



Past, Present, and Future Research on Teacher Induction: An Anthology for Researchers, Policy Makers, and Practitioners

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This anthology on teacher induction research is intended for researchers, policy makers, and practitioners in the field of teacher induction both nationally and internationally. This book is the final and major project of the Association of Teacher Educators' (ATE) Commission on Teacher Induction and Mentoring. Its importance is derived from three sources: (1) careful conceptualization of teacher induction from historical, methodological, and international perspectives; (2) systematic reviews of research literature relevant to various aspects of teacher induction including its social, cultural, and political contexts, program components and forms, and the range of its effects; (3) substantial empirical studies on the important issues of teacher induction with different kinds of methodologies that exemplify future directions and approaches to the research in teacher induction. The content of the book has direct implications for ATE's membership since part of the ATE mission is to provide opportunities for personal and professional growth of the Association membership whether members are researchers, policy makers, or practitioners in teacher learning and/or teacher induction.

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Editorial Review

Review

Past, Present, and Future Research on Teacher Induction addresses directly and unapologetically the impact of mentored learning upon professional development of teachers. Written by some of the leading researchers on mentoring and teacher induction, the collection of chapters starts by establishing underlying concepts and contexts of teacher induction, proceeds to a discussion on components and impacts of well-developed mentoring and induction programs, and ends with compelling research-based examples of the effects that mentoring has upon both faculty performance and student achievement. Effectively combining theory and application, the book is a must-have resource for teacher educators, P-12 teachers and administrators, policy makers, and anyone else committed to developing effective teacher induction programs. (Annette D. Digby, past president, Association of Teacher Educators; vice president for academic affairs and provost, Lincoln University)

A good teacher is the most important, school-based determinant of student success, so it stands to reason that when we accelerate the effectiveness of our newest teachers, moving them quickly along the learning curve from beginning to accomplishment, we begin to close the achievement gap in our schools. Every day, well-trained mentors work with beginning teachers to elevate the level of teaching that happens in classrooms across the country. Anyone interested in learning more about how teacher induction and mentoring accelerates the effectiveness of new teachers—from theory to program impact—will find this book a valuable resource. (Ellen Moir, chief executive officer, New Teacher Center)

This volume brings together the leading thinkers and researchers on this issue in a series of helpful chapters that illuminate carefully and thoroughly what we know, what we do not know, and what we need to know about teacher induction. This book is a valuable resource for those concerned?whether they be researchers, policy makers, or practitioners?with understanding or helping beginning teachers survive and succeed in our schools. (Richard M. Ingersoll, professor of education and sociology, University of Pennsylvania; author of Who Controls Teachers' Work?)

While programs of teacher induction have been supported for years, according to research conducted on their outcomes and descriptions included in journals and brochures, the need for highly qualified teachers who have been mentored and inducted into the profession has never been so great. This volume captures the major components of induction programs theory; policies; research; responsibilities of universities and school districts; impact of technology, ethnicity, and equity; and studies of teacher retention. Its authors and editors bring to the chapters considerable experience with induction and an insider's view, as well as research on the effects of induction on teacher effectiveness and tenure. (W Robert Houston, John and Rebecca Moores Professor of Education, Distinguished Teacher Educator, University of Houston)

About the Author

Jian Wang is professor of teacher education in the Department of Curriculum and Instruction, University of Nevada, Las Vegas. He serves as an editor of *Journal of Teacher Education* and a member of commission on teacher mentoring and induction. Sandra J. Odell is a professor of teacher education and chair of the Department of Curriculum and Instruction at the University of Nevada, Las Vegas. She is currently an editor of the *Journal of Teacher Education*. RenZe T. Clift is the associate dean for professional preparation and a professor of teaching, learning, and sociocultural studies at the University of Arizona.

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