

NAAC Quality Indicators for Non-traditional Teacher Preparation Programs Literature Review

Recruitment

Boyd, D., Grossman, P., Lankford, H., & Wyckoff, J. (2005, November). How changes in entry requirements alter the teacher workforce and affect student achievement.

Retrieved from

http://www.teacherpolicyresearch.org/portals/1/pdfs/how_changes_in_entry_requirements_alter_the_teacher_workforce.pdf

We are in the midst of what amounts to a national experiment in how best to attract, prepare, and retain teachers, particularly for high poverty urban schools. Using data on students and teachers in grades three through eight, this study assesses the effects of pathways into teaching in New York City on the teacher workforce and on student achievement. We ask whether teachers who enter through new routes, with reduced coursework prior to teaching, are more or less effective at improving student achievement than other teachers and whether the presence of these alternative pathways affects the composition of the teaching workforce. Results indicate that in some instances the new routes provide teachers with higher student achievement gains than temporary license teachers, though more typically there is no difference. When compared to teachers who completed a university-based teacher education program, teachers with reduced course work prior to entry often provide smaller initial gains in both mathematics and English language arts. Most differences disappear as the cohort matures and many of the differences are not large in magnitude, typically 2 to 5 percent of a standard deviation. The variation in effectiveness within pathways is far greater than the average differences between pathways.

Feistritzer, C. E., & Haar, C. K. (2008). *Alternate routes to teaching*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

This text provides a broad picture of alternate routes – pathways to teaching that appeal to those from many walks of life who want to teach – and answers the questions:

- What are alternate routes to teaching and how did they develop?
- How did new national programs and federal involvement promote alternate route participation?
- What makes up State Alternate Routes to Teacher Certification and how are they implemented?
- Who are alternate route teachers?
- What does the research say about alternate routes and where will alternate routes go from here?

Fowler, R.C. (2003, April 22). The Massachusetts Signing Bonus Program for New Teachers: A model of teacher preparation worth copying? *Education Policy Analysis Archives*, 11(13). Retrieved from <http://epaa.asu.edu/epaa/v11n13>

This article examines the Massachusetts Signing Bonus Program for New Teachers, a nationally prominent program that has recruited and prepared \$20,000 bonus recipients to teach after seven weeks' training at the Massachusetts Institute for New

Teachers (MINT). Although state officials have trumpeted this initiative as a national model that other states are copying, they announced in November 2002 that they were radically changing it. The changes included halting the state's national recruitment efforts and replacing the seven-week, fast-track training program designed by the New Teacher Project with year-long programs to be designed by three of the state's education schools. Even though the state spent more than \$50,000 recruiting individuals from states outside the Northeast over the first four program years, it garnered just seven bonus recipients from the non-Northeast states its recruiters visited, only four of whom were still teaching in Fall 2002. The state did, however, generate a substantial number of applicants in each program year (ranging from 783 to nearly 950), most of whom came from Massachusetts or nearby states. Contrary to state officials' claims, though, it appears that many of these individuals had substantial prior educational experience. Although officials stated that all bonus teachers would go to 13 designated high-need urban districts, the state has never met this commitment, sending fewer bonus teachers to these districts in each of the first three years of the program. The state has lost a high percentage of its bonus teachers to attrition particularly in state-designated, high-need districts. These attrition rates are substantially higher than comparable national rates. Although the state has portrayed the Bonus and MINT programs, combined, as highly successful, officials exaggerated many of the purported positive outcomes. On the positive side, independent survey data (Churchill et al., 2002) indicated that principals rated MINT graduates' performance favorably, when compared to traditionally-trained teachers. It is not clear, though, whether such ratings varied either by a) the extent of the teacher's prior educational experience or b) the nature of the teacher's placement (urban vs. suburban). The Bonus Program has produced relatively few urban teachers, relatively few minority teachers, and low rates of teacher retention, even though this effort was modeled after Teach for America and critical parts of it were designed and often managed by the New Teacher Project—two organizations that the Bush administration has praised for their ability to design and run programs of this type. Policy makers are urged to resist calls to embrace rapid certification, an approach that has produced, in Massachusetts, low numbers of urban teachers and high numbers of exiting teachers, all at a cost of more than four million dollars.

Haberman, M. (1999, December). Increasing the number of high-quality African American teachers in urban schools. *Journal of Instructional Psychology*, 26(4), 208-212.

The problem of recruiting, preparing, and retaining African American teachers in urban schools can be resolved. The primary place to seek minority candidates is in the expanding pool of mature adults with college degrees who already reside in the particular metropolitan area. This follow-up study tracked the graduates of a post baccalaureate urban teacher preparation program now in its tenth year. The procedures involved tracking the graduates, securing their evaluations of the program, and gathering the evaluations of the principals of the schools in which participants currently teach. In an urban school system in which almost half of the traditionally prepared beginners leave in three years or less and in which the African American teachers are fewer than 19 percent of the teaching force, this program had a 94 percent retention rate and 96 percent of its graduates rated as satisfactory or exemplary by the principals. The results support the contentions that (1) successful urban minority teachers can be locally recruited, selected, and prepared; (2) that minority college graduates who already reside in the particular metropolitan area are

very likely to remain: and (3) that the on-the-job approach prepares teachers evaluated as successful by superiors.

Humphrey, D.C., Wechsler, M.E., & Hough, H.J. (2008, April). Characteristics of effective alternative teacher certification programs. *Teachers College Record*, 110(4), 1-63. Retrieved from http://policyweb.sri.com/cep/publications/AltCert_finalTCversion.pdf

Effective Alternative Teacher Certification Program characteristics include the use of Barron's 6 scale university selectivity ranking from Barron's Educational Services to measure the selectivity of participants' undergraduate background to gauge academic background. Previous classroom experience based on 9 months or more of previous experience as a teacher, aide or substitute is listed as a strong tool in the selection of successful teacher program candidates.

Rhee, M., & Keeling, D. Recruitment and selection. In C. E. Feistritzer, (Ed). (2008). *Building a quality teaching force: Lessons learned from alternate routes*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

This book presents the evidence gleaned from people who have been at the forefront of working with alternate route programs. The authors describe lesson learned in key areas of demonstrated success in building a quality teaching force through alternate routes to teaching:

- Recruitment and selection of candidates for successful teaching
- Mentoring and support
- Program content and curriculum
- Candidate assessment
- Organization and management.

The book is designed to assist those creating and /or implementing programs for the preparation of teachers primarily in field-based settings.

Shipp, V. H. (1999). Factors influencing the career choices of African American collegians. Implications for minority teacher recruitment. *Journal of Negro Education*, 68(3), 343-351.

This article describes a study conducted to gain insight into the factors that are most important to African American college students in deciding on a career course and the attractiveness of teaching as a career choice. The primary focus of the study was a comparison of education and non-education majors. Survey responses from 263 students were gathered. Findings indicated that non-education majors placed significantly more importance on salary, job security, and advancement in their career choices than did education majors. Regarding a career in teaching, both groups perceive salary and prestige as the least attractive aspects.

