the Scottish Executive Education Department be the model of induction that should be followed in Australia" (Recommendation 7). In the following month the federal government invited the Chief Executive of GTCS to present seminars in Canberra and Melbourne on aspects of Scottish education and to provide information to the Australian government about the Scottish induction model. In 2005, the GTCS published two research reports 4 5 reflecting the experiences of teachers who participated in the scheme in 2002-2003 and 2003-2004. During school session 2005-2006 GTCS followed up that research with a more specific project to assess the nature and impact of the support offered to Probationer teachers with a view to future enhancement of the scheme and the provision of good practice guidelines for a range of stakeholders. This project specifically involved consultation with Head Teachers and with Supporters to discover their perceptions on the operation of the scheme."

http://www.gtcs.org.uk/web/FILES/FormUploads/models-of-support-in-the-TIS-views-of-headteachers-and-supporters1749_311.pdf

► **Keywords:** Induction/preparation

Clement, M. C. (2000). Making time for teacher induction: A lesson from a New Zealand model. Clearing House, 73(6), 329–331.

Author's Abstract: "Education forecasters predict that as many as two million teachers will be needed in the United States over the next ten years (Southworth, 2000). The demand for so many new teachers has several roots: increasing school enrollments, calls for smaller class size, more children with special needs, and teacher retirements. To make matters worse, "the high drop-out rate among new teachers continues" (Scherer 1999, vii). Increasing retention rate of promising new teachers would help to ease the teacher shortage. One approach to retention is systemic teacher induction—creating a system in which all new teachers receive orientation, support, and mentoring during their beginning years in the profession." (p. 329)

► **Keywords:** Induction/preparation, hiring/attrition

Coggshall, J. G. (2007). Communication framework for measuring teacher quality and effectiveness: Bringing coherence to the conversation. Washington, DC: National Comprehensive Center for Teacher Quality.

Author's Abstract: "To promote effective dialogue about the measurement of teacher quality and effectiveness, the National Comprehensive Center for Teacher Quality (NCCCTQ) developed this communication framework. Its purpose is to facilitate communication about policies regarding teacher effectiveness by helping to build a shared understanding of the terminology used in the discussion. By presenting a brief overview of teacher quality and the various instruments that can be used to collect evidence of its many facets, the framework intends to illuminate both the possibilities and the limitations of focusing on teacher effectiveness (as opposed to other dimensions of teacher quality) in education policy and practice." (p. 2)

► **Keywords:** Teacher competencies

Cohen, D. K. (2010). Teacher quality: An American educational dilemma. In M. M. Kennedy (Ed.), Teacher assessment and the quest for teacher quality (pp. 375–403). San Francisco: Jossey-Bass.

The author of this article contends that there needs to be a better way to assess teacher effectiveness. "There are no common standards against which teachers' performance could be judged and no inspections of their performance in light of such standards. There have been standards of a sort (i.e., check-lists of questionable quality), but they have not focused on performance in sufficient detail to discriminate acceptable from unacceptable work. If we want to understand teacher preparation, development, and assessment in the United States, we must explain this unusual situation." (p. 1)

► **Keywords:** Teacher competencies, induction/preparation, mentoring/coaching

Common Core State Standards Initiative—Benchmarking for success

Author's Abstract: "States have voluntarily taken the lead in developing standards-based education, but policymakers lack a critical tool for moving forward—international benchmarking. This report is intended to help states take the next steps toward ensuring that American students receive a world-class education that positions them to compete and innovate in the 21st century. International benchmarking will help state policymakers identify the qualities and characteristics of education systems that best prepare students for success in the global marketplace. The stakes are high, and improving our educational system will require commitment and insight not just from state leaders but many other stakeholders as well. With this in mind, the National Governors Association, the Council of Chief State School Officers, and Achieve, Inc. have joined to provide to states a roadmap for benchmarking their K–12 education systems to those of top-performing nations." (p. 1)

► **Keywords:** Teacher competence, standards

Commonwealth of Australia (2005). Teaching reading: report and recommendation. National Inquiry into the Teaching of Literacy. Retrieved on February 7, 2012, from http://research.acer.edu.au/tll_misc/5/

Chapter 7, Quality teaching and ongoing professional learning, of the Department of Education, Science and Training in Australia's report on Teaching Reading, is a result of the government's "national inquiry into the teaching of literacy." In addition to examining the contexts and conditions for effective teaching, the researchers examined contemporary understandings of effective teaching practices, the preparation of teachers and why teacher effectiveness and teaching quality is important in a literate society. The authors argue that effective schooling is a function of the provision of quality teaching by competent teachers. Chapter 7 of this report presents the work of many teacher education authors and researchers to bolster the argument and recommendations for quality teaching in reading in Australia. Four key recommendations are listed related to: (1) providing all teachers with appropriate induction and mentoring throughout their careers, and with ongoing opportunities for evidence-based professional learning about effective literacy teaching; (2) establishing a national program of literacy action that would promote research on effective teaching practices, among other efforts; (3) aligning literacy approaches with improved student outcomes; and (4) establishing joint support of a proposed national program for literacy action among key government agencies.

► **Keywords:** teacher effectiveness, literacy, reading, professional development

Connecticut State Department of Education. (2005). A guide to the BEST program for beginning teachers. Accessed September 1, 2006, at: http://www.state.ct.us/sde/dtl/t-a/best/beginningteachingguide/bt_guide.pdf.

This guide looks at a specific induction program for beginning teachers. The BEST (Beginning Educator Support and Training) program is comprehensive and focuses on the support and assessment of new teachers. The guide provides all the logistics on the BEST program such as its requirements and the rights and responsibilities of the teachers participating, as well as the various types of support provided by the program. The BEST program is important mostly because it assesses a teacher's competency, allowing for high quality teachers and hence increased student learning. It allows teachers to strengthen their content knowledge and classroom/instructional practices. The guide concludes with the benefits of the BEST program in producing effective, competent, and high quality teachers, who will promote student learning and achievement.

► **Keywords:** teacher induction, beginning educator supports

Connecticut State Department of Education. (2010). Common core of teaching: Foundational skills. Alliance of Regional Educational Service Centers and Connecticut State Department of Education.

This document explains the CCT and how it articulates the knowledge, skills and qualities that Connecticut teachers need to prepare students for challenges they will face. First the article talks about a vision for teaching and learning in Connecticut public schools. It then proceeds to talk about the structure of CCT, which contain teaching standards. The article then states how the CCT can be used for a teacher's career including preparation, induction and teacher evaluation. The rest of the article explains how the CCT should be used to help guide and build teacher competence and then describes the 6 domains of teacher performance: Content and essential skills, classroom environment, planning for active learning, instruction for active learning, assessment for learning, and professional responsibilities and teacher leadership.

► **Keywords:** teacher evaluation teacher performance, professional responsibilities, teacher leadership

Conway, C. M. (2006). Navigating through induction: How a mentor can abet. Music Educators Journal, 92(5), 50–60.

Author's Abstract: "In the United States today, most states require continuing education for teachers, according to recent research. Many states have very specific professional development requirements for beginning teachers. Some of the programs to help teachers fulfill these requirements are called induction pro-Trams, and many are connected to policies concerning permanent licensure or school-district tenure. This article, the last in a series described in the MEJ Mentoring Series sidebar, highlights what researchers have uncovered about induction programs for beginning music teachers and provides suggestions for mentors who are assisting beginning music teachers in their decisions about professional development and in handling some of the challenges of the early years of teaching." (<http://www.jstor.org/stable/pdfplus/3878504.pdf?acceptTC=true>)

► **Keywords:** Induction/preparation, mentoring/coaching

Cushner, K. (2003). Human diversity in action: Developing multicultural competencies for the classroom. New York: McGraw-Hill.

This activity booklet is a useful tool for those teaching courses where cultural and/or human diversity are central elements. In essence, this publication helps teachers and students understand their cultural awareness by participating in activities designed to alert them to their own experiences and conceptions about culture. Each activity has a different focus. The first activity is designed to be an icebreaker that asks individuals to reflect upon their early experiences related to culture and intercultural interaction. In doing so, participants not only reflect about themselves, but they also learn from others as they share their input. Other activities are aimed at examining the values of other cultures, for example, one examines various proverbs that are culturally based in an attempt to help the individual to understand differences in cultural outlooks.

► **Keywords:** Teacher competencies, diversity

Dangel, J. R. (Ed.). (2006). Research on teacher induction: Teacher education yearbook XIV. Lanham, MD: Rowman & Littlefield Publishing Group.

Author's Abstract: "Volume XIV of the Teacher Education Yearbook addresses research on teacher induction. It is designed to provide teachers and teacher educators with current research on and practical guidelines or introducing new teachers to education. Each year, research reports on a particular topic (in this case, teacher induction) are submitted for publication in the Yearbook. All reports are blind reviewed, and two to four are accepted per division. Within divisions, the authors address a variety of issues, illustrating the complex nature of the topic. A responder recognized scholar in the field, synthesized interprets and applies results drawn from the selected research papers in each division. By providing interpretations and possible application of research, as well as the research studies, this yearbook offers recommendations, raises questions, and generates rich conversations about the issues of induction and mentoring" (back of book). This book contains three divisions: comprehensive approaches to induction, looking closely at the mentoring experience, and designing and implementing quality mentoring programs.

► **Keywords:** Induction/preparation, mentoring/coaching

Dantas, M. L. (2007). Building teacher competency to work with diverse learners in the context of international education. Teacher Education Quarterly, 34(1), 75–94. Retrieved from <http://eric.ed.gov/?id=EJ795143>

Document Excerpt: "In line with Moll and González's (2004) "funds of knowledge" approach and an ethnographic perspective (Frank, 1999; Green, Dixon & Zaharlick, 2003), this paper reports on an international experience designed, within a sociocultural frame, for teacher education students to examine theoretical knowledge and make visible local knowledge on diversity issues, and the interrelatedness and complexity of language, literacy and culture and its impact on educational practices. It examines the context of international education, as part of a graduate program of studies, as a promising way for teacher education students to gain knowledge of communities' funds of knowledge and situated cultural and literacy practices, use knowledge and engage in action as learners in an uncommon, out-of-the-ordinary context, and act on personal, professional and instructional implications. . . . This paper examines the American students' explorations and cultural clashes, what became visible about their invisible assumptions that turned into "rich points" (Agar, 1994) and led to transformed understandings and actions." (From: <http://eric.ed.gov/?id=EJ795143>)

► **Keywords:** teacher competency, diverse learners, international education, cultural clashes

Darling-Hammond, L. (2000). Reforming teacher preparation and licensing: Debating the evidence. Teacher College Record 102(1), 28–56 F 2000. Retrieved on November 10, 2011 from http://people.ucsc.edu/~ktellez/d_hammond.pdf

Author's Abstract: "This article responds to Dale Ballou and Michael Podgursky's claims that the National Commission on Teaching and America's Future has misrepresented research data and findings. After reviewing and responding to each of their charges, the article indicates the ways in which their critique itself has misreported data and misrepresented the Commission's statements and recommendations. Ballou and Podgursky ignore and misconstrue the research evidence presented by the Commission in support of its key conclusions. Following an analysis of the ways in which the critique misrepresents the findings from research on teacher education to bolster the argument that training for teaching is unnecessary, this reply offers an argument for professional teaching standards as a key factor in achieving greater equity and excellence in American schools.

► **Keywords:** teacher preparation research, teacher reform, teaching standards

Darling-Hammond, L. (2009). Recognizing and enhancing teacher effectiveness. *International Journal of Educational and Psychological Assessment*, 3, 1–24.

Author's Abstract: "Efforts to improve the quality of teaching have begun to focus on ways to assess teacher effectiveness and to create systems of development and rewards that support more effective teaching. Policymakers and practitioners are seeking means to evaluate and recognize teacher effectiveness for the purposes of licensing, hiring, and granting tenure; for providing needed professional development; and for identifying expert teachers who can be recognized and rewarded. Some policy makers are also interested in tying compensation to judgments about teacher effectiveness, either by differentiating wages or by linking such judgments to additional responsibilities that carry additional stipends or salary. This paper draws upon research in outlining the issues associated with various approaches to ascertaining teacher effectiveness, and suggests a framework for policy systems that might prove productive in both identifying and developing more effective teachers and teaching." (<https://sites.google.com/site/tijepa2012/articles/vol-3>)

► **Keywords:** Teacher competencies

Davis, B., & Higdon, K. (2008). The effects of mentoring/induction support on beginning teachers' practices in early elementary classrooms (K–3). *Journal of Research in Childhood Education*, 2(3), 261–274.

Author's Abstract: "This mixed-method study examined the effects of a school/university induction partnership on the instructional practices of two groups of beginning teachers in early elementary classrooms. Additionally, it investigated the types of support provided to beginning teachers and determined their retention rates after one year in the profession. The participants (N = 10) were first-year teachers who all graduated from the same teacher preparation program. One group (n = 5) participated in the school/university program and also received induction support from their districts. The other group (n = 5) received only the mentoring/induction support provided by their districts. Both quantitative and qualitative data were collected. An analysis of the quantitative data revealed greater growth in classroom practices for the program participants. In addition, survey results indicated that program participants received more frequent assistance from mentors than non-participants. All of the participants returned to teaching for a second year. The qualitative analysis provided greater insight into specific ways the classroom practices and mentor assistance differed between the two groups. Overall, the results suggest that school/university induction partnerships may contribute to the development of teacher effectiveness during the first year of teaching."

(http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ793826&ERICExtSearch_SearchType_0=no&accno=EJ793826).

► **Keywords:** Induction/preparation, mentoring/coaching, hiring/attrition

Day, C. (2007, April). A passion for teaching. Public lecture, General Teaching Council for Northern Ireland. Retrieved from <http://www.worldcat.org/title/passion-for-teaching/oclc/53870909>

A Passion for Teaching is a public lecture conducted at the General Teaching Council for Northern Ireland (GTC). This lecture is part of the literature that undergirds the GTC's teacher competences development, and the first competency in the GTC's list of competencies, namely Teachers should demonstrate that they understand and uphold the core values and commitments enshrined in the Council's Code of Values. In the lecture, the author makes three assumptions—(1) that teachers have an intellectual need for knowledge, mentoring, coaching, and critical relationships; (2) that teachers' passion for their teaching, learning, and students is more important than their mastery of content and pedagogical skills; and (3) that teaching requires both an intellectual and emotional commitment to teaching in order for teachers to be successful—it is this commitment that is most crucial, but that is most neglected in educational policy and other strategic initiatives to promote teaching and learning standards. The author describes key associations between teacher commitment (which is derived from their passion for teaching) and teacher effectiveness. The author also argues that the concept of being a professional is an emotional identity that interacts closely with a teacher's personal lives and identities. As such, teachers' emotional identity, must be supported (e.g., through professional learning community or through opportunities for building teacher morale) for teachers to be successful.

► **Keywords:** teacher morale, emotional identity, learning community, pedagogical skills, competencies

Decker, P., Deke, J., Johnson, A., Mayer, D., Mullens, J., & Schochet, P. (2005). The evaluation of teacher preparation models: Design report. Princeton, NJ: Mathematica Policy Research, Inc.

Author's Abstract: "Every year, thousands of new teachers pass through hundreds of different teacher preparation programs and are hired to teach in the nation's schools. In recent years, "alternative teacher certification" (AC) programs or routes have expanded rapidly, offering an increasingly popular route into teaching that differs from that offered by traditional certification (TC) programs. TC programs generally require trainees to complete their training before they begin teaching full-time. In contrast, although AC programs vary with respect to their exact training strategies, they generally allow trainees to start teaching full-time before they have completed their training. Despite the expansion of these new routes into teaching, there exists little research to provide guidance as to the effectiveness of different teacher training strategies. The increased variation in teacher preparation approaches created by the existence of various AC and TC programs offers an opportunity to examine the effect of different components of teacher training on teacher performance. For example, some AC programs require substantially less education coursework than TC programs. We can exploit this type of variation to examine whether the form of teacher training is associated with differences in teacher performance. This document presents the design for an evaluation to investigate these issues. The evaluation—the Impact Evaluation of Teacher Preparation Models—is being sponsored by the U.S. Department of Education's (ED's) Institute of Education Sciences (IES) and is being conducted by Mathematica Policy Research (MPR), Decision Information Resources (DIR), Chesapeake Research Associates (CRA), and Vermont Institutes (VI). The purpose of the evaluation is to rigorously test whether the extent or content of teacher preparation is related to teacher practice or to the effectiveness of teachers, as measured by student academic achievement." (p. 1)

► **Keywords:** Induction/preparation

Delaware Department of Education. (2010). New teacher mentoring and induction program. Dover: DDOE. Retrieved from <http://www.doe.k12.de.us/domain/185>

This website, developed by the Delaware Department of Education, provides information on the mentoring and induction programs that are available in the state of Delaware. From the main page, the website describes the goals of the mentoring and induction program: "The State of Delaware provides a three year mentoring and induction program for educators (teachers & specialists) new to the profession that are employed in a public school within the state. The program is designed to meet the following goals: Provide every new teacher/specialist with a mentor for the initial phase of the program and for Cycles One and Two. The mentor helps the new teacher/specialist become familiar with the school, district, and state resources, procedures, and policies; Assure a seamless alignment between the five components of the Delaware Professional Appraisal System II (DPAS II) and the mentoring and induction process; Develop 'assessment literate' new teachers/specialists who are able to review and design assessment to accurately measure student growth over time [and]; Build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development."

► **Keywords:** Induction/preparation, mentoring/coaching

DePaul, A. (2000). Survival guide for new teachers: How new teachers can work effectively with veteran teachers, parents, principals, and teacher educators. Jessup, MD: U.S. Department of Education, Office of Educational Research and Improvement. Retrieved from <http://www2.ed.gov/teachers/become/about/survivalguide/index.html>

This short handbook provides those new to the teaching field accounts of award-winning teachers' success stories. It includes accounts of what they did that was successful, setbacks, and how they formed positive relationships with their colleagues, university professors, and their students' parents. Its conversational tone, which is directed to new teachers, recounts lessons for those entering the profession, as well as reasons why support for new teachers is so important. It concludes with helpful resources for first-year teachers.

► **Keywords:** Mentoring/coaching

Desimone, L. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Education Researcher*, 38(3) 181–199.

Author's Abstract: "The author suggests that we apply recent research knowledge to improve our conceptualization, measures, and methodology for studying the effects of teachers' professional development on teachers and students. She makes the case that there is a research consensus to support the use of a set of core features and a common conceptual framework in professional development impact studies. She urges us to move away from automatic biases either for or against observation, interviews, or surveys in such studies. She argues that the use of a common conceptual framework would elevate the quality of professional development studies and subsequently the general understanding of how best to shape and implement teacher learning opportunities for the maximum benefit of both teachers and students." (p. 181)

► **Keywords:** Teacher competencies, induction/preparation

Dewhurst, Y., & McMurtry, D. (2006). The effectiveness of school placements in facilitating student teacher learning and professional development. *Scottish Educational Review*, 38(2), 158–172.

Author's Abstract: "Student placements are an integral element in teacher education and commonly, both students and teachers consider placements a critical aspect of initial teacher education. Within this context, the contemporary nature of placements and their success in meeting professional development needs was investigated throughout the period 2003-2005 by surveying the views of student teachers and teachers. The findings of this research indicate that students and teachers share many views and consequently several key experiences and opportunities emerge. Different priorities are, however, also highlighted. Overall, perceptions suggest that school placements must be orientated towards a social constructivist paradigm." (p. 158)

► **Keywords:** Induction/preparation

Directorate General IV—Directorate of Education and Languages, Unit of European Education Policies. (2009, October). Key competencies for diversity. Presented at final conference of the Council of Europe project Policies and Practices for Teaching Sociocultural Diversity.

This policy handbook, based on meeting with the Council of Europe and of the Representatives of the Governments of the Member States of the European Union, is intended to offer practical and reasonable advice for policymakers who would like to introduce or improve a teacher induction system within their state.

► **Keywords:** Teacher competencies, diversity

DiSessa, A. A. (2004). Metarepresentation: Native competence and targets for instruction. *Cognition and Instruction*, 22(3), 293–331.