Selection

Feistritzer, E. (Ed.) (2008). *Building a quality workforce: Lessons learned from alternative routes*. Pearson Merrill Prentice Hall, 27 -32.

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The book is designed to assist those creating and /or implementing programs for the preparation of teachers primarily in field-based settings.

Haberman, M. (2005) *The star teacher: The ideology and best practice of effective teachers of diverse children and youth in poverty*. Houston: The Haberman Educational Foundation. Retrieved from <http://www.habermanfoundation.org>

Research based selection model focuses on an interest and an ability to work with students. Structured interviews and candidate responses gauge teacher education program candidates' potential ability to be a successful teacher.

Humphrey, D.C., Wechsler, M.E., & Hough, H.J. (2008, April). Characteristics of effective alternative teacher certification programs. *Teachers College Record*, 110(4), 1-63. Retrieved from http://policyweb.sri.com/cep/publications/AltCert_finalTCversion.pdf

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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. Retrieved from <http://www.ecs.org/html/educationIssues/teachingquality/tpreport/home/summary.pdf>

Summary abstract and report of a 2003 study on effective strategies for educating and training teachers that summarizes 92 research studies and examines “(1) the extent to which subject knowledge contributes to teacher effectiveness; (2) the extent to which pedagogical coursework contributes to teacher effectiveness; (3) the extent to which high quality field experience prior to certification contributes to teacher effectiveness; (4) alternative route programs that graduate high percentages of effective new teachers with average or above average rates of teacher retention; (5) teacher preparation strategies that are likely to increase new teacher effectiveness in hard-to-staff and low-performing schools; (6) whether setting more stringent teacher preparation program entrance requirements, or conducting more selective screening program candidates, can ensure that prospective teachers will be more effective; (7) whether accreditation of teacher preparation programs contributes significantly to the likelihood that graduates will be effective and remain in the classroom; and (8)

whether institutional warranties for new teachers contribute to the likelihood that recent graduates will be effective.”

Brannan, L., & Reichardt, R. (2002). *Alternative teacher education: A review of selected literature*. Aurora, CO: Mid-continent Research for Education and Learning and Boulder, CO: Prepared for the Western Interstate Commission for Higher Education. Retrieved from http://www.mcrel.org/PDF/TeacherPrepRetention/5021RR_4007_AltLitReview.pdf

A review of selected literature, this paper includes discussion of key characteristics of high quality alternative teacher certification programs. These characteristics include high entrance standards, extensive mentoring and supervision, extensive pedagogical training in instruction, management and curriculum, working with diverse learners, frequent and substantial evaluation, practice in lesson planning and teaching, and high exit standards.

Darling-Hammond, L.; Holtzman, D. J.; Gatlin, S. J.; & Heilig, J. V. (2006) Does teacher preparation matter? Evidence about teacher certification, Teach For America, and teacher effectiveness. *Education Policy Analysis Archives*, 13(42). Retrieved from <http://epaa.asu.edu/ojs/article/view/147>

This report examined a large student-level data set from Houston as well as data related to whether Teach For America (TFA) candidates are as effective as similarly experienced certified teachers. The study largely replicates and early study, which examined the effect of TFA teachers on student achievement gains on the Texas Assessment of Academic Skills reading and mathematics tests from Grades 3-8 between 1996 and 2000. Analyses were widened for this study and controlled for more variables than the previous study. Findings show that students achieved stronger achievement gains in both reading and mathematics when they were taught by standard certified teachers rather than uncertified teachers, including uncertified TFA teachers.

Kennedy, M. M., Ahn, S. & Choi, J. (2008) The value added by teacher education. In M. Cochran-Smith, S. Feiman-Nemser, & J. McIntyre (Eds.), *Handbook of research on teacher education: Enduring issues in changing contexts* (3rd edition, pp. 1247-1272). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

A synthesis of research on the relationship of teachers' educational background to the mathematics achievement of their students.

NRTA: AARP's Educator Community & Farmers Insurance. Exodus: A study of teacher retention in America: 50 who stayed, 50 who left. (2003, September). Washington, DC: AARP. <http://assets.aarp.org/rgcenter/general/exodus.pdf>

This article compares the experiences of 50 current teachers and 50 former teachers in K-12 education. Based on responses from both groups, the majority “agree that formal mentoring, support and training would be beneficial for new teachers”. The current and former teachers indicated that the following mentoring conditions would facilitate an ideal support system for individuals new to the profession:

“Routine daily interaction with mentors or other new teachers....A formal mentoring and support team, consisting of veteran teachers as well as

colleagues who are new teachers....Mentors that really want to help rather than those who are forced to do itMentoring that is non-judgmental, constructive and compassionate....Being paired with a mentor in a specific subject area” (p. v).

Recommendations were provided by the comparison group of teachers and emphasized the importance of mentoring in order to support teacher retention. Some of the recommendations included suggest the following resources be provided :

- Opportunities for teachers to access technological support system through the development of an on-line community be provided.
- A mentoring support and networking system should be established for new teachers.
- Access to an “on-line forum” for new and seasoned educators to share ideas, provide support and help problem solve with one another.
- Access to and development of on-line storage capability in order for educators to share information related to resources for teaching.

Support/Mentoring

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). Retrieved from <http://www.nationalforum.com/electronic%20Journal%20Volumes/Anthony,%20Taiwan%20D.%20An%20analysis%20of%20E-Mentoring.pdf>

This study by Anthony & Kritsonis looks at the impact of e-mentoring as a part of a first year induction program for alternatively certified teachers. Citing consensus by scholars that the absence of mentoring for novice teachers leads to low retention, Anthony & Kritsonis note that new teachers are even more at risk of leaving since they often begin in classrooms with low-performing students. They also cite figures from the US Department of Education that indicate 66% of teachers receiving mentoring indicated that it helped strengthen and facilitate their classroom teaching.

Bradbury, L.U. & Koballa Jr., T. R. (2007, October 13). Mentor advice giving in an alternative certification program for secondary science teaching: Opportunities and roadblocks in developing a knowledge base for teaching. *Journal of Science Teacher Education*, 18(6), 817-840. Retrieved from <http://www.springerlink.com/content/5v4m347557n344r7/fulltext.pdf>

Bradbury and Koballa’s findings resonate with and inform other research on mentoring. Their article focuses on mentoring experiences and relationships in an alternative certification program specifically for science teaching but the implications of their research on literature is relevant to all teaching disciplines. As with the wealth of literature on mentoring, Bradbury and Koballa agree that mentoring is a key experience for alternatively certified teachers. Through their research they found that guidance (advice) and support from mentors centered more on “general pedagogical knowledge” (p. 817) or “the how to of teaching” (p.820) and less on content specific knowledge. Further, they note that the mentoring experiences and models would be enhanced if greater communication occurs between teacher education programs and school mentors (training); if benchmarks are identified from

which to pattern mentoring arrangements (parameters and effective models) and if the induction processes and mentoring relationships are set up to span across multiple years (multiyear induction).