Author's Abstract: "The premise of this article is that the study of representation is valuable and important for mathematics and science students. Learning about representation should go beyond learning specific, sanctioned representations emphasized in standard curricula (graphs, tables, etc.) to include principles and design strategies that apply to any scientific representation including novel variations and even completely new representations. The article explores what it means to understand representation, what we believe students already know about the topic, and what they can profitably learn about it. The discussion includes learning difficulties-goals for instruction that appear challenging for students and may need particular attention." (p. 293)

► **Keywords:** Teacher competencies

Draper, J., O'Brien, J., & Christie, F. (2004). First Impressions: The new teacher induction arrangements in Scotland. *Journal of In-service Education*, 30(2), 201–224.

Author's Abstract: "New arrangements for the induction of teachers in Scottish schools were introduced for school session 2002/03. Those completing initial teacher education (ITE) are now entitled to a one-year training post with a 70% workload, 30% of working time for professional development and 10% of an experienced teacher's time for support. Such inductees must meet the Standard for Full Registration (SFR) by the end of the year. Evidence on the implementation of the Teacher Induction Scheme was gathered at school, education authority and national level. This article reports the initial findings of the research project and suggests messages for the development of the scheme." (<http://www.citeulike.org/user/jimo75/article/1613825>)

► **Keywords:** Induction/preparation, professional development

Dubois, D. (Ed.) (1998). The competency casebook. Amherst, MA: HRD, & Silver Spring MD: International Society for Performance Improvement.

In the competency casebook, Dubois presents Twelve studies in competency-based performance improvement, including definitions of what teacher competencies mean. According to the author, competencies include those characteristics—knowledge, skills, mindsets, thought pattern, and the like—that when used whether singularly or in various combinations, result in successful performance" (p.v).

► **Keywords:** Teacher competencies

Duke, L., Karson, A., & Wheeler, J. (2006). Do mentoring and induction programs have greater benefits for teachers who lack preservice training? *Journal of Public and International Affairs*, 17(2), 61–82.

Author's Abstract: "The purpose of this paper is to examine the impact of mentoring and induction programs on teacher retention, as measured by teachers' commitment to their profession. Using data from the 1999-2000 Schools and Staffing Survey, we perform logistic regression analyses to model the effect of induction and its different components on teacher commitment, and compare the marginal impact of induction programs on teachers with and without degrees in education. Our results show that teachers who have had mentors or gone through induction programs in their first year of teaching are more likely to be committed to the teaching profession. Moreover, mentoring and induction programs have a greater marginal benefit for teachers without education degrees than for those with education degrees. Based on our results, we recommend that districts (1) provide mentoring and induction programs for all teachers, and (2) allow school-level flexibility in tailoring induction and mentoring programs."

► **Keywords:** Induction/preparation, mentoring/coaching

Education Commission of the States. (2003). Eight questions on teacher preparation: What does the research say? A summary of the findings. Denver, CO: Author.

Author's Abstract: "The full report, available both online (www.ecs.org/tpreport) and in print, includes a detailed description of the findings and policy implications, as well as summaries of all 92 research studies reviewed. It also features a discussion of the use of research in policy decisions and makes a number of recommendations for improving teacher preparation research specifically and education research, in general. This report is the first in a series of reports on teaching quality that ECS will release over the next two years. Subsequent reports will focus on what the research says about teacher recruitment and retention, licensure and certification, and professional development." (p. i)

► **Keywords:** Induction/preparation

Fletcher, S. H., & Strong, M. (2009). Full-release and site-based mentoring of elementary grade new teachers: An analysis of changes in student achievement. *The New Educator*, 5(4), 329–341.

Author's Abstract: "Induction support for new teachers is widespread, particularly in the form of mentoring, but research evidence of effectiveness is limited. The majority of existing research has focused on the impact of induction on teacher retention. Of greater interest is the potential impact on student achievement, and on which forms of support are the most effective. One frequently encountered option is between full-release or site-based mentors. This study examines these two mentoring options employed in one large urban district. While mentors received the same training, they differed in case load and release time. A comparison of student achievement gains for classes taught by fourth and fifth grade new teachers, some of whom were supported by full release mentors and some by site based mentors, showed greater gains for classes of teachers in the full-release group, even though the demographic characteristics of the students would have led to the opposite prediction."

<http://www1.cuny.cuny.edu/prospective/education/theneweducator/upload/Fletcher-Strongnew.pdf>.

► **Keywords:** Induction/preparation, mentoring/coaching, student effects, on-site mentorship, induction, teacher retention, student achievement

Fletcher, S., Strong, M., & Villar, A. (2005). An investigation of the effects of variations in mentor-based induction on the performance of students in California. Presentation at ISATT Conference, Sydney, Australia.

Author's Abstract: "Policy makers are concerned about reports of teacher shortages and the high rate of attrition among new teachers. Prior studies indicate that mentor-based induction can reduce the numbers of new teachers leaving schools or the profession. Acting on these findings, legislators in 29 states have mandated some type of assistance for teachers during their first years in the classroom. For new teachers, though, staying in the profession may not be enough. Work done in California indicates that new teachers are likely to be hired in low achieving schools. The question then becomes whether new teachers are effective in helping students learn. Three districts with mentor-based induction programs agreed to share the achievement data of students in grades two through six who were taught by first- and second-year teachers. The data were analyzed using a hierarchical linear model, with variables for student demographics and induction intensity. The results indicate that mentor-based induction can have a positive effect on student achievement if the program allows for weekly contact and mentor selectivity is high" (from: Presentation at ISATT Conference, Sydney, Australia).

► **Keywords:** mentor-based induction, teacher performance, school achievement, teaching profession

Gallagher, C., Rabinowitz, S., & Yeagley, P. (2011). Key considerations when measuring teacher effectiveness: A framework for validating teachers' professional practices. San Francisco & Los Angeles: Assessment and Accountability Comprehensive Center.

Author's Abstract: "This report is intended to highlight the range of data sources that can be tapped to validate teacher effectiveness. Section I describes broad considerations to support identification of those sources of information most appropriate for a specific purpose or context. Section II highlights the strengths and limitations of different types of information about teacher effectiveness, beginning with sources of Level 1 data and proceeding through typical sources of data at Levels 2 and 3. Section III offers a set of final recommendations about effective data use when measuring teacher effectiveness. State and local decision-makers are encouraged to consider all of the data options presented—and weigh possible tradeoffs associated with their use—when determining which combination of sources is most likely to yield the information that best meets their needs." (p. 1)

► **Keywords:** Teacher competencies

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915–945.

Author's Abstract: "This study uses a national probability sample of 1,027 mathematics and science teachers to provide the first large-scale empirical comparison of effects of different characteristics of professional development on teachers' learning. Results, based on ordinary least squares regression, indicate three core features of professional development activities that have significant, positive effects on teachers' self-reported increases in knowledge and skills and changes in classroom practice: (a) focus on content knowledge; (b) opportunities for active learning; and (c) coherence with other learning activities. It is primarily through these core features that the following structural features significantly affect teacher learning: (a) the form of the activity (e.g., workshop vs. study group); (b) collective participation of teachers from the same school, grade, or subject; and (c) the duration of the activity." (pp. 915–916)

► **Keywords:** Induction/preparation, leadership/school improvement

Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). Educational research: Competencies for analysis and applications (9th ed.). Upper Saddle River, NJ: Pearson Education.

Through clear and concise explanations and humorous tone, the authors of this book make the research process accessible to readers. The book is intended as "a practical text focused on the skills needed by competent consumers and producers of educational research" (back cover). As in previous editions, it uses tasks throughout the text to walk students step-by-step through the creation of their own research report and includes sample published research articles throughout. New additions include a more in-depth look at qualitative research and the use of technology.

► **Keywords:** Teacher competencies

Georgakopoulos, A. (2009). Teacher effectiveness examined as a system: Interpretive structural modeling and facilitation sessions with U.S. and Japanese students. *International Education Studies*, 2(3), 60–77.

Author's Abstract: "This study challenges narrow definitions of teacher effectiveness and uses a systems approach to investigate teacher effectiveness as a multi-dimensional, holistic phenomenon. The methods of Nominal Group Technique and Interpretive Structural Modeling were used to assist U.S. and Japanese students separately construct influence structures during facilitation sessions. The influence structures represent maps for understanding teacher effectiveness as a system. The influence maps indicate that there are a number of teacher behaviors and characteristics that promote, support and influence one another within the overall system; however, the plurality of teacher elements, which are structured with priority, concerns teacher knowledge characteristics and verbal teacher immediacy behaviors for both cultural groups. The findings of the study were explored from thematic perspectives in intercultural communication such as power distance, identity and contact orientation. Given the qualitative nature of the study, participants' own theories-in-use were important in the study. Also, Confucianism principles were significant in the Japanese assessment of teacher effectiveness. The study has implications for professors across fields since the majority of professors are educators who have not been formally trained in the education field. The study points to the importance of ongoing faculty development in teacher effectiveness." (p. 1)

► **Keywords:** Teacher competencies

Giles, C., & Wilson, J. (2004). Receiving as well as giving: Mentors' perceptions of their professional development in one teacher induction program. *Mentoring & Tutoring: Partnership in Learning*, 12(1), 87–106.

Author's Abstract: "Although many studies examine benefits to the mentees, this study examined the growth and development of the mentors in the context of a particular teacher induction program, the University of Missouri Teaching Fellowship Program. This program is unique in that mentors are released from classroom duties to mentor two fellows, conduct professional development in their schools and work with the university. First, second and third-year mentors were interviewed in focus groups. Results indicated that mentors believed their professional development included: relearning, seeing a bigger picture, expanding their roles, gaining insights about the process of mentoring and understanding the impact of the program on themselves. Data suggest that having various duties encourages these mentors to better understand the complexity of schooling, which increases their leadership potential and gives them more confidence. Also, mentoring is somewhat developmental; it must be learned by engaging in it and needs to be consistently supported. Implications for existing mentoring programs are discussed." (p. 87)

► **Keywords:** Induction/preparation, mentoring/coaching

Gimbert, B. G., Cristol, D., & Sene, A. M. (2007). The impact of teacher preparation on student achievement in algebra in a "hard-to-staff" urban preK–12-university partnership. *School Effectiveness and School Improvement*, 18(3), 245–272.

Author's Abstract: "Debate about teacher supply, demand, retention, and attrition has been renewed in recent years by an increased concern about the reduced numbers of prospective teachers entering teacher education programs, the high attrition rate of beginning teachers, and the resulting teacher shortages. U.S. schools are experiencing teacher shortages, especially in low-income urban areas, because of increased school enrollment, teacher retirement, reduction in class size, teacher attrition, and turnover related to low salaries, job dissatisfaction, and lack of administrative support and influence over decision-making. Recently, the increased interest in teacher quality has been the topic of debate for policy-makers, the public, and the educational community. The purpose of this study was to determine if a nontraditional teacher preparation program, the Transition To Teaching program, was a viable way to ease the teacher shortages in a high poverty, urban U.S. school district, and at the same time, to evaluate the impact of teacher training on students' academic achievement. The results of this study afford evidence that the students taught by 1st-year, alternatively prepared teachers achieved as well as or better than their peers taught by traditionally certified 1st-year teachers, according to student achievement in mathematics, specifically Algebra I." (p. 245)

► **Keywords:** Teacher competencies, student effects

Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., & Jacobus, M. (2010). Impacts of comprehensive teacher induction: Final results from a randomized controlled study (NCEE 2010-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department Of Education.

This study examined whether comprehensive teacher induction programs could lead to higher rates of teacher retention and other positive teacher/student outcomes versus teacher induction programs that are generally less comprehensive. Seventeen school districts were recruited to participate in the study across 13 states. Results showed that treatment teachers reported receiving more mentoring than control students. Treatment teachers also were more likely to report participation in specific induction activities. However, this research found no positive impacts on student test scores or teacher practices within the first year. In addition, the study found no impacts on teacher retention after one year.

► **Keywords:** Teacher effectiveness, induction/preparation, hiring/attrition

Goe, L. (2009). The equitable distribution of teachers: Strategies and results. In L. Goe (Ed.), America's opportunity: teacher effectiveness and equity in K–12 classrooms (pp. 73–91). Washington, DC: National Comprehensive Center for Teacher quality.

“This chapter addresses key question, current knowledge, and trends related to teacher evaluation and compensation, both of which can be powerful levers for enhancing teacher effectiveness. The sections at the end of the chapter illuminate the important issues being discussed and offer examples of how to bolster evaluation and compensation to improve overall teacher effectiveness. These sections cover... an overview of Utah's efforts to reform educator compensation... a description of the TQ Center's Communication Framework for Measuring Teacher Quality and Effectiveness: Bringing Coherence to the Conversation...[and] an overview of recent efforts by the state of Ohio. These sections also provide examples of how states and regions are addressing teacher effectiveness... and offer an opportunity to examine how these examples might be applied in different contexts” (p. 113).

► **Keywords:** teacher distribution, equity, teacher effectiveness, teacher evaluation and compensation

Goe, L., & Croft, A. (2009). Methods of evaluating teacher effectiveness (Research-to-Practice Brief). Washington, DC: National Comprehensive Center for Teacher Quality.

Classroom observation has been one of the leading methods in evaluating teacher effectiveness. However, value added model of measuring effectiveness is gaining much popularity in the world of education research. This brief examines the methods of classroom observations vs. value-added measures providing the advantages and disadvantages of each. The brief states that while value-added models can provide useful information, they do not provide proper guidance for those teachers seeking to improve their practice.

► **Keywords:** teacher effectiveness, teacher evaluation, classroom observation, value added measures

Goe, L., Bell, C., & Little, O. (2008) Approaches to evaluating teacher effectiveness: A research synthesis. Washington DC: National Comprehensive Center for Teacher Quality.

Author's Abstract: “This research synthesis examines how teacher effectiveness is currently measured. By evaluating the research on teacher effectiveness and the different instruments used to measure it, this research synthesis contributes to the discussion of appropriate rigor and relevance of measures for different purposes (i.e. formative vs. summative evaluation). The findings are presented along with related policy implications. In addition, the synthesis describes how various measures have been evaluated, explains why certain measures are most suitable for certain purposes (high-stakes evaluation vs. formative evaluation, for instance), and suggests how the results of the study might be used to inform the national conversation about teacher effectiveness. A comprehensive definition of the components and indicators that characterize effective teachers is provided, extending this definition beyond teacher's contribution to student achievement gains to include how teachers impact classrooms, schools, and their colleagues as well as how they contribute to other important outcomes for students. Through this synthesis, the National Comprehensive Center for Teacher Quality (TQ Center) hopes to provide some practical guidance in how to best evaluate teacher effectiveness.” (p. 1)

► **Keywords:** Teacher competencies

Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? National Board certification as a signal of effective teaching. Review of Economics and Statistics, 89(1), 134–150.

Author's Abstract: “In this paper, we describe the results of a study assessing the relationship between the certification of teachers by the National Board for Professional Teaching Standards (NBPTS) and elementary-level student achievement. We examine whether NBPTS assesses the most effective applicants, whether certification by NBPTS serves as a signal of teacher quality, and whether completing the NBPTS assessment process serves as a catalyst for increasing teacher effectiveness. We find consistent evidence that NBPTS is identifying the more effective teacher applicants and that National Board Certified Teachers are generally more effective than teachers who never applied to the program. The statistical significance and magnitude of the ‘NBPTS effect,’ however, differs significantly by grade level and student type. We do not find evidence that the NBPTS certification process itself does anything to increase teacher effectiveness.” (p. 134)

► **Keywords:** Teacher competencies, policy/standards/certification/agreements

Goldhaber, D., & Brewer, D. (1997, July). Evaluating the effect of teacher degree level on educational performance. In W. Fowler (Ed.), Developments in school finance, 1996, pp. 199–210. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

The authors discuss past research that correlate teacher effectiveness to student outcomes, and focus on teachers in this study. Their research shows how subtle differences in model specification can influence the results and interpretation of the relationship between teacher qualifications and student outcomes.

► **Keywords:** teacher effectiveness, student outcomes

Goldhaber, D., & Brewer, D. (2000). Does teacher certification matter? High school teacher certification status and student achievement. Educational Evaluation and Policy Analysis, 22(2), 129–146.

Author's Abstract: “We empirically test how 12th-grade students of teachers with probationary certification, emergency certification, private school certification, or no certification in their subject area compare relative to students of teachers who have standard certification in their subject area. We also determine whether specific state-by-state differences in teacher licensure requirements systematically affect student achievement. In mathematics, we find teachers who have a standard certification have a statistically significant positive impact on student test scores relative to teachers who either hold private school certification or are not certified in their subject area. Contrary to conventional wisdom, mathematics and science students who have teachers with emergency credentials do no worse than students whose teachers have standard teaching credentials.”

► **Keywords:** teacher certification, student achievement, probationary certificate

Gorard, S. (2009). Commentary on the evaluation of teacher effectiveness through student test scores. Birmingham, UK: School of Education, University of Birmingham.

Author's Abstract: “The Tennessee Value-added Assessment System is claimed to be able to estimate the impact of teachers on their students' progress. This has led to further claims, such as that teacher quality is paramount in improving student progress. However, TVAAS and similar schemes should not be relied upon. Explanations of TVASS in the public domain are incomplete and poorly presented. TVAAS is not a ‘test’ of anything, and other analysts have attributed the same student progress residuals as used in TVAAS to school, classroom, district, leadership, social and economic factors. The analysis appears to be circular—effective teachers are defined by progress of students so students making progress have necessarily effective teachers. The analysis anyway cannot be sustained with the kinds of data available. The estimated level of missing data, and of measurement and representational error in the data that is present, suggest that the estimated residuals for each student are composed largely of error terms. Sanders and colleagues make elementary statistical errors, such as using significance tests with population data.” (p. 1)

► **Keywords:** Teacher competencies, student effects

Gordon, R., Kane, T., & Staiger, D. (2006). Identifying Effective Teachers Using Performance on the Job. Discussion Paper 2006-01. Washington, DC: Brookings Institution.

Author's Abstract: “Traditionally, policymakers have attempted to improve the quality of the teaching force by raising minimum credentials for entering teachers. Recent research, however, suggests that such paper qualifications have little predictive power in identifying effective teachers. We propose federal support to help states measure the effectiveness of individual teachers—based on their impact on student achievement, subjective evaluations by principals and peers, and parental evaluations. States would be given considerable discretion to develop their own measures, as long as student achievement impacts (using so-called “value-added” measures) are a key component. The federal government would pay for bonuses to highly rated teachers willing to teach in high-poverty schools. In return for federal support, schools would not be able to offer tenure to new teachers who receive poor evaluations during their first two years on the job without obtaining district approval and informing parents in the schools. States would open further the door to teaching for those who lack traditional certification but can demonstrate success on the job. This approach would facilitate entry into teaching by those pursuing other careers. The new measures of teacher performance would also provide key data for teachers and schools to use in their efforts to improve their performance.”

► **Keywords:** teaching quality, teacher effectiveness, teacher credentials

Hall, P. (2008, February). Building bridges: Strengthening the principal induction process through intentional mentoring. Phi Delta Kappan, 89(6), 449–452.

In this short article, Hall argues that a well-designed, formal mentoring program is one of the best ways to ensure that new principals have the best chances at being successful. In his view, a formal mentoring program allows the principal to enter the profession with a true understanding of the mentor processes, goals, and relationship responsibilities necessary to have an effective mentorship. As a result, the principal becomes what Hall calls a “master mentor.” He continues by listing the obstacles that prevent an effective mentorship and concludes by stressing the importance of a formal mentoring program and how it should be part of a professional development plan for principals.

► **Keywords:** Induction/preparation, mentoring/coaching

Hanushek, E. A., & Rivkin, S. G. (2007). Pay, working conditions, and teacher quality. The Future of Children, 17(1), 69–86.

Author’s Abstract: “Eric Hanushek and Steven Rivkin examine how salary and working conditions affect the quality of instruction in the classroom. The wages of teachers relative to those of other college graduates have fallen steadily since 1940. Today, average wages differ little, however, between urban and suburban districts. In some metropolitan areas urban districts pay more, while in others, suburban districts pay more. But working conditions in urban and suburban districts differ substantially with urban teachers reporting far less administrator and parental support, worse materials, and greater student problems. Difficult working conditions may drive much of the difference in turnover of teachers and the transfer of teachers across schools. Using rich data from Texas public schools, the authors describe in detail what happens when teachers move from school to school. They examine how salaries and student characteristics change when teachers move and also whether turnover affects teacher quality and student achievement. They note that both wages and student characteristics affect teachers’ choices and result in a sorting of teachers across schools, but they find little evidence that teacher transitions are detrimental to student learning. The extent to which variations in salaries and working conditions translate into differences in the quality of instruction depends importantly on the effectiveness of school personnel policies in hiring and retaining the most effective teachers and on constraints on both entry into the profession and the firing of low performers. The authors conclude that overall salary increases for teachers would be both expensive and ineffective. The best way to improve the quality of instruction would be to lower barriers to becoming a teacher, such as certification, and to link compensation and career advancement more closely with teachers’ ability to raise student performance.” (p. 69)

► **Keywords:** Teacher competencies, working conditions

Harris, D. N., Rutledge, S. A., Ingle, W. K., & Thompson, C. C. (2010). Mix and match: What principals really look for when hiring teachers. Education Finance and Policy, 5(2), 228–246.