Additional findings by the authors on mentoring include the tremendous impact mentoring had on beginning teachers learning, the opportunities that mentoring provided for sharing of ideas between mentors and mentees and the opportunities for teachers to engage in teaching as a reflective practice. The authors note that the relationships can prove to be motivating and encouraging for both mentors and mentees by providing an avenue for them to collaborate and consider cutting edge information from their discipline.

Chesley, L. S., Wood, F., & Zepeda, S. J. (1997, Winter). Meeting the needs of alternatively certified teachers. *Journal of Staff Development*, 18, 28-32.

In a study of beginning alternatively certified teachers in Oklahoma, Chesley, Wood, & Zepeda found that AC teachers felt that mentoring relationships with the principal and consultant teachers was essential for helping them transition particularly in the areas of classroom management, assistance with instructional activities and working with at-risk students. They note that beginning teachers sense of frustration and challenges seemed more manageable with those who had quality mentoring experiences. They found that the magnitude of problems beginning AC teachers experienced was minimized with those who had strong relationships with their principal. Further, suggest that AC beginning teachers can be aided tremendously by having mentor teachers to help problem solve. They recommend that purposeful programming be established to prepare mentors for the work to be done with mentees including the provision of dedicated release time and funding to compensate principals and mentors for their investment of time into mentoring initiatives.

Chin, E. & Young, J.W. (2007). A person-oriented approach to characterizing beginning teachers in alternative certification programs. *Educational Researcher*, 36(2), 74-83.

This article focuses on literature from ecological perspectives and human development and considers the socio-cultural backgrounds and environments of teachers to develop a typology of teacher characteristics that indicate characteristics of successful alternatively certified teachers. The authors note that programs must train teachers to function effectively in varied situations and circumstances. Further, the authors note that as attention is paid to the backgrounds and experiences of alternatively certified teachers programs can better determine which teaching conditions and situations foster higher retention of alternatively certified teachers and mentoring in alternative education program structures. They also note that in order to retain teachers of color, these approaches must be coupled with adequate supports that are sensitive to particular needs of teachers of color, including mentoring in alternative education program structures.

Darling-Hammond, L. (1990). Teaching and knowledge: Policy issues posed by alternate certification for teachers. *Peabody Journal of Education*, 67(3), 123-154.

Darling Hammond cites challenges in preparing alternatively certified teachers and expresses concern that state arrangements and requirements for traditional and alternative certification vary substantially. She also notes that due to the differences

in licensure requirements between states and the limited reciprocity increased numbers of teachers must seek alternative licensure. Further, Darling Hammond suggests that alternative certification programs need to have a substantial educational preparation component and extensive “clinical guidance” or mentoring and guidance assistance to prepare the alternatively certified teachers to teach. She stresses the importance of comprehensive preparation programs in developing effective new alternatively certified teachers.

Darling-Hammond also cites research by various scholars (Gray and Lynn, 1988; Smith, 1990; Wright et al., 1987) that highlight concerns about the poor quality of mentoring and supervision that many beginning alternatively certified teachers experience. The author believes that specific content related training must be identified and provided for training alternatively certified teachers. She notes that understandings about what works in preparing strong alternatively certified teachers has major policy implications on state certification requirements and how they develop teacher education and training programs for alternatively certified teachers.

Feistritzer, C. E. (2008). *Building a quality teaching force: Lessons learned from alternate routes*. Upper Saddle River, NJ: Pearson Education Inc.

This book presents the evidence gleaned from people who have been at the forefront of working with alternate route programs. The authors describe lesson learned in key areas of demonstrated success in building a quality teaching force through alternate routes to teaching:

- Recruitment and selection of candidates for successful teaching
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- Program content and curriculum
- Candidate assessment
- Organization and management.

The book is designed to assist those creating and /or implementing programs for the preparation of teachers primarily in field-based settings.

Gratch, A. (1998). Beginning teacher and mentor relationships. *Journal of Teacher Education*, 49(3), 220-227.

Gratch’s research on the socialization experiences of new teachers is consistent with many scholars that contend that early teaching experiences can be filled with isolation and uncertainty. From this research, the author cites examples of effective mentoring approaches and ineffective mentoring experiences of new teachers. She stresses the importance of training for mentors and recommends that aspects of professional learning community experiences be integrated into professional development for those in mentoring capacities. She also suggests the need for training and workshops for all mentor-mentee participants concluding that the relationships would be enhanced if all parties have an understanding how to communicate and work together effectively.

As is noted by other authors, Gratch advances that the mentor-mentee relationships be built on “modeling.... and guided practice” (Stanulis, 1994, p. 226) or shared collaboration.

Haberman, M. (1999, December). Increasing the number of high-quality African American teachers in urban schools. *Journal of Instructional Psychology*, 26(4), 208-212.

Martin Haberman's study, situated in Milwaukee Public Schools, led him to conclude that it is possible to identify qualified minority college graduates to train as teachers through alternative certification programs. Based on his study, he suggests that minority college graduates who reside in urban communities and who receive quality training with adequate supports, mentoring and on-site coaching are likely to be high performers and remain in the same urban areas as teachers. Further he notes that these alternatively certified teachers have high retention rates because they generally remain as teachers in their communities for extended periods of time. In addition, the principals of these AC teachers rate "51% of them as satisfactory and 45 % as exemplary" suggesting that they are high achievers. Mentors identified for this program were strong teachers in the school district and received a full time release to serve in the mentoring capacity. Each mentor in the program was assigned four mentees and was responsible for on-going visits to mentees and on-site coaching (p. 208).

Humphrey, D.C. & Wechsler, M.E. (2007, March). Insights into alternative certification: Initial findings from a national study. *Teachers College Record*, 109(3), 483-530.

This article is based on research that observes seven alternative teacher certification programs to ascertain who the participants are in these programs and what is included in the beginning teacher experiences. The authors note that mentoring of pre-service teachers by veteran teachers is a common element of alternative certification programs. All seven case study programs offer beginning teachers opportunities for pre-service or on-the-job training coupled with a mentoring component. Further, all programs except one had teachers serve as the teacher of record during their program and all six administrators cited that an emphasis on mentoring by a veteran teachers as an important element in the experience. What differs extensively is the quality of the mentoring relationship, format of the mentoring arrangements and the opportunities for guidance by experienced mentors.

One program offered beginning teachers two mentors – one from the district and one from the university program. While this was seen as a plus it could also be a source of confusion if the mentors are not consistent in shared information. Other mentor formats included full time mentors or volunteer mentors with varied levels of preparation and training for teacher mentors. Humphrey and Wechsler conclude that mentoring is a key input into shaping the experience of pre-service teachers and it can enhance the on the job training experience or without it teachers can be alienated and driven away from teaching. The authors assert that mentor accessibility is important and asserts that mentor relationships should provide "emotional support", help with ideas on instruction and curriculum and opportunities for information and resource sharing.