Author’s Abstract: “Most of the attention paid to teacher quality has focused on teacher supply, but teacher demand is also important as school systems have been criticized for failing to hire the ‘best’ applicants. Using interviews of school principals in a mid-sized Florida school district, we examine in depth the characteristics principals prefer. Past research suggests that principals focus more on teacher personality than they do on factors that researchers often consider to be most closely related to teacher effectiveness. However, a more in-depth analysis suggests that principals prefer teachers with a mixture of personal and professional qualities—what we call the ‘individual mix.’ They also prefer an ‘organizational mix,’ hiring teachers who differ from those already in the school in terms of race, gender, experience, and skills. Finally, principals want an ‘organizational match’ in which teachers have similar work habits and a high propensity to remain with the school over time. Policy constraints, especially those related to certification, teacher tenure, and accountability, affect how principals describe their preferences as well as the way in which these preferences are translated into actual hiring decisions.” (file taken from a Word Doc copy of the research)

► **Keywords:** Teacher competencies

Harrison, J., Lawson T., & Wortley A. (2005). Action research and the professional development of induction tutors: Some unforeseen impacts and pitfalls. What do we learn? *Journal of In-Service Education*, 31(1), 83–104.

Author's Abstract: “The focus of this article is a participatory action research project funded for 2 years by the Esmée Fairbairn Foundation on the Professional Development of Subject Induction Tutors working with newly qualified teachers (NQTs) in secondary schools in three local education authorities in the East Midlands. A crucial part of the Project was three Intervention Meetings designed as training events for the target Subject Induction Tutors (SITs). Some strategies were provided to encourage reflection during the regular meetings with the NQTs and the SITs were asked to try to model the approaches they would encourage the NQT to adopt to become a more reflective and self-evaluative teacher. The article presents an overview of the intervention strategies, with examples, in connection with the Professional Review Meetings that were expected to take place at regular intervals in the NQT’s first year of teaching. It explores how SITs and NQTs were able to connect personally with the intervention strategies and the approaches to the research methods that were used. Some of the pitfalls and impacts of the chosen methods and what was learnt about participating in this type of work are considered, and some key issues for researchers facilitating this type of action research are highlighted.” (p. 83)

► **Keywords:** Induction/preparation

Hartzer, L., & Galvin, T. (2003). Administrator induction programs: Summary of research and promising practices. Hartford, CT: Connecticut State Department of Education. Retrieved from http://www.casciac.org/pdfs/admin_induction.pdf

The overall goal of this report was to research and summarize practices and guidelines being implemented for administrator induction programs. The article focuses on the following three areas: (1) identification of attributes and “promising practices” for administrator induction programs—the authors refer to characteristics of administrator induction programs as attributes or “promising” practices, as opposed to “best” characteristics or practices because most of these programs are relatively new, and formal assessments of effectiveness are unavailable; (2) summary of research on existing administrator induction programs—including international, state, academy, regional, and local district models; and (3) results of the Connecticut Survey on Administrator Induction, which was designed on the basis of the feedback from several focus groups.

► **Keywords:** Induction/preparation

Headden, S. (2014). Beginners in the classroom: What the changing demographics of teaching mean for schools, students, and society. Carnegie Foundation for the Advancement of Teaching. Retrieved from <http://www.carnegiefoundation.org/resources/publications/beginners-classroom-changing-demographics-teaching-mean-schools-students-society/>

This report by Carnegie Foundation for the Advancement of Teaching on beginning teachers discusses why new teachers leave, three different types of induction programs and their importance, and how new teachers should be supported. It argues that money is not the main reason for teacher attrition but rather “lack of administrative support—poor professional development, insufficient emotional backing, and scant feedback on performance.”

► **Keywords:** beginning teachers, teacher attrition, induction/preparation, professional development

Heaney, S. (2001). Experience of induction in one local education authority. *Mentoring and Tutoring*, 9, 241–254.

Author's Abstract: "From September 1999 the UK government's arrangements for induction of newly qualified teachers (NQTs) would be supported formally by experienced colleagues throughout their first year in teaching. The competence and progress of new teachers was to be monitored, supported and assessed against induction standards, with reports being prepared and sent to the Local Education Authority (LEA) at three points during the year. Should an NQT fail to meet the expectations described in the induction standards at the end of their first year then these new colleagues would be unable to continue teaching. The Teacher Training Agency, following details supplied by the DfEE, offered guidance on the ways in which this process should be carried through. This article examines the support provided by experienced teachers in one local authority to consider if it offers an initiation into the teaching profession, a socialisation into the current practices of particular schools or a check on basic classroom competence. It raises issues about the current focus on the practicalities of teaching and suggests new recruits may need a more robust induction to their professional role." (p. 242)

► **Keywords:** Teacher competencies, induction/preparation

Hellsten, L., Prytula, M., & Lai, H. (2009). Teacher induction: Exploring beginning teacher mentorship. *Canadian Journal of Education*, 32(4), 703–733.

Author's Abstract: "Induction programs, including mentorship, serve to bridge the transition from preservice to in-service teaching. This study explored the mentorship experiences of Saskatchewan beginning teachers. Analysis of interviews identified three themes: assigned/unassigned mentors, engaged/disengaged mentors, and single/multiple mentors. One moderating theme also emerged: the compatibility of the mentor and beginning teacher. The combination of themes provides preliminary support for an alternative model of mentoring based on learning communities and founded on the concepts of strong and weak ties and the constructivist model of knowledge." (p. 703)

► **Keywords:** Induction/preparation, mentoring/coaching

Heneman, H. G., III, Milanowski, A., Kimball, S. M., & Odden, A. (2006). Standards-based teacher evaluation as a foundation for knowledge- and skill-based pay (CPRE Policy Brief No. RB-45). Philadelphia: Consortium for Policy Research in Education; Retrieved from http://www.cpre.org/images/stories/cpre_pdfs/RB45.pdf

This policy brief discusses research conducted by the Consortium for Policy Research in Education (CPRE) that focused on the following four questions: (1) What is the relationship between teachers' standards-based teacher evaluation scores or ratings and the achievement of their students? (2) How do teachers and administrators react to standards-based teacher evaluation as a measure of instructional expertise? (3) Is there evidence that standards-based teacher evaluation systems influence teacher practice? (4) Do design and implementation processes make a difference? Findings suggest that scores from standards-based performance evaluation systems can have a positive impact on student achievement.

► **Keywords:** Teacher competencies

Hewitt, P., & Wilhelm, M. (2010). A case study of the Forth Smith public schools new teacher induction program. *International Journal of Education Administration and Policy Studies*, 2(8), pp.105–112.

Author's Abstract: "Each year almost 10% of new teachers will leave the teaching profession. By the end of the fifth year of teaching, 30 to 50% of new teachers will have left teaching. One method of retaining new teachers is through the use of new teacher induction programs. These programs help new teachers integrate and adjust to the rigors of teaching with a strong base of support. This paper is a case study of the Fort Smith public schools new teacher induction program. The Fort Smith new teacher induction program began during the 1997 to 1998 school year. Since that time 763 new teachers have participated in the program with 518 still teaching in the Fort Smith schools for a 68% teacher retention rate. Of the 32% who left the district: 14% took teaching position in another district, 17% cited family or personal issues and 1% took administrative positions within the district." (p. 105)

► **Keywords:** Induction/preparation, hiring/attrition

Hill, H. C., Beisiegel, M., & Jacob, R. (2013). Professional development research: Consensus, crossroads, and challenges. *Educational Researcher*, 7, 1-12.

Author's Abstract: "Commentaries regarding appropriate methods for researching professional development have been a frequent topic in recent issues of *Educational Researcher* as well as other venues. In this article, the authors extend this discussion by observing that randomized trials of specific professional development programs have not enhanced our knowledge of effective program characteristics, leaving practitioners without guidance with regard to best practices. In response, the authors propose that scholars should execute more rigorous comparisons of professional development designs at the initial stages of program development and use information derived from these studies to build a professional knowledge base. The authors illustrate with examples of both a proposed study and reviews of evidence on key questions in the literature."

► **Keywords:** educational policy, experimental research, professional development, program evaluation

Hobson, A. J., Malderez, A., Tracey, L., Giannakaki, M. S., Pell, R. G., Kerr, K., ... Roper, T. (2006). *Becoming a teacher: Student teachers' experiences of initial teacher training in England*. London: Department for Education and Skills.

This research presents findings from a six-year longitudinal study of teachers' initial teacher training and early professional development in England. The goal of this project was to examine teachers' experiences as they enter the teaching profession through different initial teacher training routes. The authors also sought to examine how these experiences vary, as well as how teachers' prior conceptions and expectations of teaching and teacher training shape these experiences. Utilizing data from telephone surveys and face-to-face interviews, the research results suggest that student teachers' experiences of initial teacher training vary most in reference to the initial teacher training route they were following, their age, and their prior thoughts and expectations of teaching and initial teacher training.

► **Keywords:** Induction/preparation

Horn, P., Sterling, H., & Subhan, S. (2002, February). *Accountability through best practice induction models*. Paper presented at Annual Meeting of the American Association of Colleges for teacher education, New York, February 23–26.

Author's Abstract: "This report describes a study on Arizona's beginning teacher induction examining how induction program elements vary statewide. It also examines three induction models: the California Model, the Connecticut Model, and a model for science teachers in Arizona. In 2000, researchers surveyed 197 traditional public school districts regarding their induction programs. Overall, 137 of the districts had induction programs. The term induction varied enormously in the districts. Only 34 districts addressed new teachers' need in a systematic, consistent, and ongoing manner. The most common goals for induction programs were teacher success and effectiveness, teacher support and comfort, and policies and procedures. The least reported goals included classroom management and discipline, culture, knowledge of teaching strategies, and student achievement. The most common school orientation topics were policies and procedures, curriculum and standards, and classroom management and discipline, while the least common topics were student achievement, mentoring, expectations of teachers, and a school tour. The most common professional development activities included curriculum content and standards, teaching strategies, and assessment and evaluation. The least reported categories were social activities, technology, parents, and CLP. The most common forms of follow-up were CLP, teacher evaluations, and observations. Most high intensity induction programs were located in urban areas and large school districts." (p. 81)

► **Keywords:** teacher induction, high intensity induction, induction models, teacher preparation, teaching strategies

Howe, E. R. (2006). Exemplary teacher induction: An international review. *Educational Philosophy and Theory*, 38(3), 287–297.

Author's Abstract: “How does one become an effective teacher? What can be done to stem high attrition rates among beginning teachers? While many teachers are left to ‘sink or swim’ in their first year—learning by trial and error, there remain a number of outstanding examples of collaboration and collegiality in teacher induction programs. Analysis of the most exemplary teacher induction programs from Australia, Britain, Canada, France, Germany, Japan, New Zealand and the United States revealed common attributes and exceptional features. The most successful teacher induction programs reported here include opportunities for experts and neophytes to learn together in a supportive environment promoting time for collaboration, reflection and acculturation into the profession of teaching. Furthermore, several practices unique to specific regions were highlighted. These included extended internship programs, specially trained mentors, comprehensive inservice training and reduced teaching assignments for beginning teachers with an emphasis on assistance rather than assessment.” (p. 287)

► **Keywords:** Teacher competencies, induction/preparation, hiring/attrition

Humphrey, D., Wechsler, M., Kosetti, K., Park, J., & Tiffany-Morales, J. (2008). Teacher induction in Illinois and Ohio: Findings and recommendations. Menlo Park, CA: SRI International.

Executive Summary: “This report examines the different approaches that Illinois and Ohio have taken to support new teachers. Ohio provides financial support for a statewide induction program; in contrast, with the exception of a recent \$2 million investment in 10 pilot programs, Illinois does not fund a statewide program, although district programs are common. Both states provide guidance on the features of state-approved teacher induction program; yet, both states exhibit significant variation in the characteristics of induction programs and the ways in which teachers experience their induction. Evidence from nine case study districts across the two states suggests six key conclusions: 1. Districts need adequate and stable funding to be able to plan for and provide comprehensive support to new teachers. Inadequate, untimely, and unstable funding results in inequitable access to induction. 2. Districts and states need evidence about their induction programs to ensure that resources are well spent and to allow for data-driven decisions about program structures. Districts need assistance in building capacity to collect and analyze outcome data (e.g., teacher retention and effectiveness data). Executive Summary 3. New teachers need time and support to be prepared on the first day of school. Being prepared means understanding district and school procedures as well as planning for instruction. Providing adequate orientation and preparation requires that teachers be hired before the start of school and paid for their preparation time. 4. Induction is best thought of as part of a continuum of teacher development and should be closely entwined with teacher preparation and professional development. 5. New teacher induction is not just about new teachers. Induction can be used as a vehicle to advance the professionalization of teaching. 6. New teacher induction is a promising vehicle for school improvement when it is used as a vehicle for building a professional community.” (p. 1)

► **Keywords:** Teacher effectiveness, induction/preparation

Huntily, H. (2008). Teachers' work: Beginning teachers' conception of competence. *The Australian Educational Researcher*, 35(1), 125–145.

Author's Abstract: “Worldwide, teachers' work continues to be the subject of discussion and debate, especially in terms of teacher competence and its appropriate appraisal. Available literature offers a number of perspectives of beginning teacher competence, yet the voices of beginning teachers themselves are not represented. This paper outlines the findings of a phenomenographic study that sought to uncover the conceptions of competence held by beginning teachers. The results of this study suggest that beginning teachers believe that teaching competence requires demonstration of thorough preparation, a sound knowledge base, effective classroom management, professional communication with a range of stakeholders, and an accurate sense of self-awareness in the role of teacher. These conceptions will be compared to a selection of the available literature about teacher competence and associated teaching standards.” (p. 125)

► **Keywords:** Teacher competencies

Illinois General Assembly. (2004). Public Act 093-0355: Article 21A: New teacher induction and mentoring. Retrieved from <http://www.ilga.gov/legislation/publicacts/fulltext.asp?name=093-0355>

This document is a public act outlining the guidelines of new teacher induction and mentoring programs in the state of Illinois. It provides the requirements of each new teacher induction and mentoring program, specifics about funding, and how these programs will be evaluated.

► **Keywords:** Induction/preparation, mentoring/coaching

Illinois State Board of Education. (2010). Illinois induction Program Continuum. Springfield, IL: Author.

This document illustrates the state's vision of induction programs and induction program standards. More specifically, it focuses on the Illinois induction program continuum, which is designed to "provide a common language to describe and discuss program development and ongoing improvement; assist program leadership and partners to collaboratively design, implement, and assess the quality and effectiveness of their programs; assist program leadership in setting clear, evidence-based goals and planning for program development and improvement; and identify program needs for resources and supports." In addition to this, the document provides a full explanation of nine of the Illinois induction program standards.

► **Keywords:** Induction/preparation

Ingersoll, R., & Smith, T. (2004). The impact of induction and mentoring on beginning teacher turnover in high and low poverty schools. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Author's Abstract: "In recent years there has been a growing interest in support, guidance, and orientation programs-collectively known as induction-for beginning elementary and secondary teachers during the transition into their first teaching jobs. This study examines whether such supports have a positive effect on the retention of beginning teachers. The study also focuses on different types and components of induction, including mentoring programs, collective group activities, and the provision of extra resources and reduced workloads. The results indicate that beginning teachers who were provided with multiple supports, were less likely to move to other schools and less likely to leave the teaching occupation altogether after their first year. Some forms of assistance and support, however, did not appear to increase beginners' retention."

► **Keywords:** teacher retention, mentoring program, collective group activities, teacher support, teacher orientation

Isenberg, E., Glazerman, S., Blecker, M., Johnson, A., Lugo-Gil, J., Grider, M., Dolfen, S., & Britton, E. (2009). Impacts of comprehensive teacher induction: Results from the second year of a randomized controlled study: Executive summary. NCEE 2009-407.

This study sought to evaluate the impact of structured and intensive teacher induction programs over a three year period, beginning when teachers first enter the teaching profession. Seventeen districts were selected to participate in the study based on district size, poverty, whether they were already implementing a comprehensive teacher induction program, and willingness of the district to participate in the study. The treatment group included teachers in comprehensive induction services while the control group included teachers that were exposed to induction services normally offered by districts. Results showed that during the first year in the classroom, treatment teachers were more likely to report having an assigned mentor. During the second year in the classroom, treatment teachers in one-year districts received less support than control teachers. Additionally, no impacts of comprehensive teacher induction were found on student achievement during the teacher's second year in the classroom, and no impacts were found on teacher retention after two years.

► **Keywords:** teacher induction, structured and intensive teacher induction, student achievement

Jacob, B., Kane, T., Rockoff, J, and Staiger, D. (2009). Can you recognize an effective teacher when you recruit one? Association for Education Finance and Policy, 6(1), 43–74.

Author's Abstract: "Research on the relationship between teacher characteristics and teacher effectiveness has been underway for over a century, yet little progress has been made in linking teacher quality with factors observable at the time of hire. To extend this literature, we administered an in-depth survey to new math teachers in New York City and collected information on a number of nontraditional predictors of effectiveness, including teaching-specific content knowledge, cognitive ability, personality traits, feelings of self-efficacy, and scores on a commercially available teacher selection instrument. We find that only a few of these predictors have statistically significant relationships with student and teacher outcomes. However, the individual variables load onto two factors, which measure what one might describe as teachers' cognitive and noncognitive skills. We find that both factors have a moderately large and statistically significant relationship with student and teacher outcomes, particularly with student test scores."

► **Keywords:** recruitment, effective teaching, teacher effectiveness, teacher characteristics

Johnson, L. (2009). Comprehensive induction or add-on induction? Impact on teacher practice and student engagement. Santa Cruz, CA: New Teacher Center, University of California.

The primary goal of this research was to investigate the instructional practice of beginning teachers who were mentored in comprehensive induction versus add-on induction. The sample consisted of four pairs of new teachers matched on the basis of school, subject matter, and grade level. One pair of teachers was mentored by a full-time comprehensive mentor, and one was mentored by an add-on mentor. The findings showed that the pairs of teachers who underwent comprehensive mentoring were more likely to use differentiated instruction strategies than those teachers who experienced non-comprehensive mentoring. Also, teachers mentored through the add-on model experienced decreasing levels of student engagement over time in their classrooms.

► **Keywords:** Induction/preparation

Johnson, S. M. (2006). The workplace matters: Teacher quality, retention, and effectiveness. Washington, DC: National Education Association.

This document focuses on the importance of context in relation to teacher effectiveness, namely workplace conditions. The author stresses the importance of the workplace, which includes the physical features of the building, the organizational structures that define teachers' relationships with others in the school, the characteristics of their students and peers, the political features of the organization, the cultural features, the psychological features, and the educational features such as the curriculum and testing policies. The author also cites several factors that can help teachers achieve success with their students. These include teaching assignments that match the field of expertise of the teacher, assistance from parents at home, professional development for teachers, career opportunities for growth, and facilities that are safe and well equipped to support a proper learning environment for all students.

► **Keywords:** Teacher competencies, hiring/attrition, working conditions

Jones, C., Bubb, S., Totterdell, M., & Heilbronn, R. (2002). Reassessing variability of induction for NQTs: Statutory policy and schools' provision. Journal of In-service Education, 28, 495–508.

Author's Abstract: "Since September 1999, all newly qualified teachers (NQTs) in England who wish to teach in the maintained sector have to complete an induction period. In the light of the introduction of this statutory policy, this article critically re-examines a central, long-standing perceived failure of previous induction policies, namely the variability of provision between and within schools. It draws upon an analysis of the government's induction circulars [Department for Education and Employment (DfEE), 1999, 2000; Department for Education and Skills (DfES), 2001] and uses empirical data from a larger DfES-funded project to evaluate the implementation of the policy. We argue that, for the majority of schools, induction provision has become less variable and more coherent due to the introduction of statutory induction. However, there remains a significant minority of NQTs whose reported experience does not reflect this. An attempt is made to map out the distinctive settings and circumstances where specific aspects of statutory induction are not consistently received by NQTs."

► **Keywords:** induction policies, new teacher qualifications

Jones, M. (2002). Qualified to become good teachers: A case study of ten newly qualified teachers during their year of induction. *Journal of In-service Education*, 28(3), 509–526.

This research project examined the present context of raising standards in education through improving the quality of teaching. It was concerned with the continuous professional development of newly qualified teachers during their first year in teaching. The aim of this study was to evaluate the effectiveness of the new statutory induction program in its implementation in schools from September 1999 and report the findings from the perspective of 10 newly qualified teachers and their induction tutors. The study sought to identify patterns transcending individual settings, as well as common structural and social factors influencing the professional and personal development of newly qualified teachers (p. 509).

► **Keywords:** Induction/preparation

Jorissen, K. T. (2002, April). Why they stay: Alternate route teachers' perspectives on their decisions to continue teaching after the induction period. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, LA.

Author's Abstract: "This study examined key factors contributing to the persistence of urban teachers who entered teaching through alternative certification programs. It explored how they constructed meanings from the processes, events, and relationships they experienced. Data came from a 1991-92 cohort of alternatively certified teachers who received tenure in 1994 or 1995 and were still in education in 1997-98. Teacher surveys and interviews indicated that teacher preparation factors contributing to teacher persistence included each component of the alternative route program consisting of pre-internship coursework and the internship experience. Participants recalled coursework as relevant and practical, transferred into short-term and long-term practice. They felt well-prepared and competent. As interns, participants forged strong relationships with their on-site mentors and each other. These relationships were critical in their development of professional skills and identity. Mentoring ensured daily contact with experienced teachers, who provided the emotional and technical support essential for developing competence and professional identity. The cohort relationship was particularly important in sustaining their commitment to the program. Relationships between cohort members were so strong that they continued into the inservice years, and several of the teachers reported continuing bonds with other in their cohorts 6 years into their teaching careers."

► **Keywords:** Induction/preparation, hiring/attrition

Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2006). What does certification tell us about teacher effectiveness? Evidence from New York City. Working Paper No. 12155, Cambridge, MA: National Bureau of Economic Research.

Author's Excerpt: "We use six years of data on student test performance to evaluate the effectiveness of certified, uncertified, and alternatively certified teachers in the New York City public schools. On average, the certification status of a teacher has at most small impacts on student test performance. However, among those with the same certification status, there are large and persistent differences in teacher effectiveness. This evidence suggests that classroom performance during the first two years, rather than certification status, is a more reliable indicator of a teacher's future effectiveness. We also evaluate turnover among teachers with different certification status, and the impact on student achievement of hiring teachers with predictably high turnover. Given relatively modest estimates of experience differentials, even high turnover groups (such as Teach for America participants) would have to be only slightly more effective in their first year to offset the negative effects of their high exit rates."

► **Keywords:** teacher effectiveness, certification status, teacher turnover student performance. Certification

Kapadia, K., & Coca, V. (2007). Keeping new teachers: A first look at the influences of induction in the Chicago Public Schools. Chicago: Consortium on Chicago School Research.

Author's Abstract: "To probe the effects of teacher induction, the Consortium on Chicago School Research (CCSR) included a new battery of questions designed specifically for new teachers on its spring 2005 surveys of CPS elementary and high school teachers. This first look at the influences of teacher induction uses responses from these surveys to evaluate the effects of participating in induction activities on teachers' reports of the quality of their teaching experience, whether they intend to continue teaching, and whether they plan to remain in the same school" (p. 1). Key findings identify situations typically associated with a greater likelihood of continuing to teach.

► **Keywords:** Induction/preparation

Kardos, S. M., Johnson, S. M., Peske, H. G., Kauffman, D., & Liu, E. (2001). Counting on Colleagues: New teachers encounter the professional cultures of their schools, Educational Administration Quarterly, 37 (2), 250–290. Retrieved from <http://eaq.sagepub.com/content/37/2/250> on November 10, 2011.

Author's Abstract: "Within the context of an impending teacher shortage, this article considers the professional cultures that new teachers encounter in their schools. Using new entrants' accounts, we characterized three types of professional cultures or subcultures within schools: veteran-oriented cultures, novice-oriented cultures, and integrated cultures. In veteran-oriented cultures, new teachers described norms of professional interaction determined, in large part, by the veterans, with little attention to the particular needs of beginning teachers. In novice-oriented cultures, on the other hand, new teachers described norms of professional interaction determined by novices, thus leaving them with little experienced guidance about how to teach. However, in integrated professional cultures, new teachers described being provided with sustained support and having frequent exchanges with colleagues across experience levels. Principals proved to be important in developing and maintaining integrated professional cultures where the particular needs of new teachers were both recognized and addressed."

► **Keywords:** professional cultures, veteran cultures, novice oriented cultures

Kauffman, D., Johnson, S. M., Kardos, S. M., Liu, E., & Peske, H. G. (2002). "Lost at sea": New teachers' experiences with curriculum and assessment. Teachers College Record, 104(2), 273–300.

Author's Abstract: "To better understand how new teachers experience curriculum and assessments in the face of standards-based reform, we interviewed a diverse sample of 50 1st- and 2nd-year Massachusetts teachers working in a wide range of public schools. We found that, despite the state's development of standards and statewide assessments, these new teachers received little or no guidance about what to teach or how to teach it. Left to their own devices they struggled day to day to prepare content and materials. The standards and accountability environment created a sense of urgency for these teachers but did not provide them with the support they needed. The absence of a coherent curriculum has implications for student achievement and teacher retention in that students may learn less than they otherwise might, and many new teachers who could have succeeded with more support may leave teaching prematurely because of the overwhelming nature of the work and the pain of failing in the classroom. This suggests an urgent need to reconsider the curricula and support provided to new teachers." \

► **Keywords:** professional culture, teacher support, standards

Kaufmann, J. (2007). State induction programs and mentoring for new and beginning teachers (StateNotes). Denver, CO: Education Commission of the States.

This brief provides a definition of "induction" and "mentoring" and identifies which states and territories have policies on induction programs, mentoring programs or both, including an explanation of any distinction made between the two terms.

► **Keywords:** teacher induction, teacher mentoring

Kearney, S. (2010, November). Understanding the need for induction programmes for beginning teachers in independent catholic secondary schools in New South Wales. Paper presented at the faculty of education and IERI HDR Conference, University of Wollongong.

Author's Abstract: "This article reports on the initial findings and justification for research undertaken in a Doctor of Education course at the University of Wollongong regarding induction programmes for beginning teachers in New South Wales independent Catholic high schools in the Sydney region. A review of relevant literature has identified seven elements of effective induction that have been utilised to select six Catholic independent high schools in Sydney to participate in a collective case study, which seeks to ascertain the nature of effective induction in these schools. The purpose of the case studies is to better understand the successes and limitations of these programmes and prepare policy recommendations for relevant bodies, such as the Association of Independent Schools (AIS) and the Independent Schools Council of Australia (ISCA), to inform the development of training programmes for school leaders to implement effective beginning teacher induction in their schools. The research will involve purposive sampling of schools that meet the criteria specified for effective induction; interviews of administrators and beginning teachers in the selected schools to better understand their perceptions and expectations of the programme; and, a document review of relevant policies, both from the schools and pertinent agencies, both government and private, that are related to the independent education sector. This paper will present the initial findings from the literature review that has culminated in the seven elements of 'best practice' in beginning teacher induction and the justification and the necessity of this research to enhance student learning and improve teacher retention."

► **Keywords:** teacher induction program, teacher retention, teacher preparation

Kearney, S. P. (2011, January). The importance of induction programmes for beginning teachers in independent Catholic secondary schools in South Wales. Paper presented at the Annual Hawaii International Conference on Education, Honolulu, HI.

Author's Abstract: "Beginning teacher induction is an important process in acculturating teachers to their new profession (Kearney, 2010). Researchers argue that the first year of teaching is crucial in the success, retention and development of teachers (Smith & Ingersoll 2004). The aim of this research is to ascertain the effectiveness of induction programmes in Catholic Independent High Schools in NSW; establish whether those programmes are congruent with what the literature deems as best practice; and to determine the implications this has for policy for the independent school sector. The study will comprise: an extensive literature review; a document review of induction/mentoring policies in NSW and in the schools chosen for the research; and in-depth interviews with administrators and participants of induction programmes. Researchers point out that the support and guidance in the first year of teaching is critical in arresting growing attrition rates and enabling the capacity to establish beginning teachers as valuable members of the profession (Smith & Ingersoll 2004, Wong 2004). With a looming teacher shortage crisis in NSW, effective induction programmes could be the answer; however, there has been insufficient research, especially in the independent sector, with regards to these programmes."

► **Keywords:** Teacher effectiveness, induction/preparation

Kennedy, V., & Burstein, N. (2004). An induction program for special education teachers. *Teacher Education and Special Education*, 27(4), 444–447. Retrieved from <http://files.eric.ed.gov/fulltext/EJ694072.pdf>

Author's Abstract: "Regardless of the quality of their preservice preparation programs, new teachers often leave the teaching profession; special education teachers are almost twice as likely to leave as general education teachers and more likely to leave within the first five years of employment (Claycomb, 2000; Crutchfield, 1997). Induction programs typically provide an array of supports to facilitate the transition into teaching (White & Mason, 2003). Teachers who participate in induction programs are more committed and satisfied with their jobs and more likely to remain in the profession (Whitaker, 2000). However, induction programs often do not focus on the unique responsibilities and challenges of special education teachers (Boyer & Gillespie, 2000)."

► **Keywords:** Induction/preparation, special education

Killeavy, M. (2001). Teacher education in Ireland: The induction and continuing professional development of primary teachers. *European Journal of Teacher Education*, 24, 115–132.

Author's Abstract: "This paper presents an overview of initial teacher education in the Irish Republic and examines current developments in education with reference to the professional development of teachers. An analytical case study of the professional development of a year group of BEd graduates from one Irish college of education during the first 10 years of their careers as primary teachers is presented. This study focuses on these beginning teachers' experience of the induction process and their career profile in terms of progress and retention within the profession during the first 10 years of their teaching careers. The involvement of the group in further professional and postgraduate studies is also examined and an analysis of salient relationships and patterns of association between the characteristics and earlier experiences of the cohort and their current situations is presented. The paper concludes with a discussion of the findings." (p. 115)

► **Keywords:** Induction/preparation, hiring/attrition

Kyriakides, L., Christoforou, C., & Charalambous, C. (2013, November). What matters for student learning outcomes: A meta-analysis of studies exploring factors of effective teaching. *Teaching & Teacher Education*, 36, 143-152.

Using the dynamic model of educational effectiveness as a guiding framework, this meta-analysis examines teaching factors on student achievement from 167 studies. The dynamic model factors were found to be moderately associated, while factors not included were weakly associated.

► **Keywords:** Quality of Teaching, Meta-analysis, teaching factors, educational effectiveness, theory testing and development, teacher effectiveness

Kyriakides, L., Demetriou, D., & Charalambous, C. (2006). Generating criteria for evaluating teachers through teacher effectiveness research. *Educational Research*, 48(1), 1–20.

Using the main theoretical models of teacher effectiveness research (TER), "this study attempts to generate measurable criteria of teacher evaluation, by taking into account the main principles upon which the various theoretical models of TER have been developed" (p. 1). Through questionnaires, the researchers asked Cypriot primary teachers to evaluate the appropriateness of 42 criteria of teacher evaluation for formative and summative purposes. Cypriot teachers reported that the criteria around the 'Working process' model was the most appropriate and the criteria for the 'School constituencies satisfaction' model and the 'Accountability' model were the least appropriate. Whether criteria are used for formative or summative evaluation purposes seems to matter, suggesting that distinct criteria should be developed for formative and summative evaluation purposes.

► **Keywords:** Teacher competencies

Lackney, L. (2008). Teacher environmental competence in elementary school environments. *Children, Youth, and Environments* 18(2), 134–157.

Author's Abstract: "Teacher environmental competence, the ability to understand and effectively use physical instructional space for a pedagogical advantage, continues to receive limited attention in education. Exploring the perceptions of 20 teachers at five urban elementary schools, this study investigates teachers' understanding and effective use of the physical environment to meet instructional goals. It examines organizational factors that contribute to poor environmental competence in school environments. The action research approach employed in this study includes a set of interconnected training, research and action activities. Once teachers were introduced to a means of communicating their environmental experience through the training component, they were able to articulate specific environmental concerns, see their interrelationship, and make judgments of priority. The paper suggests avenues for raising the environmental competence of educators within the context of educational reforms advocating for collaborative, learner-centered environments."

► **Keywords:** Teacher competencies, communities/environment

Behrstock, E., Meyer, C., Wraight, S., & Bhatt, M. (2009, November). Managing educator talent: A research-based framework for district and state policymakers. Naperville, IL: Learning Point Associates.

The Managing Educator Talent (METworks) framework provides information intended to help states and districts design education systems that treat the teaching profession as a continuum. Originally developed by Learning Points Associates, the METworks framework presents a series of teacher-career components, and delineates the ways in which these components might be handled systematically. METworks provides states and districts with an approach to solving what are identified as the most pressing educator talent management concerns. The components of the educator career continuum discussed in the framework are: preparation; recruitment; hiring; induction; professional development; compensation and incentives; working conditions; and performance management.

► **Keywords:** Teacher recruitment and preparation, performance management, hiring, induction, professional development

Behrstock-Sherratt, E., Bassett, K., Olson, D., & Jacques, C.. (2014, April). From good to great: Exemplary teachers share perspectives on increasing teacher effectiveness Across the career continuum. Naperville, IL: Learning Point Associates.

The From Good to Great brief reports on an exploratory survey of more than 300 National and State Teachers of the Year. They shared what experiences and supports helped them grow from preservice and novice teachers into great teacher leaders. This report is the result of a yearlong collaboration among seven leading organizations working to advance teaching and elevate the profession including:

American Association of Colleges of Teacher Education, Council for the Accreditation of Educator Preparation, Council of Chief State School Officers, GTL Center, National Council on Teacher Quality, National Education Association, and NNSTOY. The specific experiences and supports that survey respondents rated most important during the Novice Stage were: access to a mentor; access to a supportive principal; placement that aligned with their talent, training, or certification; collaboration with colleagues; common planning time; professional learning communities; self-developed professional growth plan; and self-reflection opportunities.

► **Keywords:** Teachers of the Year, AACTE, CAEP, CCSSO, GTLC, NCTQ, NEA, NNSTOY, Novice Stage, access, placement, alignment, collaboration, professional development, professional learning communities, common planning time.

Leigh, A. (2010). Estimating teacher effectiveness from two-year changes in students' test scores. *Economics of Education Review*, 29(3), 480–488.

Author's Abstract: "Using a dataset covering over 10,000 Australian primary school teachers and over 90,000 pupils, I estimate how effective teachers are in raising students' test scores from one exam to the next. Since the exams are conducted only every two years, it is necessary to take account of the teacher's work in the intervening year. Even after adjusting for measurement error, the resulting teacher fixed effects are widely dispersed across teachers, and there is a strong positive correlation between a teacher's gains in literacy and numeracy. Teacher fixed effects show a significant association with some, though not all, observable teacher characteristics. Experience has the strongest effect, with a large effect in the early years of a teacher's career. Female teachers do better at teaching literacy. Teachers with a master's degree or some other form of further qualification do not appear to achieve significantly larger test score gains. Overall, teacher characteristics found in the departmental payroll database can explain only a small fraction of the variance in teacher performance."

► **Keywords:** Teacher effectiveness, teacher competencies, student effects

Lesniewski, L. (2009). Effects of new teacher induction programs on K–12 teacher retention and satisfaction. MA Thesis, Northern Michigan University.

Author's Abstract: "Teacher attrition rates are on the rise as well as the costs for replacing the teachers who have left. School districts need to do something about the escalating rates and costs. An increase in research has shown a link between student achievement and the quality of a teacher's instruction. New teacher induction programs are being implemented into school districts to help lower attrition rates. One of the main goals of induction programs is to ensure professional success and retention of new teachers. Induction programs also improve the educational performance of students through improved training, information, and assistance for new teachers. Every school district is unique, so every induction program should be developed along different goals" (p. 4).

► **Keywords:** Teacher attrition, teacher retention, teacher induction, teacher performance

Levine, M., & Trachtman, R. (2007). Professional development school (PDS) pathways to teacher quality in urban areas: Linking PDSs to improve teacher induction and alternate routes to certification. Washington, DC: National Council for Accreditation of Teacher Education.

Author's Abstract: "Public schools, particularly those in urban school districts, suffer from a shortage of experienced, well qualified teachers. This is caused largely by the high turnover of new and under-prepared teachers, which has considerable costs to districts and to student achievement. This paper argues for the creation of district-wide networks of PDSs or PDS-like institutions in which induction programs are embedded. Research has shown that effective induction programs, those that are embedded in a school-wide setting, can significantly improve the functioning of new teachers and increase the probability of their not leaving after a year or two. The paper examines the implications of front-end investment in high-quality induction programs on universities, school districts, and government education policy."

► **Keywords:** Induction/preparation, hiring/attrition

Little, O., Goe, L. & Bell, C. (2009). A practical guide to evaluating teacher effectiveness. Washington, DC: National Comprehensive Center for Teacher Quality.

Author's Abstract: "There are many different conceptions of teacher effectiveness, and defining it is complex and sometimes generates controversy. Teacher effectiveness is often defined as the ability to produce gains in student achievement scores. This prevailing concept of teacher effectiveness is far too narrow, and this guide presents an expanded view of what constitutes teacher effectiveness. The guide outlines the methods available for addressing specific aspects of teaching. Those charged with the task of identifying measures of teacher effectiveness are encouraged to carefully consider which aspects are most important to their context—whether national, state, or local. In addition, the guide offers recommendations for improving teacher evaluation systems. The conclusion indicates that a well-conceived system should combine approaches to gain the most complete understanding of teaching and that administrators and teachers should work together to create a system that supports teachers as well as evaluates them." (p. 1)

► **Keywords:** Teacher competencies, student effects

Lopez, A., Lash, A., Shaffner, M., Shields, P., & Wagner, M. (2004). Review of research on the impact of beginning teacher induction on teacher quality and retention. Menlo Park, CA: SRI International.

Author's Abstract: "The main goals of the review were to learn what the existing literature tells us about (1) whether induction programs affect teacher retention and teacher quality (particularly in terms of student achievement) and (2) which components of induction programs are the most promising in terms of improving teacher retention and teacher quality (again, particularly in terms of student achievement). The review focuses on induction programs for beginning teachers, defined as being in their first or second year of teaching, though some of the studies we review used broader definitions that included teachers new to the state, district, or school. The bottom line of the review is that in spite of the intuitive appeal of induction programs and a plethora of literature on what induction programs should encompass, there are few examples of rigorous research that demonstrate the impact of induction efforts." (p. 2)

► **Keywords:** Teacher competencies, induction/preparation, hiring/attrition

Luft, J. A., Roehrig, G. H., & Patterson, N. C. (2003). Contrasting landscapes: A comparison of the impact of different induction programs on beginning secondary science teachers' practices. *Journal of Research in Science Teaching*, 40(1), 77–97.

Author's Abstract: "Induction programs are essential in addressing the unique pedagogical and content needs of secondary science teachers. Yet most secondary science teachers have little access to general induction programs, and even less opportunity to participate in specialized science induction programs. This study examines the impact of three different induction programs on secondary science teachers. The teachers were matched by grade level among three groups; one group participated in a science-focused support program, another participated in a general support program, and a third had no formal support. All teachers were monitored during the spring semester to understand their teaching beliefs, instructional practices, and experiences in the classroom. The analysis of data revealed that the secondary science teachers in the science-focused support program implemented more student-centered inquiry lessons, held beliefs aligned with student-centered practices, and felt fewer constraints in their teaching than did the other two groups of teachers. This study reinforces the importance of induction programs for teachers, suggests there is a need for specialized support programs for beginning science teachers, and recommends that universities and school districts work together to develop such programs." (p. 77)

► **Keywords:** Teacher effectiveness, induction/preparation

Maryland Department of Labor, Licensing, and Regulation, Division of Workforce Development and Adult Learning. (n.d.). Professional standards for teachers in adult education: Maryland's framework. Baltimore: Author.