Humphrey, D. C., Weschler, M. E., & Hough, H. J. (2008, April). Characteristics of effective alternative certification programs. *Teachers College Record*, 110(4), 1-63. Retrieved from http://policyweb.sri.com/cep/publications/AltCert_finalTCversion.pdf

Humphrey, Weschler, & Hough's article uses the same seven cases in their assessment of effective characteristics of teacher education programs as Humphrey and Wechsler. As with numerous other scholars, these authors note that mentoring elements are an essential part of alternative certification programs due to the emphasis on on-the-job training. Specifically, the authors highlight three mentoring arrangements that include administrator mentoring from school administrators, program mentoring from university personnel or program staff members and in school mentoring provided by veteran teachers in the school where beginning teacher is serving. These researchers note that the in school mentoring arrangements provide the most effective kind of experience for alternatively certified teacher candidates. Teacher candidates in this study note that the mentor demonstrations of lessons, mentor mentee lesson planning and sharing of curricular resources, and opportunities for discussion of the needs and strengths of student populations provided the most helpful aspects of the mentoring relationships (p.14).

The authors note that mentoring quality varies from program to program and cite concerns that many program participants feel a void in their professional development experiences with mentors. The authors conclude that varying mentoring experiences could be due to the variations in mentor preparation and training, compensation and the teaching loads of mentors.

King, S. H., & Bey, T. M. (1995, November). The need for urban teacher mentors: Conceptions and realities. *Education and Urban Society*, 28(1), 3-10.

These scholars note that teachers in urban communities have unique mentoring and support needs because of the distinct cultural demographics of urban communities. They suggest that attention to the specific mentoring needs of urban teachers is often limited and that the socio-cultural circumstances faced by urban educators are frequently overlooked (Ganser, Frieberg & Zbikowski, 1993; King & Bey, 1995). King and Bey also advance that urban mentors as well as urban beginning teachers must have the desire and training to support their assignments in urban schools.

While the research shows that alternatively certified teachers have certain needs that should be addressed in induction and mentoring programs, it seems to follow from this article that alternatively certified teachers who will work in urban schools will also require specific training to prepare them for the unique job of serving in urban educational environments particularly since many alternatively certified teachers end up teaching in urban, high need and hard to staff schools.

The article provides an overview of what mentoring and mentor roles should be in order to enrich the urban educational environments. These include training for mentors on guiding and assisting beginning teachers, thoughtful matching of mentors with mentees and ongoing mentoring opportunities beyond the first year as a part of professional development in schools.

Schoon, K. J., & Sandoval, P. A. (2000). Attracting, preparing and keeping great urban teachers: The urban teacher education program, option II. *Urban Education*, 35(4), 418 - 441.

This article presents research from a study of a program for non-traditionally prepared teacher candidates known as the Northwest Indiana Urban Teacher

Education Program (UTEP). This teaching program provided a 19 month intensive in-service teacher education program to guide prospective urban middle and high school “limited license” teachers through alternative certification (p. 423). The preparation included a mentoring component coupled with the training in pedagogical knowledge. In the article, Schoon and Sandoval stress the importance of on-going support for teachers and the use of strong, effective mentor teachers to model and provide guidance to pre-service teachers. Findings from this study indicate that not only are programs of this type effective in training teachers for urban school districts but they are key in developing strong potential future mentors for other non-traditional teacher candidates.

The challenges urban schools face include being high need hard to staff institutions with voids in disciplines such as science, special education, math and bilingual subjects. However, the authors show that high quality, in-service intensive alternative certification programs can be effective in preparing teachers for urban schools particularly if the programs are “small, maintaining a strong and continuous university connection and by having district administrators identify exemplary urban teachers to be mentors” (p. 421). Program administrators for UTEP wanted to work with teacher candidates that would relate well and be comfortable with urban children. The authors and other scholars note that alternative certification programs often attract large numbers of individuals from educationally underserved groups making them prime candidates to transition into urban schools where they may identify with, be more accepting of and have similar “socioeconomic and ethnic” backgrounds as their students (p. 421).

Shen, J. (1998). Alternative certification, minority teachers and urban education. *Education and Urban Society*, 31(1), 30-41.

This paper uses data from the Schools and Staffing Survey 1993-94 to study the link between alternative teacher certification, minority teachers, and urban education and to compare alternatively and traditionally certified minority teachers in urban schools. Alternative certification appears to be effective in recruiting minority teachers to urban schools.

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

This article highlights the importance of induction programs and mentoring relationships in helping retention rates of new teachers. The authors research supports that there was less teacher turnover at schools that had teachers who participated in an induction program and cite that the assignment of a mentor was the most significant and effective aspect of the induction experience. Further they note that having collaborative time for lesson planning and instructional guidance proved effective for beginning teachers and these elements contributed to decreases in the movement and the attrition of beginning teachers.

Steadman, S. C., & Simmons, J. C. (2007) The cost of mentoring non-university-certified teachers: Who pays the price? *Phi Delta Kappan*, 88(5), 364-367.

This article suggests that in an effort to address the critical teacher shortage by inducting alternatively certified teachers into schools under the guidance of mentor teachers that mentoring relationships are becoming burdensome for mentor teachers. Citing statistics that suggest the low retention rates of alternatively certified teachers in New York, the authors question if the teacher mentor burden is worth the extra work. The authors note that many school districts are ill-equipped in assisting experienced teachers with support and resources necessary to carry out the mentoring roles and responsibilities. Further, these responsibilities are being placed on the already heavy workload of the veteran teachers and have the possibility of taking its toll on mentor teachers. The authors call for a greater assessment of the benefits and the cost of the teacher mentor-mentee relationships to discern if these arrangements are having an impact and if the benefits outweigh the costs.

Wildman, T. M., Magliaro, S. G., Niles, R. A., & Niles, J. A. (1992). Teacher Mentoring: An Analysis of Roles, Activities, and Conditions. *Journal of Teacher Education*, 43(3), 205-213.

This article is based on a qualitative study of responses from 150 mentor teachers regarding their mentoring experiences and ways that they supported beginning teachers.

This article discusses conceptual framework created by Wildman et al. of categories of mentoring activities that exemplifies approaches used by experienced teachers to support and guide new teachers. In addition, this article advocates for flexibility in shaping teacher mentoring programs and suggests that mentoring programming fit the context and “circumstances of beginning teachers” including their needs, their personalities, their styles and their school environments. The authors note that each mentoring situation and context is different and therefore requires unique approaches to each mentoring relationship. Further, the authors suggest that veteran teachers have varied skills and have the ability to adapt to the needs of new teachers without too many formal, prescribed mentoring guidelines.

The authors caution that because mentoring arrangements are based on personal interactions that mentoring relationships are often not without challenges. They suggest that “program monitoring and revision, mentor experience, and opportunity for shared and individual reflection, coupled with better orientation of beginners to ways of negotiating their interactions with mentors, helped prevent or reduce the negative effects of problems” (p. 212).