Author's Abstract: "Maryland's Office of Adult Education and Literacy Services recognizes the critical relationship between learner outcomes and effective classroom practice. While there is limited research showing direct correlations between specific instructional procedures and adult learning, there are a number of instructional practices and teacher competencies recognized as broadly effective by practitioners, administrators, and learners (Galbraith & Gilley, 1986; U.S. Department of Labor, 1991; U.S. Department of Education, 1992). Adult Education and Literacy Services convened a statewide Professional Development Symposium on July 13 and 14, 2005, to begin charting a new course for the statewide professional development system, to meet the needs of the 21st century. A diverse representation of all 34 Adult Education and Literacy Services grantees took part in the symposium, which was facilitated by presenters from the National Adult Education Professional Development Consortium and Strategic Training and Resources, Inc. At the symposium, grantees field examined research, reviewed professional development models and made recommendations on needed enhancements. Participants overwhelmingly voiced support and interest in the adoption of teacher standards as one of the first steps in improving instruction and strengthening the professional development system. The standards were viewed as an opportunity to clarify the skills and knowledge that lead to learner achievement and quality instruction in the adult education classroom. Standards would also foster a closer alignment between teachers' needs and professional development activities. This document provides background on the development of the teacher standards framework." (p. 3)

► **Keywords:** Teacher effectiveness, teacher competencies, student effects, adult education, standards

Marzano, R., Walter, T., & McNulty, B. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum.

Author's Abstract: "Unlike many other books about school leadership, this one blends practical advice and research. Most books on the topic address one or the other, but not both. We believe that, at this particular time in the history of K–12 education in the United States, a book like this one is not only useful but also necessary because calls for research-based practices have never been as strong as they are now. Similarly, calls for school leadership that translates into enhanced student achievement have never been as strong. To answer both calls we conducted a meta-analysis of the research on school leadership spanning 35 years and found studies from 1978 to 2001 that met our selection criteria. Additionally, we conducted a factor analysis of a survey derived from our meta-analysis and administered to more than 650 building principals."

► **Keywords:** Teacher competencies, school leadership/improvement, student effects

Mathers, C., Oliva, M., & Laine, S. (2008). Improving instruction through effective teacher evaluation: Options for states and districts. Washington, DC: National Comprehensive Center for Teacher Quality.

Author's Abstract: "The purpose of this Research and Policy Brief is to provide state and local policymakers with a comprehensive understanding of the measures used in teacher evaluation—their strengths, limitations, and current use in policy and practice. This brief will underscore aspects of evaluation policies currently aligned with best practices as well as illuminate areas where policymakers may improve evaluation rules, regulations, and their implementation, thereby improving teacher instruction and student performance."

► **Keywords:** Teacher competencies

Matthews, L. J., Hansen, M., & Williams, E. J. (2004). The principal's role in mentoring: Implications not always considered. The Researcher, 18(1), 6–14.

Author's Abstract: "This study explored the importance of principals' involvement in the implementation, facilitation, and assessment of mentoring programs for student teachers and beginning teachers. Using five mentoring programs from the literature as a conceptual model, the researchers observed and interviewed ten mentors of student teachers and beginning teachers. The results indicated that the effective mentoring programs for beginning teachers and student teachers had principals who were involved and aware of the inherent problems and faulty practices that subverted good mentoring. Likewise, these problems were more apparent in schools without principal involvement." (p. 6)

► **Keywords:** Induction/preparation, leadership/school improvement

McCann, T. M., Johannessen, L., & Ricca, B. P. (2005). Supporting beginning English teachers: Research and implications for teacher induction. Urbana, IL: National Council of Teachers of English.

Why do some early-career English teachers leave the profession while others stay? This book extends earlier research about the concerns of beginning teachers in general and also examines specifically the frustrations of beginning high school English teachers. Based on their findings from a three-year research study, the authors review the common concerns among beginning English teachers and the underlying factors that make these issues distressful; they also describe new teachers' means for coping with difficulties, their journey toward competence and confidence, and the measures that universities, schools, and new teachers themselves can take to increase the likelihood that promising new teachers will remain in the profession.

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED489296&ERICExtSearch_SearchType_0=no&accno=ED489296.

► **Keywords:** Induction/preparation

McCarthy, M., & Guiney, E. (2004). Building a professional teaching corps in Boston: Baseline study of new teachers in Boston's public schools. Boston: Boston Plan for Excellence.

The analysis relies heavily on anonymous surveys, other sources include human resources electronic and paper files, Center for Leadership Development courses, and orientation electronic and paper files. The researchers explored four main topics: new teachers' experiences with the hiring process; retention of new teachers; new teachers' experiences with support and induction; and recommendations that might bolster the overall experiences of novice teachers in the BPS. The report points out inefficiencies in the hiring process, as well as some pitfalls of the mentoring program available to new hires, which was very receptive overall.

► **Keywords:** Induction/preparation, hiring/attrition

McCormack, A., & Thomas, K. (2003). Is survival enough? Induction experiences of beginning teachers within a New South Wales context. *Asia-Pacific Journal of Teacher Education*, 31(2), 125–138.

Author's Abstract: “There is a consensus among both educators and employers worldwide supporting the need to ensure quality induction for beginning teachers to assist graduates to attain a high standard of professional practice. This paper attempts to highlight the extent and nature of the programmes and procedures employed in government schools in NSW to assist induction. Analyses of data collected from questionnaires, focus group and personal interviews will highlight the outcomes of these programmes. The conflict and tensions between the professional development expectations of the employer and the need to ‘survive’ felt by beginning teachers will be explored. Suggestions to improve this transition into the workplace will be made.” (p. 125)

► **Keywords:** Induction/preparation

McGlamery, S., Fluckiger, J., & Edick, N. (2002). Omaha induction keeps one foot in the university. *Journal of Staff Development*, 23(4), 37–40.

This article describes the Career Advancement and Development for Recruits and Experienced Teachers (CADRE) project, a teacher induction program that involves seven metropolitan Omaha public school districts and the College of Education at the University of Nebraska–Omaha. The project involves mentoring, graduate coursework (including a portfolio), and peer support. The article also outlines some of the project’s successes over the previous six years.

► **Keywords:** Induction/preparation

McNally, J. (2006). From informal learning to identity formation: A conceptual journey in early teacher development. *Scottish Educational Review*, 37 (Special edition: Teacher education and professional development), 79–89.

Author's Abstract: “This paper traces the development of an attempt to understand how teachers learn to teach from a vague grounded concept of informal learning through to identity formation. Drawing on ongoing research into beginning teachers in a Scottish context, it is argued that the early experience of teaching is characterised by emotionality and relationality rather than as a more cognitive or competence-related kind of professional learning. The conclusion is that progressive focusing on researching informal learning has been important in leading to a more robust theory of early professional learning in teaching, supported by a wider international literature, as a deeper process of personal change and an emergent self-as-teacher identity.”

► **Keywords:** Teacher competencies, induction/preparation

Menter, I., Hulme, M., Elliot, D., & Lewin, J., (with Baumfield, V., Britton, A., Carroll, M., Livingston, K., McCulloch, M., McQueen, I., Patrick, F., & Townsend, T.). (2010). Literature review on teacher education in the 21st century. Edinburgh, Scotland: Education Analytical Services, Schools Research, Scottish Government.

This literature review looks at “the contribution that teacher education can make to the quality and effectiveness of the educational experience and wider personal development of young people, drawing on effective practice in Scotland and elsewhere. The four objectives of this review are to: provide a high level overview of the current model of teacher education in Scotland, identifying current strengths and areas for improvement; identify other education systems (which are broadly comparable to Scotland) that have undergone a significant curricula change, have seen a recent rise in educational standards or are already high performing, and explore the contribution of teacher education to their overall strategy, drawing out learning appropriate to Scotland; explore the relationships between forms of teacher education and the enhancement of professionalism, and between enhanced professionalism and pupil outcomes; and provide an overview of effective practice in evaluating the impact and effectiveness of teacher education.” (p. 1)

► **Keywords:** Teacher competencies, leadership/school improvement

Mitchell, H. E. & J. M. Laidlaw. (1999). Make induction day more effective: Add a few problems. *Medical Problems*, 33(6), pp. 424–428. Retrieved on November 19, 2011, from <http://www.mendeley.com/research/make-induction-day-more-effective-add-few-problems/>

Author's Abstract: "Induction courses are important to introduce Pre-Registration House Officers (PRHOs) to their new place of work. Traditionally, such programmes employ lectures, small group discussion and demonstrations. They let PRHOs meet members of various hospital disciplines and services. Since 1991, an interactive induction programme has been held each August for new PRHOs in the Eastern Region of Scotland taking up posts in Dundee Teaching Hospitals NHS Trust. DESIGN: Feedback from participants allows the course to be refined each year. In 1995, three paper-based patient management problems (PMPs) were included in the induction programme. Response was favourable. Most of the participants (82%) suggested the PMPs should be used again, but that more time should be allocated to enable them to tackle the problems. By August 1996, we aimed to provide a relevant and interactive programme that encouraged PRHOs to make immediate use of hospital resources. Two PMPs, in print format described likely case histories, with tasks that mirrored the junior doctors' forthcoming responsibilities. Healthcare team members and laboratory staff provided support as did study boards displaying written sheets of relevant clinical information. RESULTS: In the subsequent evaluation, the PMP component was rated highly by participants. They effectively triggered PRHOs to interact with hospital staff. CONCLUSIONS: We conclude that PMPs provide a valuable learning experience for junior doctors and are a useful addition to an induction day programme. We plan to refine and increase the use of PMPs in undergraduate and postgraduate settings."

► **Keywords:** induction program research

Moir, E. (2003). Launching the next generation of teachers through quality induction. Paper prepared for the National Commission on Teaching and America's Future, 2003 Annual Commissioners and Partner States' Symposium.

A high quality induction model has specific components that help teachers become better at what they do. Quality induction models are worth the investment. Investment in high quality teacher induction programs will lead to better teachers, which will lead to improved student outcomes.

► **Keywords:** teacher induction, teacher quality, induction models

Moir, E., & Gless, J. (2001). Quality induction: An investment in teachers. *Teacher Education Quarterly*, 28(1), 109–114.

The authors assert that a high-quality induction model has specific components that help teachers become better at what they do. They suggest that quality induction models are worth the investment. The article concludes by stating that investment in high-quality teacher induction programs will lead to better teachers, which will lead to improved student outcomes.

► **Keywords:** Induction/preparation

Moskowitz, J., & Stephens, M. (Eds.). (1997). From students of teaching to teachers of students: Teacher induction around the Pacific Rim. Washington, DC: Asia-Pacific Education Forum.

Author's Abstract: "This is the final report of Phase 2 of a study on teacher training and professional development in the nation members of Asia Pacific Economic Cooperation (APEC). Phase 2 examined policy and practices of teacher induction in 11 participating APEC members. This report provides responses to a survey and three case studies. The survey asked Education Forum representatives or issue-area experts about strategies, programs and practices, participation, mentors, guidance teachers, government policies, financing, outcomes, and future plans. The case studies examined teacher induction models in Australia, Japan, and New Zealand. Results showed that promising teacher induction models operate within a culture of shared responsibility and an environment where all professionals take active roles in the acculturation and transition of new teachers. The programs use a multi-pronged set of support strategies, including mentoring, modeling, practice, orientations, and in-service training; they focus on assisting rather than assessing new teacher. The report includes six chapters: (1) "APEC Teacher Induction Study: Introduction and Methodology"; (2) "Overview of Teacher Induction Policy and Practice: Results of the Exploratory Survey" (Maria Stephens and Jay Moskowitz); (3) "Strangers in Their Own Country: Teachers in the Northern Territory of Australia" (Jay Moskowitz and We Whitmore); (4) "The Training Year: Teacher Induction in Japan" (David Nohara); (5) "Teacher Induction in an Era of Educational Reform: The Case of New Zealand" (Jay Moskowitz and Shelley Kennedy); and (6) "Lessons Learned, Challenges Remaining" (Jay Moskowitz). Four appendixes present a research frame for the APEC study, the APEC member survey on teacher induction, teacher induction program highlights, and 1995 APEC teacher induction study draft site visit guidelines" (From <http://www.eric.ed.gov/PDFS/ED415194.pdf>).

► **Keywords:** teacher induction, policy, practice, student teaching, mentoring

Mourshed, M., Chijioke, C., & Barber, M. (2010). How the world's most improved systems keep getting better. McKinsey and Company.

Almost every country has undertaken some form of school system reform during the past two decades, but very few have succeeded in improving their systems from poor to fair to good to great to excellent. This report looks closely at 20 school systems from different parts of the world, and from an array of starting points, that have registered significant, sustained, and widespread student outcome gains, and examines why what they have done has succeeded where so many others failed. In undertaking this research, we have sought to understand which elements are specific to the individual system and which are of broader or universal relevance. We believe that what we have discovered will help other systems and educational leaders to replicate this success (p. 10).

► **Keywords:** school reform, school success

Moyles, J., & Stuart, D. (2003). Which school-based elements of partnership in initial teacher training in the UK support trainee teachers' professional development? (Research Evidence in Education Library). London: EPPI-Centre, Social Science Research Unit, Institute of Education. Retrieved from http://eppi.ioe.ac.uk/EPPIWebContent/reel/review_groups/TTA/Partnership/Partnership_2003review.pdf

This literature review "highlights the varying facets of the schools' participation in partnership, and establishes which of these facets appears to be the most effective in supporting student teachers throughout their ITT [initial teacher training] courses and provides them with the best professional basis upon which to continue successful careers in teaching" (p. 1). "There appears to be a dearth of research into what schools actually do in partnership. This could be attributed to two factors. Either, there has been no in-depth research into what it is the schools actually do; or, the reality is that schools do little in the organisation and management of the partnership, apart from to provide a classroom and a supervising teacher. The latter may go some way to explaining the plethora of studies concerning supervising teachers. The review would suggest the need for a clearly formulated empirical study with the express aim of examining how schools within a partnership system support students, which would identify not just perceptions of experience but criteria for specific—and effective—practices" (p. 3).

► **Keywords:** Induction/preparation, mentoring/coaching

Mulholland, J., & Wallace, J. (2001). Teacher induction and elementary science teaching: Enhancing self-efficacy. *Teaching and Teacher Education, 17*, 243–261.

Author's Abstract: "This paper reports on a longitudinal case study of an elementary teacher, Katie, during her transition from preservice to inservice teaching. The concept of self-efficacy belief is used as a framework for presenting the findings of the study. Perceived self-efficacy refers to beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments. Katie's experiences in science teaching can be seen as potentially belonging to one of four categories described as sources of information from which efficacy beliefs are constructed and thus providing her with information about her competency as a teacher. Her experiences had the capacity for both positive and negative effect on her self-efficacy beliefs, but her persistence with science teaching can be interpreted as evidence of existing high self-efficacy in this domain." (p. 243)

► **Keywords:** Induction/preparation

Murray J.C. (2009). Teacher competencies in the post method landscape: the limits of competency based training in TESOL teacher education. *Prospect, 24* (1), 17–29. Retrieved on November 1 at http://www.ameprc.mq.edu.au/docs/prospect_journal/volume_24_no_1/JillMurray.pdf

Author's Abstract: "This paper critically examines the application of competency-based training to teacher education in Teaching of English to Speakers of Other Languages (TESOL). This approach to specifying curriculum outcomes emerged in Australia in the early 1980s and has recently begun to regain ground in terms of significance and impact. This is because of the requirement for a growing number of TESOL certificate and diploma courses in New South Wales to be accredited within the vocational education and training (VET) sector, a process replicated to varying degrees in other States and Territories. This paper, using evidence from the literature on the development and application of competency-based training in other fields and an exploration of changing teaching practices that have arisen in the transition to a post-method era in TESOL, argues that the narrow view of this approach is fundamentally unsuitable for language teacher education and that a viable alternative approach to course accreditation needs to be found."

► **Keywords:** competencies, TESOL training, ESL, certification, English language

National Comprehensive Center for Teacher quality & Public Agenda. (2007). They're not little kids anymore: The special challenges of new teachers in high schools and middle schools (Issue No. 1 of Lessons Learned).

The National Comprehensive Center for Teacher Quality and Public Agenda surveyed first-year elementary, middle, and high school teachers to explore "why teachers come into the profession, what their expectations are and what factors contribute to their desire to stay in teaching or leave it" (p. 4). The study found that most teachers choose to teach because they are teaching a subject they love and they want to help disadvantaged children, but teaching is less likely to have been a first choice of lifelong profession for those who are teaching secondary school. Most teachers feel that their students are learning, but secondary teachers are less satisfied with their training. New secondary teachers are more likely to report dissatisfaction with their teaching situation and little optimism about improvement.

► **Keywords:** teaching profession, teaching experience

National Council on Teacher Quality. (2008). 2008 state teacher policy yearbook: What states can do to retain effective new teachers (National Summary). Washington, DC: Author. Retrieved from http://www.nctq.org/stpy08/reports/stpy_national.pdf

This report provides an in-depth analysis of state-level policy to support the retention of effective new teachers. Based on the review of state-level policy, the report identifies five key findings: (1) states grant teachers tenure without considering whether they are effective; (2) states are not doing enough to help districts identify effective teachers; (3) states are complicit in keeping ineffective teachers in the classroom; (4) state policies raise barriers and offer few incentives to retain effective teachers; and (5) state pension systems are generally inflexible and unfair to all teachers, but they particularly disadvantage teachers early in their careers. The executive summary presents criteria for an effective reform framework; however, there is no other discussion of methodology for data collection or analysis.

► **Keywords:** Teacher effectiveness, teacher competencies, induction/preparation

National Research Council. (2011). Improving adult literacy instruction: Options for practice and research. Washington, DC: The National Academies Press.

This book tries to do three things: (1) synthesize research on literacy and learning; (2) draw implications for the instructional practices used to teach reading in adult literacy programs; and (3) recommend a more systemic approach to research, practice, and policy. It comprises nine chapters, each focusing on a different aspect of adult literacy. It provides background on what adult literacy means, where it stands today, technology to promote adult literacy, and some recommendations for research as well as recommendations for federal and state policymakers.

► **Keywords:** Teacher competencies, adult education

New Hampshire Department of Education. (2010). Adult high school competencies. Concord, NH: Bureau of Adult Education, Division of Career Technology and Adult Learning.

This document presents model competencies for adult high school programs, including “competencies for the following classes: U.S. History, Civics, Economics, Algebra 1, and Biology. In addition, the English teacher group identified general competencies for reading, writing, speaking, and listening from which local programs can select appropriate competencies for specific classes.” The competencies were developed by a group of experienced adult educators determined to be effective by their district—following a review of state and local competencies from a variety of sources.

► **Keywords:** Teacher competencies, adult education

New Zealand Ministry of Education. (2005). Key competencies in tertiary education: Developing a New Zealand framework. Tertiary Education Learning Outcomes Policy Discussion Document.

This is New Zealand’s framework for key competencies for the tertiary education sector. The document defines what key competencies are. An ulterior goal of this work is to help generate reflection on core areas for learning in tertiary education programs, and the framework is designed to help promote consistency in policy discussions regarding learning outcomes in schools and tertiary education sectors in New Zealand. The Government of New Zealand developed Tertiary Education Strategies (2002-2007), in an effort to address its vision for New Zealand to ensure that most New Zealanders have “the required mix of generic and specific skills and the adaptability to contribute to national economic and social wellbeing.” Key competencies in tertiary education is consistent with this national government effort, and identifies four overarching key competencies (1) operating in social groups; (2) acting autonomously; (3) using tools interactively; and (4) thinking. The framework presents a model in which “thinking” is the mediator between the other three large competencies. The document further delineates the specific skills encompassed under each of the four large competency area.

► **Keywords:** competencies, tertiary education competencies, learning outcomes

Nordenbo, S., Larsen, M., Tiftikci, N., Wendt, R., Ostergaard, S. (2008). Teacher competencies and pupil achievement in pre-school and school; A systematic review carried out for the Ministry of Education and Research. Oslo: Danish Clearinghouse for Educational Research.

This is a report of the second study and first systematic research review commissioned by The Ministry of Education and Research, Oslo, and conducted between 2007 and 2008. The document explains the methods and techniques used to identify the dimensions of teacher competencies that contribute to student achievement. As per inquiry of the Ministry of Education and Research in Oslo, the authors examined effect studies conducted between 1998 and 2007 that focused on the relationship between teacher competences and student achievement. Based on specified criteria, they identified 70 studies from which they categorized three major findings that have implications for the teacher’s relationship with individual students as well as the classroom as a whole: (1) the teacher must possess the competence in order to enter into a social relation with individual students; (2) in relation to the whole class (all pupils) the teacher must possess the competence to teach the class (3) In relation to the content of the teaching, the teacher must possess competence both in the teaching-learning process in a general sense and in the individual subjects taught.

► **Keywords:** teacher competencies, teacher social relationships, teaching-learning process

O'Brien, J. (2009). Teacher induction: Does Scotland's approach stand comparison? Research in Comparative and International Education, 4(1), 42–52.

Author's Abstract: "The 2-year probationary experience of new teachers was described by the McCrone Report as scandalous and led to the development of an induction standard (as part of an emerging framework or continuum of standards for various stages of teacher development) with related structures of support for beginner teachers in Scotland provided by schools and Education Authorities. The approach adopted by the Evidence for Policy and Practice Information and Coordinating Centre review of the international literature since 1998 on teacher induction offers a lens through which to review developments in Scotland. Hastily implemented but generally regarded to be a success by the General Teaching Council for Scotland and the Scottish government, how do the Scottish developments measure up?"

► **Keywords:** Teacher competencies, induction/preparation, leadership/school improvement, hiring/attrition

Oliver, R. M., & Reschly, D. J. (2007). Effective classroom management: Teacher preparation and professional development (TQ Connection Issue Paper). Washington, DC: National Comprehensive Center for Teacher quality. Retrieved from <http://eric.ed.gov/?q=classroom+management&ft=on&ffl=eduElementary+Secondary+Education&id=ED543769>

Classroom management to improve outcomes for students in special and general education is examined through the role of teacher preparation and development. The paper discusses research and makes recommendations related to teacher quality and effectiveness as those areas connect to classroom management. Recommendations are given for both teacher preparation and teacher professional development. Each recommendation includes a discussion of the research base supporting that recommendation and strategies for implementing the recommendation. There is no discussion of the methodology used to determine recommendations, strategies, or the supporting research.

► **Keywords:** Teacher competencies, induction/preparation

Ontario College of Teachers. (2003). New teacher induction: Growing into the profession. Retrieved from http://www.oct.ca/-/media/PDF/Growing%20into%20the%20profession/EN/induction_white_paper_e.ashx

The Ontario College of Teachers has sought to "create a systematic way to ensure that the professional skills and knowledge of all our members is enhanced by the teaching and learning inherent in an induction program." This report describes and promotes the college's vision of induction, which comprises the benefits of induction, the connection to standards of practice, guiding principles of induction, what teachers need to be effective, and mentoring. The report also provides a framework for induction. In addition, the authors present recommendations for induction programs and an overview of the process used to develop the paper, with key findings.

► **Keywords:** Induction/preparation, mentoring/coaching, standards

Organisation for Economic Co-operation and Development. (2009). PISA 2009 assessment framework—Key competencies in reading, mathematics and science. Paris, France: Author.

This document presents the framework used to inform the 2009 Program for International Student Assessment (PISA). The purpose of the PISA (and framework) is to present cross-nationally comparable evidence on student performance. PISA is designed to collect information through three yearly assessments and presents data on domain-specific knowledge and skills in reading, mathematics, and science of students, schools, and countries. This document presents the framework used for each of these domains. The PISA assessment takes a broad approach to measuring knowledge, skills, and attitudes that reflect current changes in curricula, moving beyond the school-based approach toward the use of knowledge in everyday tasks and challenges. PISA examines students' knowledge and their ability to reflect and apply their knowledge and experience to real-life issues.

► **Keywords:** Teacher competencies, student effects

Organisation for Economic Co-operation and Development. (2011). Building a high-quality teaching profession: Lessons from around the world. Paris, France: Author.

This book focuses on examining evidence on how to improve teacher quality and the quality of learning by focusing on the concepts of (1) how teachers are recruited into the profession and trained initially, (2) how teachers are developed in service and supported, (3) how teachers are evaluated and compensated, and (4) how teachers are engaged in reform. Using data from all over the world, the book explores each of these concepts in individual chapters, with the first three looking at system features that shape particular aspects of teachers' careers. The fourth chapter discusses what can make reform successful and effective.

► **Keywords:** Teacher competencies, hiring/attrition, reform

Palardy, G., & Rumberger, R. (2008). Teacher effectiveness in first grade: The importance of background qualifications, attitudes, and instructional practices for student learning. Educational Evaluation and Policy Analysis, 30(2), 111–140.

This study uses Early Childhood Longitudinal Study data to investigate the importance of three general aspects of teacher effects—teacher background qualifications, attitudes, and instructional practices—to reading and math achievement gains in first grade. The results indicate that compared with instructional practices, background qualifications have less robust associations with achievement gains. These findings suggest that the No Child Left Behind Act's "highly qualified teacher" provision, which screens teachers on the basis of their background qualifications, is insufficient for ensuring that classrooms are led by teachers who are effective in raising student achievement. To meet that objective, educational policy needs to be directed toward improving aspects of teaching, such as instructional practices and teacher attitudes.

► **Keywords:** Teacher competencies

Palomera, R., Fernandez-Berrocal, P., & Brackett, M. (2008). Emotional Intelligence as a basic competency in pre-service teacher training: Some evidence. Electronic Journal of Research in Educational Psychology, 6(2), 437–454.

This article calls for the inclusion of emotional competencies in the objectives of teacher pre-service training programs. The research review concludes that (1) emotional competencies facilitate adequate personal, social, and academic adjustment and (2) training on emotional competency should be explicitly integrated within compulsory education. Teacher pre-service training should be the foundation for educator training on this subject. The article reviews the research on emotional competencies, and specifically emotional intelligence on students' personal, academic, and social functioning, as well as teacher effectiveness and well-being. In addition, the article analyzes functions that legislation requires of teachers.

► **Keywords:** Teacher competencies, induction/preparation

Parsad, B., Lewis, L., Farris, E., & Greene, B. (2001). Teacher preparation and professional development: 2000. (Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Author's Abstract: "Concerns about the quality of the nation's public education system have increased attention to key elements of teacher effectiveness within recent years (Darling-Hammond 2000; Lewis et al. 1999; Mayer, Mullens, and Moore 2001; National Commission on Teaching and America's Future 1996). While there is little consensus on what constitutes high-quality teachers, past research has emphasized two broad dimensions of teacher effectiveness: (1) the level of knowledge and skills that teachers bring to the classroom, as measured by teacher preparation and qualifications, and (2) classroom practices. In 1998, NCES conducted a survey through its Fast Response Survey System (FRSS) to provide a national profile on the first dimension of teacher quality—teacher preparation and qualifications (Lewis et al. 1999). In 2000, NCES conducted a second FRSS survey to revisit the issue of teacher preparation and qualifications and measure change since 1998. The sample for the 2000 survey consisted of 5,253 full and part-time teachers in regular elementary, middle, and high schools in the 50 states and the District of Columbia. The survey repeated some of the indicators of teacher quality examined in the 1998 survey, in addition to exploring issues such as follow up to professional development. Specifically, this survey provides a national profile on (1) teacher education, (2) teacher participation in formal professional development and collaborative activities related to teaching, and (3) teachers' feelings of preparedness for various classroom demands. This report summarizes key findings from the 2000 survey and also makes comparisons with the 1998 data." (p. iii)

► **Keywords:** Induction/preparation

Partnership for 21st Century Education, & American Association of Colleges of Teacher Education. (2010). 21st century knowledge and skills in educator preparation. Washington, DC: Authors.

Author's Abstract: "The purpose of this paper is to create the foundation for ongoing dialogue around how 21st century knowledge and skills can be appropriately embedded in educator preparation, and to guide the development of resources and services to support educator programs" (p. 6). Following a brief overview of 21st century skills as they relate to student learning, the paper presents how 21st century skills connect to teacher needs and preparation.

► **Keywords:** Teacher effectiveness, induction/preparation, student effects

Patel, V. L., Glaser, R., & Arocha, J. F. (2000). Cognition and expertise: Acquisition of medical competence. Clinical and Investigative Medicine, 23(4), 256–260.

Author's Abstract: "The cognitive study of expertise in knowledge domains has generated a great deal of knowledge that can be used in the education and training of health care providers. This research has looked at the development and characteristics of expert performance. Design of medical and health education systems that are informed by this research can be powerful tools to improve the quality of medical education."

► **Keywords:** Teacher competencies

Pearson, M. A., & Robson, D. (2005). Reflecting on experiences of the teacher induction scheme. Edinburgh, Scotland: General Teaching Council for Scotland.

This report utilizes a survey of new teachers in Scotland to better understand teacher induction programs and standards. It explores the structures, elements, and issues of concern for initial teacher education programs. The paper reports the findings of the survey, analyzes results by primary and secondary sectors, and conducts a qualitative analysis of respondent comments. Survey responses are analyzed on the basis of a quantitative review of numerical response questions and a qualitative review of open-ended responses. Finally, the paper makes recommendations for improving teacher induction in Scotland.

► **Keywords:** Induction/preparation, standards

Pennsylvania State Education Association. (2010). Improve new teacher induction and mentoring. PSEA's 20/20 Vision for the Future. Pennsylvania: Author.

The Pennsylvania State Education Association makes recommendations to the Commonwealth to support the creation and expansion of comprehensive induction and mentoring programs for new teachers. The purpose of strengthening teacher mentoring and induction is to improve teacher effectiveness and reduce attrition, according to this report. The report discusses research findings on what makes a mentoring and induction program effective, and argues for the benefit of reduced cost to districts due to lower attrition rates.

► **Keywords:** teacher induction, mentoring, teacher effectiveness, attrition

Peske, H. G., & Haycock, K. (2006). Teaching inequality: How poor and minority students are shortchanged on teacher quality. Washington, DC: The Education Trust. Retrieved from <http://1k9gl1yevnfp2lpq1dhrqe17.wpengine.netdna-cdn.com/wp-content/uploads/2013/10/TQReportJune2006.pdf>

This report draws from the experiences of Ohio, Illinois, and Wisconsin in attempting to address the issue of equitable distribution of teachers in their states to help other states and districts prepare action plans related to teacher quality and distribution. The report presents findings on the distribution of teachers across the country and within the three states, as well as “lessons learned” from the experiences of the three states, and immediate and long-term “next steps” for developing a plan for equitable distribution.

► **Keywords:** Teacher competencies, diversity

Piggot-Irvine, E., Aitken, H., Ritchie, J., Ferguson, P. B., & McGrath, F. (2009). Induction of newly qualified teachers in New Zealand. *Asia-Pacific Journal of teacher education*, 37(2), 175–198.

Author's Abstract: “In this research, commissioned by the New Zealand Teachers Council, the quality of induction of provisionally registered teachers (PRT) (newly qualified) was examined utilizing qualitative ‘success case studies’ within early childhood, primary, secondary, and indigenous Māori medium settings. The establishment of criteria for effective induction (from the literature and previous research) guided the identification of 20 ‘success’ sites across the sectors. In-depth data collection of each case was conducted via focus groups, one-to-one interviews and documentary analysis. The findings of the research highlighted exemplary induction practices across the sectors, with the most important associated with PRTs having access to a community, or ‘family’, of support during their induction. An interesting finding, which contrasted with previous research, was that PRTs in the secondary sector had levels of satisfaction with their role that were as high as those in other sectors. The key limitation to effectiveness was linked to lack of time for discussions and observations of the PRT’s practice.”

► **Keywords:** Teacher competencies, induction/preparation

Portner, H. (Ed.). (2005). Teacher mentoring and induction: The state of the art and beyond. Thousand Oaks, CA: SAGE.

Teacher Mentoring and Induction combines an overview of the current state of induction and mentoring with innovative strategies for developing new programs or improving existing ones. There are several contributors to this book who examine how various mentoring and induction programs are developed, identifying programs that are working effectively and using those as models of success that can be replicated and implemented in other schools.

► **Keywords:** Induction/preparation, mentoring/coaching

Putnam, R., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, 29(1), 4–15.

This article discusses ideas about cognition and the nature of learning and knowing as lenses for understanding recent research on teacher learning, and it explores new issues about teacher learning and teacher education that this perspective brings to light. Current ideas and research about cognition and learning are overviewed and organized through three conceptual themes that are central to the situative perspective—that cognition is (a) situated in particular physical and social contexts; (b) social in nature; and (c) distributed across the individual, other persons, and tools. Finally, the authors seek to answer the question “Where should teachers’ learning be situated?”

► **Keywords:** Teacher competencies

Quartz, H., & TEP Research Group. (2003). Too angry to leave: Supporting new teachers’ commitment to transform urban schools. *Journal of Teacher Education*, 54(2), 99–111.

Author’s Abstract: “This paper reports research on one effort to curb urban teacher attrition through a nontraditional approach to urban teacher education, induction, and ongoing professional development. It combines quantitative data about the five-year retention rates of teachers prepared specifically as “social justice” urban educators with qualitative data about the type of preparation and ongoing support the teachers experienced. Our analyses of these data allow us to propose elements of preparation and support that may be efficacious in remedying “the revolving door” of urban schools. This case study extends the broad literature on teacher retention while establishing groundwork for further investigations of urban teachers’ learning and career paths. In conclusion, it helps reframe the professionalization of teaching debate to fit urban school realities.”

► **Keywords:** Induction/preparation, hiring/attrition

Rice, J. K. (2003, August). Teacher quality: Understanding the effectiveness of teacher attributes. Washington, DC: Economic Policy Institute.

Document Excerpt: This analysis reviews a wide range of empirical studies that examine the impact of teacher characteristics on teacher effectiveness in order to draw conclusions about the extent to which these characteristics are, in fact, linked with teacher performance. Greater clarity on the empirical evidence can inform the wisdom of current practice, guide state efforts as they struggle with No Child Left Behind compliance regarding teacher quality, and provide direction for future teacher policy decisions. For example, developing an approach to policy that values different and multiple teacher characteristics based on the research evidence may prove promising. It is important to note that many personal characteristics important for a good teacher are not measured in the studies reviewed. The focus is on aspects of teacher background that can be translated into policy recommendations and incorporated into teaching practice. The framework for this study includes five broad categories of measurable and policy-relevant indicators to organize the teacher characteristics assumed to reflect teacher quality. It is notable that findings for these characteristics frequently differ for teachers at the elementary school level and teachers at the high school level and that the body of research on the subject of teacher quality suggests that the context of teaching matters (e.g., differences in grade levels, subject areas, and student populations). A refined understanding of how teacher attributes affect their performance across these different teaching contexts can be helpful in determining the range of potentially effective policy options.

► **Keywords:** teacher quality, teacher effectiveness

Richin, R., Banyon, R., Stein, R., & Banyon, F. (2003). Induction: Connecting teacher recruitment to retention. Thousand Oaks, CA: Corwin Press.

This book offers a framework for thinking about how to teach successfully and contains insights and lessons from teachers who have found their own professional experiences rewarding and remained in the profession for a long time. This book is designed to help administrators, teachers, and education members who will help hire new teachers in the coming years. This book is broken into five building blocks that help create a custom approach to recruitment and retention that will meet a school's individual goals. The five building blocks are preparing to recruit and retain, staffing your school or district—necessary tools, orientating new members of your professional staff—year one, creating lasting connections for your probationary professional staff—years two and three, and retaining your high-quality professional staff—best practices.

► **Keywords:** Induction/preparation, hiring/attrition

Rippon, J. & Martin M. (2003). Supporting induction: Relationships count. Mentoring and Tutoring: Partnership in Learning, 11(2), 211–226.

This paper examines the structural changes to the induction of teachers in Scotland using the perceptions of a group of final year student teachers...the first probationer teachers to experience revised arrangements for new teacher induction in 37 years. Their preferences and concerns are highlighted...in an attempt to stress the importance of relationships to the success of the induction scheme. The argument put forward in this paper is based on the notion that personal intelligence is central to effective relationships and therefore crucially important in the context of this mentoring relationship. The views of our sample provide evidence to suggest that the quality of interactions between the mentor and the probationer teacher are paramount in providing a good induction experience. These views are substantiated by experiences in England and in induction literature elsewhere as described later. A synthesis of this evidence is used to make recommendations for those involved in supporting induction in schools, local authorities or teacher education institutions. From Rippon & Martin (2003).

► **Keywords:** teacher induction, tutoring, mentoring, quality interactions

Rippon, J. H., & Martin, M. (2006). What makes a good induction supporter? Teaching and Teacher Education, 22(1), 84–99.

Author's Abstract: "The Teacher Induction Scheme, introduced in 2002, marked the first major change to new teacher induction in Scotland in 37 years. This paper gives an outline of these changes set against developments in mentoring theory in the wider context. It argues that the personal qualities of the induction supporter are crucial to developing an effective mentoring relationship. The views of student teachers are used to describe preferred characteristics of effective mentors and effective induction provision. A person specification is created by the comments of the 'Class of 2002'—the first probationer teachers to have taken part in the Scheme."

► **Keywords:** Induction/preparation

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools and academic achievement. Econometrica, 73(2,) 417–458.

Author's Abstract: "This paper disentangles the impact of schools and teachers in influencing achievement with special attention given to the potential problems of omitted or mismeasured variables and of student and school selection. Unique matched panel data from the UTD Texas Schools Project permit the identification of teacher quality based on student performance along with the impact of specific, measured components of teachers and schools. Semiparametric lower bound estimates of the variance in teacher quality based entirely on within-school heterogeneity indicate that teachers have powerful effects on reading and mathematics achievement, though little of the variation in teacher quality is explained by observable characteristics such as education or experience. The results suggest that the effects of a costly ten student reduction in class size are smaller than the benefit of moving one standard deviation up the teacher quality distribution, highlighting the importance of teacher effectiveness in the determination of school quality."

► **Keywords:** Teacher competencies, student effects

Roberts, T. G., Dooley, K. E., Harlin, J. F. & Murphrey, T. P. (2006). Competencies and traits of successful agricultural science teachers. *Journal of Career and Technical education*, 22(2), 1–11.

Author's Abstract: "The purpose of this mixed-methods study was to identify the required competencies and traits of successful agricultural science teachers. Data was collected from focus groups of agricultural science teachers and a content analysis of existing research. Results identified 47 unique traits or competencies that were divided into the categories of Instruction; Student Organization; Supervised Experience; Program Planning and Management; School and Community Relations; Personal Traits; and Professionalism. One newly discovered competency, "working with diverse groups," transcended categories. A model depicting the traits and competencies was developed" (From: <http://scholar.lib.vt.edu/ejournals/JCTE/v22n2/pdf/roberts.pdf>)

► **Keywords:** competencies, diversity supervised experience

Robinson, V. M. J., Eddy, D., & Irving, E. (2006). Catering for diversity in a principal induction programme. *School Leadership and Management*, 26(2), 149–167.

Author's Abstract: "This paper reports the results of a study of the validity of SALTAL (Self Assessment of Teaching and Learning), which is the tool used for this purpose. Factor analysis confirmed the theory of leadership upon which SALTAL was based, and scale analysis indicated the high reliability of the tool. Tests of its validity, using discriminant analysis, revealed that the tool correctly identified principals independently assessed as 'highly challenged' or 'high performing' but misclassified those in the middle group. Overall, the results indicate the potential of SALTAL to assess the capabilities of a diverse group of principals and provide useful information for the principals themselves, their mentors and the programme team."

► **Keywords:** Induction/preparation, leadership/school improvement, diversity

Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *The American Economic Review*, Vol. 94, No. 2, Papers and Proceedings of the One Hundred Sixteenth Annual Meeting of the American Economic Association San Diego, CA, January 3–5, 2004 (May, 2004), 247–252.

The effect of teacher quality on student achievement is difficult to measure, and past research shows that there is inconsistent evidence linking achievement to observable teacher characteristics, and the conclusion that variations in teacher quality is driven in characteristics that are difficult or impossible to measure. In light of this, Rockoff uses a rich set of panel data on student test scores and teacher assignment to estimate more accurately how much teachers affect student achievement. Panel data on student's test scores allow the researcher to focus on differences in the performance on the same student with different teachers, and thus to distinguish variations in teacher quality from variation in students' cognitive abilities and other characteristics. Empirical results indicate large differences in quality among teachers within schools.