Support

Boreen, Jean, Johnson, Mary K., Niday, Donna and Potts, Joe. (2009). *Mentoring Beginning Teachers*. Portland, ME: Stenhouse Publishers.

The authors address the specific needs for mentoring first year teachers and then proceed to develop a handbook for mentors that gives specific information for how to actually, specifically help a first year teacher with various typical first year teacher concerns, such as classroom management. Content includes how to encourage first year teachers in professional development and reflection.

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

This work paints a clear and simple picture of what happens to first year teachers during the first weeks of school, providing a clear rationale for the need for induction and support systems for first year teachers. The focus is on not just survival, but also on developing effective teachers from the first day of school. The work also addresses what induction programs should be as well as what they should not be.

Ingersoll, R. M., & Kralik, J. M. (2004, February). The impact of mentoring on teacher retention: What the research says. Denver, CO: Education Commission of the States. Retrieved from <http://www.ecs.org/clearinghouse/50/36/5036.pdf>

This report's primary objective is to provide policymakers, educators and researchers with a reliable assessment of what is known, and not known, about the effectiveness – the value added – of teacher induction programs. In particular, this review focuses on the impact of induction and mentoring programs on teacher retention.

While the literature search located some 150 empirical studies of induction and mentoring programs, in the end only 10 studies could be included for this ECS review because all studies had to satisfy three criteria:

1. Quantitative Data – The studies had to involve quantitative research because the task was to determine the value added of induction programs.
2. Evaluation and Outcomes – The studies had to evaluate the effects of induction in terms of well-defined, verifiable outcomes for the teachers who were mentored.
3. Comparisons – The studies had to compare those individuals who were mentored with those who were not in order to provide unambiguous conclusions about the value added (or not) of the induction programs.

While the impact of induction and mentoring differed significantly among the 10 studies reviewed, collectively the studies do provide empirical support for the claim that assistance for new teachers and, in particular, mentoring programs have a positive impact on teachers and their retention.

The findings of the studies are seriously limited, however, by the fact that most of them were not able to control completely for other factors that also might have affected the outcomes noted. Also, the content, duration and delivery of the programs studied were so varied from one site to another that it is not clear to what extent general conclusions about mentoring and induction can be drawn from any given study.

Peterson, P. L., McCarthy, S. J., & Elmore, R. F. (1996). Learning from school restructuring. *American Educational Research Journal*, 33(1), 119-153.

This article describes a study that explores the connection between school organization and classroom practice. Successful restructuring experiments from three elementary schools were analyzed. Changes included new student grouping patterns, new ways of allocating time for subject matter, teachers meeting together as a whole school or in teams, and access to new ideas through professional development. The study found that (1) teaching and learning are mainly a function of the teacher's beliefs, understandings, and behaviors within the context of specific classroom

problems; (2) changing classroom practice is primarily a problem of continuous learning resulting in improved practice for teachers, not a problem of school organization; (3) school structures can provide opportunities for learning, but structures by themselves do not cause learning to occur; and (4) where teachers have a shared vision, teaching practice and student learning are successfully connected.

Saphier, J., Freedman, S., & Aschheim, B. (2001). *Beyond mentoring. How to attract, support and retain new teachers.* Wellesley, MA: Teachers21.

The authors and *Teachers 21* have developed a comprehensive model for the induction of beginning teachers. It suggests that support for new teachers needs to be a priority of school administrators and needs to happen in a systematic way. It brings together in a coherent plan the many different ways that schools can support their new staff members – and the veterans who are helping to support these newcomers. It is based on the assumption that everyone in the school community needs to understand their responsibility for reaching out to new teachers and providing them with the encouragement, resources, beliefs, and attitudes that will contribute to their success in the classroom.

Scherer, M., (Ed.). (1999). *A better beginning. Supporting and mentoring new teachers.* Alexandria, VA: ASCD.

The editors of *Educational Leadership* compiled this anthology which documents “how schools and educators are responding to the needs of new teachers. The six sections include the following: reflection on trends in the profession to examine the needs of new teachers and to provide better induction; improved mentoring; comprehensive reforms; stronger communication and instructional competencies; more attention to fellow practitioners. Marge Scherer is the editor of *Educational Leadership*.

Texas Beginning Educator Support System. (2000). Texas State Board of Educator Certification.

This support system is the result of research funded by a grant from the U. S. Department of Education, Title II, Teacher Quality Enhancement Grant. The state provided matching funds. The research produced the basis for thirteen beginning educator support system program standards. Each of these standards has well-developed indicators. The program includes a framework and instrument for assessing effectiveness for beginning teachers and involves them collegially with their mentors in the process. This research and the resulting standards based support system have been the core reference for many other publications on the need for mentoring and supporting beginning teachers.

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

This work includes a forward by Charlotte Danielson, a pioneer in researching and establishing the need for mentoring and support for new teachers. The content is a compendium of various successful mentoring programs from across the country and there is significant information on various ways that mentoring programs are funded. An extensive resource bibliography is included. The editors devote considerable

effort to explaining the need to go beyond mere support of beginning teachers to the extent of taking new teachers seriously as learners. The work includes information on how to address specifically the day to day concerns of first year teachers while at the same time encouraging them.

Wong, H. K. (2003, November). Save Millions – Train and Support New Teachers. *School Business Affairs*, 19-22.

In this article, Harry Wong explains that the difference between school districts with high turnover and those with low turnover is quite simple. School districts with low teacher attrition rate have an organized multiyear, sustained program to train, support and retain new recruits. This process is called new teacher induction, the purpose of which is to train, support and then retain these effective teachers.

Mr. Wong contends that it costs approximately \$55,000 to replace a first year through third year teacher and that training, mentoring and supporting first year teachers costs much less.

Retention

Adams, G.J., & Dial, M. (1994, Spring). The effects of education on teacher retention. *Education*, 114(3), 358-363.

Literature on the study of teachers' career choices and retention rates is broad and encompassing. It can be found under several titles, including teacher attrition, teacher survival, teacher retention, teacher burnout, and teacher turnover. At times, there appears to be no clear taxonomy and often these terms may overlap.

Authors often discuss teacher attrition or teacher survival in their articles as if teachers were leaving the profession. However, upon a close examination of their sample, it may be apparent that the authors are studying teacher turnover using a sample from a particular geographic location. An author may be using data from a state or local data bank and assume that if a teacher drops from the data bank from one year to the next, that the teacher may have left teaching (or did not "survive" teaching). In fact, the teacher may have moved to a neighboring district or state, he may be taking a break from teaching, or the district may have laid him off or terminated him.

A few panel or longitudinal studies of teachers have been performed (Chapman & Hutcheson, 1982; and Chapman, 1984), but the samples in these studies have tended to be small and regional. However, results from at least one major national study, the National Longitudinal Study of 1972 performed by the Center for Educational Statistics, are interesting. The study found that 18.3% of experienced teachers (those who had taught for at least one year) had taken a break from teaching and re-entered it at some point in their careers (Heyns, 1988).