► **Keywords:** teacher quality, student achievement

Roelofs, E., & Sanders, P. (2007). Towards a framework for assessing teacher competence. *European Journal of Vocational Training*, 40(1), 123–139.

Author's Abstract: "Developing instruments to assess teacher competence requires a model of competent performance which can guide both the collection and appraisal of evidence in task situations. Following Kane (1992), the validation of statements about teachers' competence is regarded as the evaluation of interpretive argumentation. Based on contemporary insights into teaching and learning, an interpretive model of competent performance is described which, rather than being prescriptive in nature, offers scope for various forms of responsible professional performance. Consequences of professional performance for students/class/organization are the basis of the model. Acceptable interventions and underlying decision-making processes as well as the associated parts of a professional knowledge base are derived from the consequences. The consequences of these insights for developing domains of competence and collecting evidence are discussed" (From http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/468/40_en_roelofs.pdf)

► **Keywords:** teacher competence, teacher assessment, interpretive model, competent performance

Saskatchewan Teachers' Federation. (2011). Governance Handbook. Retrieved on November 10, 2011 from <https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/Lfyjbyjsxskcs3EbrnJg8=F>

Document Excerpt: This handbook brings together several resources that are important to Saskatchewan teachers and their professional organization. Organized into two sections, the handbook includes:

- The Saskatchewan Teachers' Federation (STF) constitution. As noted in the introduction to this section (page 3), the constitution is comprised of legislation (The Teachers' Federation Act, 2006) and STF bylaws. Changes to the legislation must be made by the provincial government. It is a governance responsibility of the Council of the Federation, however, to adopt, amend or delete the bylaws. The constitution sets out the Federation's purposes, governance structure, processes, and responsibilities. In addition, this document outlines the kinds of programs and services that members may expect from their organization as well as the professional responsibilities that come with membership.
- The policies of the STF. As indicated in the introduction to this section (page 53), the Federation's policies express the collective voice of the teaching profession and serve a number of important purposes. These policies are developed by teachers for teachers and are adopted, amended, or deleted by Council.

The handbook is intended to be a useful reference for all Saskatchewan teachers who are interested in learning more about their professional

► **Keywords:** teacher union, teaching governance

Sato, M., Donna, J., & Bird, L. (Eds.). (2009). Minnesota educator induction guidelines. Teacher Support Partnership.

The Minnesota Educator Induction Guidelines is comprised of 5 sections. The first explains the research as to why induction matters, such as teachers reported that induction and mentoring activities have a positive effect on teaching practices. The second section differentiates what an induction system is, early career development, and what it is not. Section three addresses how school districts can ratify an induction support system for its initial educators. Section four describes a vision for PD guiding the establishment of induction systems. Section five summarizes recommended mentoring practices for initial educators.

► **Keywords:** teacher induction, mentoring, career development

Schneckenberg, D., & Wildt, J. (2006). Understanding the concept of e-competence for academic staff. University of Dortmund, Center for Research on Higher Education and Faculty Development.

In this article, the authors outline research on eCompetence in higher education, and focus on eCompetence development models for academic staff. The authors define competence beyond its common conceptualization as the acquisition of skills, and show that competence includes both the acquisition of skills and the ability to utilize those skills within a specific situation or context. In describing such context-based competences relative to eCompetence, they present a draft model for eCompetence of academic staff that includes a chart of individual eCompetence and a synergy model for individual eCompetence that combines pedagogical competence and context. Essentially, eCompetence is a synergy between individual knowledge and skills, and the use of such knowledge and skills within a specific organizational or social context. The authors also argue that the concept of competence has varied meanings and interpretations that are bounded by multiple circumstances (cultural, linguistic, national), hence the reason for proposing a context-based definition of competence.

► **Keywords:** e-competence, higher education, social context, synergy model

Scott, N. H. (2000). Building a strong foundation for teaching: The fifth annual report for the beginning teacher induction program in New Brunswick. Saint John, Canada: New Brunswick University.

A teacher induction program that paired beginning teachers with experienced mentors in New Brunswick Canada is described through the reactions of teachers, mentors, principals, and coordinators. Based on questionnaire results, all four participant groups strongly recommended the continuation of the program. Participants reported areas they felt they have personally benefited from the program, as well as areas of difficult. The report includes descriptions of participant reactions by participant group, and includes recommendations for continued improvement of the induction program. This report includes year 5 results of this study.

► **Keywords:** teacher induction, mentoring

Scott, N. H. (2001). Mentoring new teachers: A report on the 2001 beginning teacher induction program in New Brunswick. Saint John, Canada: New Brunswick University.

A teacher induction program that paired beginning teachers with experienced mentors in New Brunswick, Canada, is described through the reactions of teachers, mentors, principals, and coordinators. Based on questionnaire results, all four participant groups strongly recommended the continuation of the program. Participants reported areas in which they felt they had personally benefited from the program, as well as areas of difficulty. The report includes descriptions of participant reactions by participant group and includes recommendations for continued improvement of the induction program. This report includes Year 6 results of this study.

► **Keywords:** Induction/preparation, mentoring/coaching

Sherman, R., Tibbetts, J., Dobbins, D., & Weidler, D. (2001). Management competencies and sample indicators for the improvement of adult education programs. Building Professional Development Partnerships for Adult Educators Project (PRO-NET). Pelavin Research Institute: Washington, DC.

Document Excerpt: “This publication, Management Competencies and Sample Indicators for the Improvement of Adult Education Programs, identifies a set of recognized skills and knowledge areas possessed by effective program administrators. The purposes of this publication are to enable adult education administrators to think reflectively about their programs, to identify areas of strengths and areas for improvement for themselves and for their programs, and to plan and implement strategies that enhance the overall quality of their program. Professional development is included among those strategies. The management competencies are a companion piece to the publication, Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs. The instructor competencies were designed for use by a variety of adult education stakeholders—state and local administrators, professional development coordinators, and instructors—to enhance instructor performance and improve program quality. Consensus among adult educators, however, is that the quality of an instructor’s performance cannot be assessed in isolation. Performance is dependent, in part, upon the resources available, the environment in which the program operates, and the level of support received from program administrators. Therefore, quality programs rely on both competent instructors and competent administrators” (From: http://www.calpro-online.org/pubs/mgmt_comp_samp_ind_63.pdf).

► **Keywords:** Management competencies, performance, environment, program quality

Slater, H., Davies, N., & Burgess, S. (2009). Do teachers matter? Measuring the variation in teacher effectiveness in England (Working Paper No. 09/212). Bristol, UK: Centre for Market and Public Organisation Bristol Institute of Public Affairs, University of Bristol. Retrieved from <http://www.bristol.ac.uk/cmpo/publications/papers/2009/wp212.pdf>

Author’s Abstract: “Using a unique primary dataset for the United Kingdom, we estimate the effect of individual teachers on student outcomes, and the variability in teacher quality. This links over 7000 pupils to the individual teachers who taught them, in each of their compulsory subjects in the high-stakes exams at age 16. We use point-in-time fixed effects and prior attainment to control for pupil heterogeneity. We find considerable variability in teacher effectiveness, a little higher than the estimates found in the few US studies. We also corroborate recent findings that observed teachers’ characteristics explain very little of the differences in estimated effectiveness. “

► **Keywords:** Teacher effectiveness, teacher competencies, student effects

Smith, C. (2010). The great dilemma of improving teacher quality in adult learning and literacy. *Adult Basic Education and Literacy Journal*, 4(2), 67–74.

Author's Abstract: "Recent research from the K–12 field indicates that professional development (PD) is a necessary (although not sufficient) factor in improving teacher quality. The research also clearly identifies ways to make professional learning activities for teachers effective. Yet the adult basic education and literacy (ABEL) field is not, for the most part, making use of this evidence in the design and support of PD for its teachers. The dilemma is that evidence-based teacher preparation practice can contribute to improved teacher quality, but it requires restructuring the way PD services are offered to the wide range of ABEL teachers. In this paper, I first review research on PD and professional learning. Then I argue that, intractable as this dilemma between current and evidence-based PD practice seems, it can be addressed through a new conceptualization of the types of knowledge teachers need and the types of PD that will help them acquire and use such knowledge."

► **Keywords:** Teacher competencies, induction/preparation, adult education

Smith, C., & Gomez, R. (2011). *Certifying adult education staff and faculty*. New York: Council for Advancement of Adult Literacy. Retrieved from <http://www.caalusa.org/certteach.pdf>

Author's Abstract: "The Council for Advancement of Adult Literacy (CAAL) commissioned this paper to help inform a CAAL Roundtable in New York City in June 2010. It examines three broad questions: (1) What adult education "certification and credentialing" systems for teachers and staff are currently in use in the U.S. (in terms of standards, requirements, and mechanisms)? (2) What benefits could a comprehensive adult education certification system have—for learners, teachers, and institutions? And (3), based on current practice and understanding, what steps might be taken to further examine difficult issues and develop a comprehensive certification system if one is desired?" From, Smith and Gomez (2011).

► **Keywords:** adult education, certification, credentialing system

Smith, C., Hofer, J., Gillespie, M., Solomon, M., & Rowe, K. (2003). *How teachers change: A study of professional development in adult education* (NSCALL Report No. 25). Boston: National Center for the Study of Adult Learning and Literacy. Retrieved from <http://www.ncsall.net/fileadmin/resources/research/report25.pdf>

Author's Abstract: "The NCSALL Professional Development Study investigated how adult education teachers changed after participating in one of three different models of professional development (multisession workshop, mentor teacher group, or practitioner research group), all on the same topic of learner persistence. This study found that most teachers, even dropouts, changed at least minimally through gains in knowledge or actions in their classrooms. Ninety-five percent of completers gained some knowledge on the topic, but for many it consisted of only one or two concepts. Further, 87% of completers took some action, on or off the topic, but for many it was very minimal. The research team designed all three professional development models. One hundred participants took part in up to 18 hours of professional development in a multisession workshop, a mentor teacher group, or a practitioner research group." (p. xi)

► **Keywords:** Induction/preparation, mentoring/coaching, adult education

Smith, T. M. & Ingersoll, R. M. (2004). *What are the effects of induction and mentoring on beginning teacher turnover?* *American Educational Research Journal*, 41(3), 681–714.

Author's Abstract: "In recent years there has been an increase in the number of programs offering support, guidance, and orientation for beginning teachers during the transition into their first teaching job. This study examines whether such programs—collectively known as induction—have a positive effect on the retention of beginning teachers. The data used in the analysis are from the nationally representative 1999–2000 Schools and Staffing Survey. The results indicate that beginning teachers who were provided with mentors from the same subject field and who participated in collective induction activities, such as planning and collaboration with other teachers, were less likely to move to other schools and less likely to leave the teaching occupation after their first year of teaching." (p. 681).

► **Keywords:** Induction/preparation, mentoring/coaching, communities/environment

Southwest Educational Development Laboratory & Texas Education Agency. (1997). Professional development for language teachers: Implementing the Texas essential knowledge and skills for languages other than English. Retrieved on November 10, 2011 from <http://www.sedl.org/loteced/products/profdev.pdf>

This document describes the Texas State Board of Education content and performance standards, the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE). These standards are organized around five program goals: Communication, Cultures, Connections, Comparisons, and Communities. The document provides guidelines and competencies to help teachers implement the TEKS for LOTE effectively.

► **Keywords:** content and performance standards, English language learning

Spindler, J., & Biott, C. (2000). Target setting in the induction of newly qualified teachers: Emerging collegueship in a context of performance management. *Educational Research*, 42(3), 275–285.

Author's Abstract: “This paper draws upon a series of linked projects that focused on the induction of new teachers. Newly qualified teachers’ (NQTs) experiences of induction are drawn upon to explore the potential implications of new regulations that are currently being implemented in England. It is argued that policy, as it has developed since the mid-1990s, has increasingly emphasized a discourse of ‘performance management’. Attention is also drawn, however, to the way that NQTs and their mentors may be influenced by a discourse that emphasizes staff membership, ‘belonging’ and NQTs’ capacity to contribute to development of their schools. It is suggested that the new regulations may be only one strand of induction that is woven into a complex pattern of relationships in which NQTs must locate themselves.” (Summary, p. 275)

► **Keywords:** Induction/preparation, mentoring/coaching

Stansbury, K., & Zimmerman, J. (2003). Research base for Cabel County new teacher induction. Washington, DC: National Commission on Teaching and America’s future.

This document provides research to show four major barriers to retaining quality of new teachers: feeling overwhelmed by the expectations and scope of the job, feeling isolated and unsupported in their classrooms, unclear about expectations, and their expectations do not match the actual job. The authors first write about several statistics on new teacher retention and teacher quality. They conclude this document with a list and description of research-based components of successful new teacher mentoring programs such as high-quality mentoring, common planning time, and participation in an external network of teachers.

► **Keywords:** Induction/preparation, hiring/attrition

Stanulis, R. N., Burrill, G., & Ames, K. T. (2007). Fitting in and learning to teach: Tensions in developing a vision for a university-based induction program for beginning teachers. *Teacher Education Quarterly*, 34(3), 135–147.

This article describes the development of a conceptual framework for a university-supported induction component of a teacher education program. The authors sought to develop a university-based induction experience that was “responsive to beginning teacher needs while also challenging them to develop a framework for their thinking and asking them to consider new perspectives about what it means to teach.” The authors found that input from beginning teachers often conflicted with advice from participating consultants. This led to a belief in the need to balance the energy of new teachers with pragmatic expectations of experienced consultants in order to “provide support for beginning teachers that enables them to both fit into their teaching context and to lay the foundation for their continual growth as professionals.”

► **Keywords:** Induction/preparation

Steinert, Y., Mann, K., Centeno, A., Dolmans, D., Spencer, J., Gelula, M., & Prideaux, D. (2006). A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education (BEME Guide No. 8). *Medical Teacher*, 28(6), 497–526.

This article seeks to determine the effects of faculty development interventions on the knowledge, attitudes, and skills of teachers in medical education, and on the institutions in which they work. The authors found, overall, induction participants were satisfied with their experience. However, whether or not the program led to changes in organizational practice and student learning were not frequently investigated. In addition, the authors identified key features of effective faculty development contributing to effectiveness. These findings were determined through a review of 53 research studies on induction for educators in the medical field. These studies were determined on the basis of criteria, including the inclusion of outcome data beyond participant satisfaction. The article's descriptions and findings were synthesized from this analysis.

► **Keywords:** Teacher competencies, induction/preparation

Strong, M. (2005). Mentoring new teachers to increase retention. *Research Brief 5(1): 1–4.*

Due to the increase in demand for new teachers across the nations many districts hire non-credentialed teachers to fill the spots. These under qualified teachers tend to teach the most difficult classrooms leading to a high level of teacher attrition rate. High teacher attrition rates have a negative effect on student achievement. Teachers quit because of working conditions and personal factors. A possible solution to this is mentoring or induction programs, which have lowered 1st year teacher turnover rates. There are seven identified induction components: a mentor, planning, new teacher seminars, contact with administration, a support network, smaller teaching load, and a teacher's aide. Data is provided to show that induction programs and mentoring may be positively correlated with teacher retention.

► **Keywords:** mentoring, new teacher, attrition, induction

Strong, M., & Villar, A. (2007). The costs and benefits of a comprehensive induction program (Research Brief). Santa Cruz, CA: New Teacher Center. Retrieved from <http://www.newteachercenter.org/products-and-resources/costs-and-benefits-comprehensive-induction-program>

Educational administrators acknowledge that induction programs can produce positive outcomes for beginning teachers, but the cost of these programs poses a challenge. Legislators might benefit from understanding the potential returns on induction programs. In a cost-benefit analysis the researchers' analysis is carried out by using only actual financial costs and financial benefits. Data was collected for the Santa Cruz New Teacher Project and the estimated financial benefits of a certain action were compared against the actual costs to create a balance that could guide decision making. The study supports the idea of increasing teacher effectiveness provides more benefits than reducing teacher attrition costs.

► **Keywords:** induction programs, new teachers policy

Stronge, J. H., Ward, T. J., Tucker, P. D., Hindman, J. L., McColsky, W., & Howard, B. (2007). National Board certified teachers and non-board certified teachers: Is there a difference in teacher effectiveness and student achievement? *Journal of Personnel Evaluation in Education*, 20, 185–210.

Author's Abstract: "The study comparing National Board certified teachers (NBCTs) with their non-Board certified colleagues was conducted using four North Carolina school districts. In Phase I, descriptive results from the development of Teacher Achievement Indices using hierarchical linear modeling based on student achievement results are reported for 307 5th grade teachers in three districts. In Phase II, 53 teachers from four districts participated in data collection consisting of interviews, surveys, artifact collection, and classroom observations. The results indicated that NBCTs scored higher on selected pre-instructional and dispositional variables. However, NBCTs were indistinguishable from non-Board certified teachers on a variety of in-classroom variables." (p. 185)

► **Keywords:** Teacher effectiveness, teacher competencies, student effects

Sweeny, B. (2008). *Leading the Teacher Induction and Mentoring Program* (2nd ed.). Thousand Oaks, CA: Corwin Press.

This book is designed to be a how-to guide for those interested in starting induction programs. It lays out the program design process, shows how to design and develop induction programs, and explains how to make time available for effective mentoring. Chapter 6 provides an extensive amount of information, specifically a step-by-step guide to effective mentor training. Contained within are activities that can be used to ensure a highly efficient training program. Overall, the book appears to be extremely useful for anyone looking to integrate induction and mentoring in their classroom environment. The author claims this book to be the “bible” of literature on designing induction and mentoring programs.

► **Keywords:** Induction/preparation, mentoring/coaching

Teachers of English to Speakers of Other Languages (2003). *Standards for adult education ESL programs* (pp. 20–21). TESOL: Alexandria, VA.

TESOL Standards for Instruction (TESOL, 2003) provides instructional principles that teachers of adult English language learners should know (and be able to do). Although they are developed as adult education program standards, specific standards for instruction are provided for guiding adult ESL teacher practice. Overall, the standards provide 12 principles related to the conduct of instructional activities in an adult education context, with one principle focusing on the nature of instructional approaches. For TESOL, in the context of adult ESL, instructional approaches should be “varied to meet the needs of adult learners with diverse educational and cultural backgrounds,” and instructional activities reflecting such approach should: Adhere to principles of adult learning and language acquisition; Engage learners; Focus on the acquisition of communication skills; Integrate the four language skills; Be varied to address different learning styles; Incorporate interactive grouping strategies; Account for the needs of multilevel groups of learners; Focus on language development and culturally appropriate behaviors; Provide learners with opportunities to use authentic resources; Provide opportunities for learners to develop awareness, competency, and learn appropriate technologies; Be culturally sensitive; and Prepare learners for formal and informal assessment;

► **Keywords:** English language learning, ESL teacher practice, language and culture, standards

Tenenbaum, I. M. (2006). *South Carolina induction and mentoring program: Implementation guidelines.*

The purpose of the South Carolina induction and mentoring program implementation guidelines is to provide direction to district leaders to ensure that beginning teachers receive the assistance they need to become integral parts of a learning community. This guideline is organized into four major components, each aiming to help achieve the goal of successful induction in South Carolina.

► **Keywords:** beginning teachers, teacher induction, mentoring programs, learning community

Thacher, M. (2006). *Technology integration competencies for adult educators.* Sacramento, CA: Sacramento County Adult Education.

Author’s Abstract: “The following is a list of competencies the AdultEd Online Project considers to define adult education teacher competence in integrating technology into the classroom. The list is divided into twelve competency areas, with a number of indicators in each area. The list was developed with input from ten adult educators who are experts in the area of technology integration, and with feedback from workshop participants at the COABE conference in April 2006 and the CASAS Summer Institute in June 2006. It will be the basis for the online Technology Integration Self-Assessment currently under development.” (p. 1)

► **Keywords:** Teacher competencies, computer assisted, adult education

Totterdell, M., Woodroffe, L., Bubb, S., Daly, C., Smart, T., & Arrowsmith, J. (2008). What are the effects of the roles of mentors or inductors using induction programmes for newly qualified teachers (NQTs) on their professional practice, with special reference to teacher performance, professional learning and retention rates? London: Institute of Education.