Allen, M. (1999). Teacher recruitment, preparation and retention for hard-to-staff schools. A Report of a Meeting hosted by the Education Commission of the States in cooperation with the North Central Regional Educational Laboratory in Chicago, Illinois, August 29-30, 1999. Denver, CO: Education Commission of the States. (Document available from the Educational Resource Information Center as ED440948).

This report presents information from a 1999 meeting on teacher recruitment, preparation, and retention in hard-to-staff schools. The meeting was attended by 27 education leaders from around the country. It sought to exchange information and ideas about the problems of securing teachers for hard-to-staff schools, determine the extent of consensus about the success or promise of various strategies and policies, and assess the need for further information, discussion, and cooperation. It also examined policy barriers faced by programs working to recruit and prepare teachers for hard-to-staff schools and working to make a case to policymakers that the issue of recruitment, preparation, and retention of teachers for these schools needs to be central on their agenda. This report defines the central problem, which is the insufficient supply of effective teachers for all students, including high-poverty and minority students. It notes collateral problems, such as lack of alignment in the system and unclear delineation of responsibility for ensuring teacher effectiveness. Four key questions that must be addressed by educators and policymakers are discussed, and key challenges to success are noted. The paper concludes with a discussion of general approaches for policymakers and next steps to take.

Bernshausen, D. & Cunningham, C. (2001). The role of resiliency in teacher preparation and retention. Paper presented at the American Association of Colleges for teacher Education. Dallas, Texas. March 1-4, 2001. (Document available from the Educational Resource Information Center as ED451191).

Significant attrition, high stress levels, and burnout in education indicate that organizational cultures may not provide adequate support for educator resiliency. Teacher retention in a time of teacher shortages is very important. Resiliency development must become a major goal of preservice programs. Resiliency attributes include competence, belonging, usefulness, potency, and optimism. Professional Development Schools are designed to allow for resiliency building at all levels of teacher education. Teacher preparation programs should provide: frequent interactions with credible teacher educators; guided and increasingly responsible interactions with practicing classroom educators; powerful, repeated, and authentic classroom experiences; and high expectations. Resiliency building is not occurring as it should be. Initial teaching assignments often work against resiliency. Inexperienced and less resilient novice teachers have no time to develop tools for succeeding in most settings and burn out early in their careers. Induction programs can help with this problem. Resiliency building requires some to change beliefs and practices and re-evaluate program goals. Individuals must take control of their own wellbeing and develop coping strategies. Preservice and inservice experiences should work proactively with individuals to provide supportive, collegial environments that promote a cooperative spirit and build a sense of belonging and competence.

Berry, B., & King, T. (2005, May). Recruiting and retaining National Board Certified Teachers for hard-to-staff, low-performing schools. Chapel Hill, NC: The Southeast Center for Teaching Quality. (Document available from the Educational Resource Information Center as ED499076). Retrieved from <http://www.teachingquality.org/legacy/RecruitRetainHTSS.pdf>

What is known about recruiting and retaining teachers for hard-to-staff-schools runs counter to many of the assumptions undergirding the teacher quality provisions of No Child Left Behind. Evidence regarding incentives, recruitment pathways, new teacher induction programs, and alternative routes shed considerable light on what

needs to be done to ensure a "highly qualified" teacher for every student. Educators, armed with the right knowledge, can play an important role in getting both the funding and politics in place to create and support the policies and programs that can make a difference.

Billingsley, B.S. (2004, Spring). Special education teacher retention and attrition: A critical analysis of the research literature. *Journal of Special Education, 38*(1), 39-55.

The lack of qualified special education teachers threatens the quality of education that students with disabilities receive. Attrition plays a part in the teacher shortage problem, and efforts to improve retention must be informed by an understanding of the factors that contribute to attrition. Specifically, the author provides a thematic analysis of studies investigating factors that contribute to special education teacher attrition and retention. She addresses four major themes: teacher characteristics and personal factors, teacher qualifications, work environments, and teachers' affective reactions to work. Following this thematic review, a critique of definitional, conceptual, and methodological approaches used to study special education attrition is provided, as are priorities for future research.

Boe, E. E., Bobbitt, S. A., Cook, L. H., Whitener, S. D., & Weber, A. L. (1997, Winter). Why didst thou go? Predictors of retention, transfer, and attrition of special and general education teachers from a national perspective. *Journal of Special Education, 30*(4), 390-411.

The Teacher Followup Survey of 4,798 public school teachers found that teacher turnover decreased as the following variables increased: age, the number of dependent children, the level of certification, the number of years since the last degree was earned, teaching experience, and salary level. Strategies to maximize teacher retention are discussed.

Buckley, J., Schneider, M., & Shang, Y. (2005, May) Fix it and they might stay: School facility quality and teacher retention in Washington, D.C. *Teachers College Record, 107*(5), 1107-1123.

The attrition of both new and experienced teachers is a challenge for schools and school administrators throughout the United States, particularly in large urban districts. Because of the importance of this issue, there is a large empirical literature that investigates why teachers quit and how they might be induced to stay. Here we build upon this literature by suggesting another important factor in the teacher decision to stay or leave: the quality of school facilities. We investigate the importance of facility quality using data from a survey of K-12 public school teachers in Washington, D.C. We find in our sample that facility quality is an important predictor of the decision of teachers to leave their current position, even after controlling for other contributing factors.

Chapman, D. W. (1984). Teacher retention: the test of a model. *American Educational Research Journal, 21*(3), 645-658.

Using discriminant analysis, factors influencing teacher attrition were studied using three groups of University of Michigan graduates with teaching certificates: (1) those who taught continuously; (2) those who left teaching within five years; and (3) those

who never taught. Implications for school administration, teacher training, and further model development are discussed.

Cochran-Smith, M. (2004, November). Stayers, leavers, lovers, & dreamers. *Journal of Teacher Education*, 55(5) 387-392.

Teacher shortages, like the one schools face today, are not new. Periodically over the last 50 years there were fewer teachers available than were needed, and the response was primarily to step up recruitment efforts and issue temporary teaching credentials to those without qualifications. Three things are new however: (1) The requirement that teachers in all schools be "highly qualified" (P.L. 107-110, 2002); (2) the realization that it may not be teacher recruitment that is the problem in staffing the nation's schools, but teacher retention (Ingersoll, 2003); and (3) growing evidence that, like every other problem that plagues the nation's schools, the problem of teacher retention is most severe in high poverty and other hard-to-staff schools (Darling-Hammond, 2004; Darling-Hammond & Sclan, 1996). In this lecture transcript, the author discusses the problem of teacher retention, then turns to focus upon the characteristics of the new generation of teachers and how this new generation is and is not like the previous generations. The author then examines why people stay in teaching, and explores what she thinks it will take to retain teachers over the long haul in today's labor market, and in the face of the extraordinarily complex and multiple demands today's teachers face. In presenting these ideas, she employs a variety of tools: (1) Recent research; (2) Classroom vignettes; and (3) Examples from grade levels, schools and subject areas in urban rural, and suburban schools. To illustrate points, the author uses statistics as well as individual teachers' writing and research, excerpts from interviews, and group discussions. She also draws on her own experiences as a teacher educator, working in urban areas, and as a part of urban teacher education programs for nearly 30 years. She uses this and a mixture of illustrative and supporting material because she believes teachers can and need to learn about other teachers and teaching from many different sources that cross contexts, time periods, research paradigms, and ways of knowing.