This literature review of 75 studies sought to find the effects that mentors had in induction programs for newly qualified teachers (NQTs) on their performance and retention rates. The findings are broken down into three categories: teacher performance, professional learning, and retention rates. In regards to teacher performance, studies suggested that induction can positively impact teacher performance and address issues of student motivation. In regards to professional learning, studies supported that induction programs providing emotional support was valued and that adequate timing must occur in order for the induction experience to be successful. In regards to retention rates, some studies presented a positive correlation between NQT retention and induction experiences. The implications of this review imply that NQT induction should be supported by frequent meetings with NQTs and induction tutors, and serious consideration should be taken when matching a NQT with an induction tutor.

► **Keywords:** Teacher effectiveness, induction/preparation, mentoring/coaching, hiring/attrition

Van Velzen, C., van der Klink, M., Swennen, A., & Yaffe, E. (2010). The induction needs of beginning teacher educators. *Professional Development in Education*, 36(1–2), 61–75.

Author's Abstract: "This article presents the results of an exploratory research study into induction practices of novice teacher educators in six different countries. The study was a project carried out by members of the Association of Teacher Educators Europe (ATEE) Research and Development Centre Professional Development of Teacher Educators. Induction is seen as a process of becoming a teacher educator and encompasses two levels. Firstly, it refers to the organizational induction into the teacher education institute. Secondly, it is about becoming a member of the profession (professional induction). Data were gathered through semi-structured interviews with 11 beginning teacher educators. The findings indicated that induction is quite problematic. None of the teacher educators experienced a satisfying induction into their institute and the profession as well. The article concludes with recommendations for improvement of induction practices and further research. This collaborative research project also revealed a lack of shared language in communicating professional issues and the need to further develop this within international communities like the ATEE." (p. 61).

► **Keywords:** Induction/preparation

Villani, S. (2002). Mentoring programs for new teachers: Models of induction and support. Thousand Oaks, CA: Corwin Press.

This book is a type of how-to instruction for anyone interested in supporting new teachers and educators. It serves as a guide to help develop or revise an effective mentoring program. Part 1 identifies the major causes of teacher shortages while examining the impact of high teacher turnover on students. It continues by examining mentoring in general. That is, it gives a detailed description of mentoring, the roles mentors play, and the stages of mentoring growth. Part 1 ends with a chapter that offers five factors to consider when developing a comprehensive mentoring program. Part 2 utilizes charts and data from different programs in existence today. This section is designed to help one choose the right program by paralleling one's current situation with the various programs in this section. Finally, Part 3 offers a rubric on seven components of comprehensive mentoring programs that are to be used in assessing one's current situation. Essentially, this rubric is to be used to identify which aspects of your program you would like to enhance or develop.

► **Keywords:** Induction/preparation, mentoring coaching

Walker, M., Jeffes, J., Hart, R., Lord, P., & Kinder, K. (2010). Making the links between teachers' professional standards, induction, performance management and continuing professional development (Research Report DFE RR75). Slough, Berkshire, UK: National Foundation for Educational Research.

This study seeks to evaluate how much “new professionalism” has been introduced in schools and its impact. “New professionalism” includes the four strands—professional standards, performance management, continuing professional development, and newly qualified teacher (NQT) induction. The report’s findings were derived from a literature review and surveys from head teachers, NQTs, second-year teachers, induction tutors, and others. The data suggested that schools are implementing the four strands of new professionalism and it is making a positive difference for teachers. Continuing Professional Development (CPD) was perceived to have helped improve teaching and learning in schools. Overall, the majority of staff reported that their schools were making links between the four strands.

► **Keywords:** Teacher effectiveness, induction/preparation, standards

Wang, J., Odell, S., & Clift, R. (Eds.) (2010). Past, present, and future research on teacher induction: An anthology for researchers, policy makers, and practitioners. Lanham, MD: Rowman and Littlefield Education, & Association of Teacher Educators.

This chapter discusses the different ways a school’s culture can influence novice teachers’ induction experiences. Previous research has stated that school culture can impact teachers’ learning, professional development, and retention. Many new teachers struggle with difficulties during their beginning years in the profession, possibly due to a lack of support from colleagues or mentors. This chapter claims that novice teachers benefit from supportive cultures and mentoring relationships. The studies in this review show that mentoring relationships must be put into context with an already existing organizational structure or culture. The new teachers who found school settings nonsupportive often had implications for further learning and teacher retention.

► **Keywords:** Induction/preparation, policy/standards/certification/agreements

Wang, J., Odell, S., & Schwill, S. A. (2008). Effects of teacher induction on beginning teachers' teaching: A critical review of the literature. Journal of Teacher Education, 59(2), 132–152.

Author's Abstract: Drawing on literature since 1997, this review explores the effects of teacher induction on beginning teachers’ conceptions and practice of teaching, and it identifies three approaches to understanding such effects, as found in the literature. The first approach addresses the assumed effects of teacher induction components on beginning teachers’ teaching using theoretical assumptions as a base. The second approach analyzes the effects through teachers’ self-reports. The third explores the effects of using multiple data sources. Although teacher induction affects beginning teachers’ ideas about teaching, few studies capture its effects on teaching practice and student achievement. Thus, this review suggests directions for future research.

► **Keywords:** teacher induction, teacher self reports, beginning teacher, student achievement

Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research*, 79(2), 702–739.

Author's Abstract: “Continuing to learn is universally accepted and expected by professionals and other stakeholders across all professions. However, despite changes in response to research findings about how professionals learn, many professional development practices still focus on delivering content rather than enhancing learning. In exploring reasons for the continuation of didactic practices in professional development, this article critiques the usual conceptualization of professional development through a review of recent literature across professions. An alternative conceptualization is proposed, based on philosophical assumptions congruent with evidence about professional learning from seminal educational research of the past two decades. An argument is presented for a shift in discourse and focus from delivering and evaluating professional development programs to understanding and supporting authentic professional learning. Continuing to learn is universally accepted and expected by professionals and other stakeholders across all professions. However, despite changes in response to research findings about how professionals learn, many professional development practices still focus on delivering content rather than enhancing learning. In exploring reasons for the continuation of didactic practices in professional development, this article critiques the usual conceptualization of professional development through a review of recent literature across professions. An alternative conceptualization is proposed, based on philosophical assumptions congruent with evidence about professional learning from seminal educational research of the past two decades. An argument is presented for a shift in discourse and focus from delivering and evaluating professional development programs to understanding and supporting authentic professional learning.” (p. 702)

► **Keywords:** Induction/preparation

Wechsler, M. E., Caspary, K., & Humphrey, D. C. (2008). State-funded induction and mentoring programs in Illinois: Findings from the original ten programs. Menlo Park, CA: SRI International.

This report analyzes survey and employment data from 10 programs to describe the induction programs in Illinois. A description of teacher characteristics, working conditions, types of mentoring occurring, and other induction supports in the 10 programs were provided. The results of this study found a relationship between inputs (i.e., intensity of mentoring) and outcomes (i.e., retention). The induction inputs tended to contribute positive outcomes—for example, the intensity of mentoring was associated with reported growth and teacher self-efficacy. School context also was associated with the outcomes of school retention, teacher self-efficacy, and reported growth. This finding supports the notion that together, strong induction programs and school contexts can have a positive effect on teacher outcomes.

► **Keywords:** Teacher effectiveness, induction/preparation, mentoring/coaching

Weddel, K. (2006). Competency based education and content standards: definitions, components, characteristics, integrating competencies and content standards. Northern Colorado literacy Resource Center.

This document provides several definitions for competency based education and competencies. It then maps out how 4 areas connect to each other in regards to competency based education: assess participants' needs, evaluate competency attainment, select competencies, and target instruction. The document then provides 9 components of competency based education programs. Finally the document contains a model illustrating the ESL and ABE mapping competency statements.

► **Keywords:** competency based education, content standards, English language

Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. Brooklyn, NY: The New Teacher Project. Retrieved from <http://widgeteffect.org/downloads/TheWidgetEffect.pdf>

This report examines the failure to recognize and respond to variations to effective teachers. The Widget Effect refers to the failure of evaluation systems to provide credible information about teachers' instructional performance. It implies that school districts assume classroom effectiveness is the same for every teacher. The report also discusses the flaws in evaluation and practice implementation for the four states: Arkansas, Colorado, Illinois, and Ohio. The report closes by providing recommendations to reverse the Widget Effect, such as creating and using better information about instructional quality to inform decisions that dictate who teaches.

► **Keywords:** Teacher competencies, leadership/school improvement, diversity

Wiebke, K., & Bardin, J. (2009). New teacher support: A comprehensive induction program can increase teacher retention and improve performance. Journal of Staff Development 30(1), 34–38.

This article discusses the reasons beginning teachers need support. From the Arizona Master Teacher Mentor Program, the researchers explain what they have learned about the positive effects on retention and performance a comprehensive induction program can increase. According to the Alliance for Excellent Education in 2004, a comprehensive induction program consists of five areas: high-quality mentoring, common planning time, ongoing professional development, an external network of teachers, and standards-based evaluations. The researchers then discuss the variables making an induction program effective, such as strong principal support and availability of resources. The article concludes with stating what previous research says about what works in induction. Some of the variables that are listed as necessary for a successful induction program are a one-year versus two-year program, full-time versus part-time mentors, and formal versus informal mentoring.

► **Keywords:** Teacher effectiveness, induction/preparation, communities/environment

Wilkerson, J. R., & Lang, W. S. (2007). Assessing teacher competency: Five standards-based steps to valid measurement using the CAATS model. Thousand Oaks, CA: Corwin Press.

Author's Abstract: "Written in a reader-friendly style for busy faculty members and school administrators with little or no prior knowledge of statistics, this comprehensive model is designed to create fair, valid, and reliable assessments of teacher knowledge and skills. [The authors] provide detailed guidance for the complete five-step assessment process, making this an ideal resource both for preservice and inservice settings, including accreditation reviews and teacher induction programs. Offering worksheets and activities to illustrate every step of the process, this all-inclusive handbook covers: definitions, contextual factors, and sampling; aligning performance tasks with standards defined by NCLB, NCATE, INTASC, and other legislative groups; designing and implementing data tracking and management systems; ensuring psychometric integrity." (back cover)

► **Keywords:** Teacher competencies

Williams, A., Prestage, S., Bedward, J. (2001). Individualism to collaboration: The significance of teacher culture to the induction of newly qualified teachers. Journal of Education for Teaching, 27, 253–267.

Author's Abstract: "This paper draws upon qualitative data collected as part of a study of the implementation of new arrangements for the monitoring and support of newly qualified teachers (NQTs) in England (DfEE, 1999). Interview data from NQTs, induction tutors and head-teachers are used to demonstrate the significance of teacher culture to the experience of teachers during their first year in post. We locate the cultures within which NQTs work on a continuum that we characterise as moving from highly individualised, through structural collaboration to spontaneously collaborative. The new arrangements appear to have made the greatest impact on schools where the culture is one of structural collaboration. Individualised cultures are problematic for NQTs, while spontaneously collaborative cultures provide a highly supportive and developmental environment independently of the mandatory arrangements." (p. 253)

► **Keywords:** Induction/preparation, communities/environment, diversity

Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2001). Teacher preparation research: Current knowledge, gaps, and recommendations (Document R-01-3). Seattle, WA: Center for the Study of Teaching and Policy.

The researchers examined over 300 research reports to discover emerging themes in regards to improvement of teacher preparation. This report is organized around five central questions addressing teacher preparation. First, what kinds of subject matter preparation and how much do prospective teachers need? The answer, more is not always better. Second, what kinds of pedagogical preparation do prospective teachers need? The answer, it varies and research does not give insight as to which aspects of preparation are most important. Third, what kinds, timing, amount of training prepare prospective teachers for the classroom? The answer, clinical experiences are the most helpful element in teacher preparation. Fourth, what policies are used to sustain quality of pre-service teacher education? The answer, there is not enough research to have a definitive answer. Fifth, what are the components of high quality alternative certification programs? The answer, they have a high standards for entry and require substantial pedagogical training and mentoring.

► **Keywords:** pedagogical preparation, mentoring, pre-service teacher education, teacher preparation

Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2002). Teacher preparation research: An insider's view from the outside. *Journal of Teacher Education*, 53(3), 190–204.

Author's Abstract: “The authors were asked by the Office of Educational Research and Improvement and the U.S. Department of Education to conduct a review of high-quality research on five questions concerning teacher preparation. As part of that assignment, they were asked to develop a set of defensible criteria for including research in the review. In this article, they summarize what the research says about the five questions posed by their funders, and they discuss the development of the review criteria. The questions included attention to the subject matter and pedagogical preparation of prospective teachers, to the content and character of high-quality field experiences and alternative routes, and to research on the effects of policies on the enhancement of teacher preparation.”

► **Keywords:** Induction/preparation

Wong, H. (2002). Induction: The best form of professional development. *Educational Leadership*, 59(6), 52–55.

This article describes that new teachers need more than just mentors; they need induction programs that acculturate them to the school and classroom. Wong discusses the best ways to support and develop beginning teachers, an induction program that focuses on teacher training and support. Wong then describes what makes a successful induction program, such as having workshops prior to the beginning of school, offering systematic training for 2-3 years, administrative support, and have a mentoring component. While induction programs differ between school districts they do share common characteristics, such as helping new teachers develop effective classroom management procedures and instructional practices, develop a sensitivity and passion to professional growth, and promote teamwork. Wong finishes with providing examples of some exemplary induction programs and ways to treat new teachers with dignity.

► **Keywords:** teacher induction, mentors, teacher management

Wong, H. (2003a, October). Induction: How to train, support, and retain new teachers. Paper presented at the conference of the National Staff Development Council.

This paper about how train, support, and retain new teachers is broken up into 6 sections: teacher, administrator, curriculum, PD, induction and sustained. The first section discusses that what the teacher knows and can do is the most important factor in improving student achievement. The second section provides evidence as to why there is a relationship between leadership and student achievement, administrators who demonstrate leadership ability can help student achievement. The third section provides a reason for the necessity of a curriculum or program that trains teacher and administrators to become effective. The fourth section explains why PD is not a process, but rather an event that to be effective must be comprehensive, coherent, and sustained. The fifth section explains the necessity for an induction program because the only way to successfully keep good teachers is with a structured and sustained induction program. The last section details why a district staff developer and site principle are critical to establishing the commitment to teacher and student improvement.

► **Keywords:** induction, teacher training, teacher support,

Wong, H. (2003b). Induction programs that keep working. In M. Scherer (Ed.), Keeping good teachers (pp. 42–49). Alexandria, VA: Association of Supervision and Curriculum Development.

Academically talented teachers are leaving the profession, possibly due to a lack of connection to the school or district. This article provides testimony as to why induction programs that provide ongoing learning are important for teaching improvement and retention. Successful induction programs treat teachers as lifelong learners from their very first day. Wong discusses three school districts and a school that have successful new teacher induction programs. Wong then goes on to explain why induction is more than mentoring and what effective PD entails. He concludes with an argument that successful induction programs enable students to be the real beneficiaries.

► **Keywords:** teacher induction, teacher attrition, teacher retention

Wong, H. K. (2004). Induction programs that keep new teachers teaching and improving. National Association of Secondary School Principals, NASSP Bulletin, 88(638), 41–58.

In this article, Wong argues that induction programs can produce educational leaders. He first discusses how induction is just the beginning of a long process and later explains how leadership evolves from induction programs. He classifies the difference between mentoring and induction, claiming that mentoring is only a component of induction. He describes why an induction program can make a difference for the successfulness of a new teacher and then describes the three components of a “true induction program”: training, support, retention. The article concludes with a description of strategies used by successful induction program such as pre-school workshops, welcome center, networks, administrative support, and others.

► **Keywords:** teacher induction program, teacher improvement, mentoring and induction

Wong, H. K., Britton, T., & Ganser, T. (2005). What the world can teach us about new teacher induction. Phi Delta Kappan, 86(5), 379-384. Retrieved from http://www.newteacher.com/pdf/PDK_Article_Jan05.pdf

The authors discuss the systematic approaches to induction that Switzerland, Japan, France, New Zealand, and China (Shanghai) have adopted. In the Swiss system, beginning teachers are viewed as professionals, and the induction focuses on their personal development. Shanghai has a communal teaching culture; teachers receive a lot of support for their teaching and personal learning. In New Zealand, the induction program, called the Advice and Guidance program, is viewed as the initial phase of lifelong professional development of teachers. Teachers in Japan are viewed as high-status professionals and receive reduced teaching loads. In France, to become certified, a teacher must pass an oral and written competitive secondary recruitment exam. Although the approaches to the induction of new teachers in the five countries differ, they have three commonalities that could be helpful for the United States: induction programs are highly structured and comprehensive, they focus on professional learning and delivering growth to their teachers, and collaboration is the strength of each of these induction programs.

► **Keywords:** Teacher effectiveness, induction/preparation

Wood, A. L. (2000). Teaching portfolios: Tools for reflective teaching in inner city teacher induction. In D. J. McIntyre & D. Byrd (Eds.), Research on effective models for teacher education, teacher education yearbook VIII (pp. 111–126). Thousand Oaks, CA.

Author's Abstract: "Reflection helps teachers understand how teaching practices influence student learning. This study describes how 17 novice teachers learned and used reflective teaching practices in their first and second years of teaching. Using a phenomenological approach, the study explores the meaning of teachers' experiences through an analysis of qualitative (observations, interviews, content analysis of written reflections and studies) and descriptive statistical (pre- and postprogram questionnaires, a program evaluation, and a second-year follow-up survey) data. Three central findings emerged from data triangulation. Using teaching portfolios as tools for reflective teaching results in novice teachers' (a) recognition and use of reflection for professional growth, (b) increased experimentation with different teaching strategies, and (c) enhanced awareness and valuing of student difference" (p. 111, 112).

► **Keywords:** teacher induction, reflective teaching, teacher education models, phenomenology

Wood, A. L. (2005). The importance of principals: Site administrators' roles in teacher induction. American Secondary Education, 33(2), 39–62.

Author's Abstract: "This study explores principals' roles in a large, urban, standards-based induction program. Principals from eight high schools, four middle schools, and 42 elementary schools were surveyed. Five case study schools were investigated using interviews of principals and novice teachers and focus groups for mentors and site induction coordinators. Findings show that principals have five leadership roles in induction: (a) culture builder, (b) instructional leader, (c) coordinator/facilitator of mentors, (d) novice teacher recruiter, and (e) novice teacher advocate/retainer. These urban principals demonstrate high levels of induction leadership and offer others, especially secondary principals, insights into quality administrative support of novice teachers." (p. 39).

► **Keywords:** Teacher effectiveness, induction/preparation

Wood, L., & Stanulis, R. (2009). Quality teacher induction: "Fourth-Wave" (1997–2006) induction programs. The New Educator, 5, 1–23.

Author's Abstract: "The purpose of this essay is to describe quality teacher induction that has evolved from 'fourth-wave' (1997–2006) teacher induction program development and research. A definition of quality induction is proposed, and a set of induction goals and components are outlined. Understandings gained from fourth-wave programs are described, including ways in which quality induction programs are delineated by their comprehensive systems of organized, educative mentor assistance, professional development, and formative assessment of novice teachers in their first-through-third years of teaching. More empirical studies are needed on the effects of induction on novice teacher performance and student achievement, and on subject-based and urban teacher induction." (p. 1)

► **Keywords:** Teacher competencies, induction/preparation

Yoon, K. S., Duncan, T., Lee, S. W-Y., Scarloss, B., & Shapley, K. L. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

Author's Abstract: "Of the more than 1,300 studies identified as potentially addressing the effect of teacher professional development on student achievement in three key content areas, nine meet What Works Clearinghouse evidence standards, attesting to the paucity of rigorous studies that directly examine this link. This report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students' achievement by about 21 percentile points." (p. iii)

► **Keywords:** Teacher effectiveness, teacher competencies, induction/preparation, student effects

Youngs, P. (2007). District induction policy and new teachers' experiences: An examination of local policy implementation in Connecticut. *Teachers College Record*, 109(4), 797–837.

This article examines local induction policy and implementation in Connecticut. The question was raised about the relationship between district induction policy and the nature and quality support a novice teacher receives. Youngs wanted to see if variations in district policy were associated with differences in the quality of instructional assistance beginner teachers received. The results indicated that differences did relate to district policy, which involved mentor selection, mentor assignment, and professional development. Mentors' understandings of induction seemed to mediate the effects of district policy on new teachers' experiences. These findings suggest that scholars should consider how educators' understandings of induction interact with school policies that can shape how they work with novice teachers.

► **Keywords:** Induction/preparation, policy/standards/certification/agreements