Darling-Hammond, L. (2003, May). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 60(8), 6-13.

Discusses research related to the cost, causes, and consequences of teacher attrition especially in high-poverty schools. Includes four major factors influencing teacher attrition: Salaries, working conditions, teacher preparation, and mentor support. Draws implications for educational policy and practice.

Darling-Hammond, L. (1997). *Doing what matters most: Investing in quality teaching*. New York: National Commission on Teaching and America's Future, Teachers College, Columbia University. Retrieved from <http://www.nctaf.org/documents/DoingWhatMattersMost.pdf>

This report offers what NCTAF believes is the single most important strategy for achieving America's educational goals: A blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools. The plan is aimed at ensuring that all communities have teachers with the knowledge and skills they need to teach so that all children can learn, and all school systems are organized to support teachers in this work.

Elfers, A. M., Plecki, M. L., & Knapp, M. S. (2006). Teacher mobility: Looking more closely at “the movers” within a state system. *Peabody Journal of Education*, 81(3) 94-127.

This article summarizes the results of a 2-part study using both state databases and teacher surveys to examine teacher retention and mobility in Washington's teacher workforce. The first part of the research examined individual teacher records during a 5-year period. Statewide analyses were conducted, and 20 districts were selected for in-depth examination. Data were examined in relation to student demographics, measures of student learning, and poverty level of the school, with special attention given to novice teachers and teachers of color. The second part of the study surveyed a representative sample of teachers regarding their views on factors that influence their decisions to stay or leave their school or school district. Findings suggest that focusing on the nature of teacher mobility within a district is a useful way to examine a number of equity concerns.

Guarino, C. M., Santibanaz, L., & Daley, G. A. (2006). Teacher recruitment and retention. A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

This article critically reviews the recent empirical literature on teacher recruitment and retention published in the United States. It examines the characteristics of individuals who enter and remain in the teaching profession, the characteristics of schools and districts that successfully recruit and retain teachers, and the types of policies that show evidence of efficacy in recruiting and retaining teachers. The goal of the article is to provide researchers and policymakers with a review that is comprehensive, evaluative, and up to date. The review of the empirical studies selected for discussion is intended to serve not only as a compendium of available recent research on teacher recruitment and retention but also as a guide to the merit and importance of these studies.

Hanushek, E. A., Kain, J. F. & Rivkin, S. G. (1999). Do higher salaries buy better teachers? Working Paper No. 7082. Cambridge, MA: National Bureau of Economic Research.

This paper draws on the matched panel data of the UTD Texas School Project to investigate how shifts in salary schedules affect the composition of teachers within a district. When trying to estimate the true relationship between teacher quality and salaries, four methodological problems typically intervene: measuring teacher quality; distinguishing between shifts in salary schedules and movements along a given schedule; determining how the recent history of pay levels, combined with current pay, influences the composition of teachers; and discerning the existence of compensating differentials for different working conditions, which complicates the interpretation of observed salary differentials across districts and states. The panel data permit separation of shifts in salary schedules from movement along given schedules, and, thus, the analysis is more closely related to existing policy proposals. In analyses both of teacher mobility and of student performance, teacher salaries were shown to have a modest impact. Teacher mobility was more affected by characteristics of the students (income, race, and achievement) than by salary schedules. Salaries were also weakly related to performance on teacher certification tests--appearing to be relevant only in districts doing high levels of hiring. The only significant relationship between salaries and student achievement held (implausibly) for existing experienced teachers but not for new hires or for probationary teachers.

Hill, D. M., & Barth, M. (2004, June). NCLB and Teacher retention: Who will turn out the lights? *Education and the Law*, 16(2-3), 173-181.

The No Child Left Behind Act (NCLB, 2001) is a landmark reform reauthorizing the Elementary and Secondary Education Act (ESEA, 1965). In its second year of implementation, NCLB is the most ambitious federal effort to raise student achievement in 38 years (Mathews, 2003). Its intent is to close achievement gaps among students who belong to minority groups, have disabilities, are economically disadvantaged or have limited English proficiency. Framers failed to foresee its impact on teacher retention. Teacher retention, while a historical issue, is now a problem of increasing magnitude. McGuinn (1957) stated that school board presidents listed teacher turnover as their most serious problem. In this article, the authors discuss the negative impact of NCLB on teacher retention.

Imazeki, J. (2005, August). Teacher salaries and teacher attrition. *Economics of Education Review*, 24(4), 431-449.

This paper examines teacher labor mobility within and out of the teaching profession. Previous studies of teacher mobility treat attrition as a binary choice where inter-district transfers are grouped with stayers or exits. Either case ignores the possibility that transfer attrition may be influenced by different factors than exit attrition. Using data for new teachers in Wisconsin, I estimate separate hazard rates for transfers and exits. Transfers are found to respond most strongly when district salaries are increased relative to nearby districts. Salary increases for more experienced teachers may also reduce exit attrition among newer female teachers. Simulations suggest that fairly large salary increases are needed to reduce attrition out of Milwaukee down to the levels experienced by the average Wisconsin district.

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

Contemporary educational theory holds that one of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with qualified teachers. This theory also holds that these school staffing problems are primarily due to shortages of teachers, which, in turn, are primarily due to recent increases in teacher retirements and student enrollments. This analysis investigates the possibility that there are other factors—those tied to the organizational characteristics and conditions of schools—that are driving teacher turnover and, in turn, school staffing problems. The data utilized in this investigation are from the Schools and Staffing Survey and its supplement, the Teacher Followup Survey conducted by the National Center for Education Statistics. The results of the analysis indicate that school staffing problems are not primarily due to teacher shortages, in the technical sense of an insufficient supply of qualified teachers. Rather, the data indicate that school staffing problems are primarily due to excess demand resulting from a "revolving door"—where large numbers of qualified teachers depart their jobs for reasons other than retirement. Moreover, the data show that the amount of turnover accounted for by retirement is relatively minor when compared to that associated with other factors, such as teacher job dissatisfaction and teachers pursuing other jobs. The article concludes that popular education initiatives, such as

teacher recruitment programs, will not solve the staffing problems of such schools if they do not also address the organizational sources of low teacher retention.

Ingersoll, R. M. (1997, Fall). Teacher turnover and teacher quality: the recurring myth of teacher shortages. *Teachers College Record*, 99, 41-44.

Recent research indicates that large numbers of U.S. classrooms are staffed with unqualified teachers. This is not due to teacher shortages, but rather to shortages of qualified teachers for specific positions. Hiring practices result in out-of-field teaching. The research indicates that qualified teacher shortages stem from teachers leaving or moving from their jobs.

Ingersoll, R. M., & Smith, T. M. (2003, May). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30-33.

In this article, the authors argue that loss of new teachers plays a major role in the teacher shortage, but pouring more teachers into the system will not solve the retention problem.

Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28-40.

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.

Lee, V. E., Dedrick, R. F., & Smith, J. B. (1991, July). The effect of the social organization of schools on teachers efficacy and satisfaction. *Sociology of Education*, 64(3) 190-208.

This article argues that teachers' professional efficacy is related to the environment in which they practice. Explains higher levels of efficacy in Catholic schools by organizational differences. Cites principal leadership and communal organization as essential to teacher satisfaction. Suggests fostering cooperative environments and reasonable teacher autonomy in classroom practices.

Minark, M. M., Thornton, B., Perreault, G. (2003, May/June). Systems thinking can improve teacher retention. *The Clearing House*, 76 (5), 230-234.

Discusses the challenges of teacher retention and proposes that systems thinking can be used to address those challenges. Considers five strategies for retaining teachers. Suggests that the five strategies discussed can provide comprehensive programs to reduce teacher attrition and create stable teacher teams.

Nieto, S. (2003). *What keeps teachers going?* New York: Teachers College Press.

What helps great public school teachers persevere—in spite of everything? Sonia Nieto, a renowned teacher educator, takes a close look at what can be learned from veteran teachers who not only continue to teach but also manage to remain enthusiastic about it. This inspirational volume provides much-needed advice on how some urban teachers are solving the everyday challenges of student learning. Nieto collaborates with experienced teachers in urban schools who are especially effective working with students of culturally and linguistically diverse backgrounds—students who are among the most marginalized in our public schools. Offering an alternative vision of what's important in teaching and learning, Nieto concludes with an urgent call to advance new national priorities for public education.

NCTAF. (1996) *What matters most: Teaching for America's future*. Report of the National Commission on Teaching & America's Future. New York: National Commission on Teaching & America's Future. Retrieved from <http://www.nctaf.org/documents/WhatMattersMost.pdf>

This report provides a blueprint for recruiting, preparing, and supporting excellent teachers all across America in an effort to ensure that all children can learn. It describes a new infrastructure for professional learning and an accountability system that guarantees attention to standards for educators as well as students at every level.

NCTAF. (2002). *Unraveling the "teacher shortage" problem: Teacher retention is the key*. (2002). New York: The National Commission on Teaching & America's Future. (Document available from the Educational Resource Information Center as ED475047).

In August 2002, former NCTAF Chairman James Hunt and President Tom Carroll presented evidence to NCTAF's commissioners and partner states suggesting that the nation's widely publicized and often-lamented teacher shortages are, in fact, symptoms resulting from a teacher retention crisis in the United States.

NCTAF. (2003). *No dream denied. A pledge to America's children*. New York: National Commission on Teaching and America's Future. Retrieved from http://www.nctaf.org/documents/no-dream-denied_full-report.pdf

This report highlights the need for a coordinated system of teacher recruitment, quality teacher preparation, clinical practice, induction, mentorship, and continuing professional development, with accountability built in at each stage, for ensuring high-quality teaching for all students.

Schlechty, P. C., & Vance, V. S. (1981, September). Do academically able teachers leave teaching? The North Carolina case. *Phi Delta Kappan*, 63(2), 106-112.

To determine whether academically able teachers are more likely than others to leave the classroom, a study was conducted of the data file of all certified regular classroom teachers who entered teaching in North Carolina from 1973 to 1980 and had no prior teaching experience.

Schlechty, P., & Vance, V. (1983, January). Recruitment, selection, and retention: The shape of the teaching force. *The Elementary School Journal*, 83(4), 469-487.

The characteristics of the talent pool that will be available to the teaching profession is largely controlled by institutions and agencies that either have only a passing interest in the education of teachers (major universities) or by those that have a vested interest in maintaining the status quo (schools of education that are dependent on filling their classes with students). The public schools have been encouraged to develop reward systems aimed more at recruiting new teachers than at maintaining or motivating them. Given the perception that many teachers are marginally qualified, administrators receive more status and rewards than teachers. The organizational structure of schools provides few meaningful ways of promotion and advancement, other than by renouncing teaching and becoming an administrator. Sex stereotyping has encouraged administrators to believe that teachers generally are inadequate managers and has encouraged teachers to believe that administrators are bosses rather than colleagues. The net effect is to discourage entrance into teaching and to encourage bureaucratic solutions, cynicism, and a lack of intellectual leadership in schools of education and in the public schools. By conceptualizing schools as workplaces and students as the primary workers, the role of ordinary classroom teachers becomes that of a first-line supervisor as opposed to a low-level employee. Responsibility for the professional training of teachers should be divorced from institutions of higher education and teacher education should once again be placed where it in fact occurs: in the public schools.

Shann, M. H. (1998, November-December). Professional commitment and job satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, 92(2), 67-73.

Teacher job satisfaction is a multifaceted construct that is critical to teacher retention, teacher commitment, and school effectiveness. Interviews and questionnaires from 92 teachers in 4 urban middle schools were used to assess the importance and satisfaction they assigned to various aspects of their jobs. Teacher-pupil relationships ranked highest overall in terms of importance and satisfaction. Parent-teacher relationships commanded respondents' highest concern. Teachers in the lower achieving schools were more dissatisfied with teacher-teacher relationships and their school's curriculum than those in the higher achieving schools, and they reported a greater discrepancy in student achievement. Principals are advised to act on issues that erode teacher satisfaction by promoting teacher involvement in decision making and simultaneously focusing on education reforms.

Sotko, E. M., Ingram, R., & Beaty-O'Farrell, M. E. (2007, January). Promising strategies for attracting and retaining successful urban teachers. *Urban Education*, 42(1), 30-51.

In the debate about urban school effectiveness and teacher quality, one proposition has emerged as indisputable: The success of urban schools depends heavily on the quality of the teachers who serve the schools and the administrators who support the teachers. Unfortunately, urban school district recruitment policies are often not aligned with research and practical knowledge about urban teacher effectiveness; thus, the best candidates are often ignored, neglected, or otherwise discouraged. To achieve challenging goals for student achievement, urban school districts must tailor their recruitment and retention efforts to address the characteristics and motivations of potential urban teachers.

Wong, H. K. (2004, March). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*, 88(638), 41-58.

This article features schools and school district with successful induction programs, all easily replicable. Increasingly, research confirms that teacher and teaching quality are the most powerful predictors of student success. In short, principals ensure higher student achievement by assuring better teaching. To do this, effective administrators have a new teacher induction program available for all newly hired teachers, which then seamlessly becomes part of the lifelong, sustained professional development program for the district or school. What keeps a good teacher are structured, sustained, intensive professional development programs that allow new teachers to observe others, to be observed by others, and to be part of networks or study groups where all teachers share together, grow together, and learn to respect each other's work data.