

Study of Teacher Induction in MSPs

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Overarching Questions

- What are the subject-specific needs of beginning mathematics and science teachers (versus those of secondary teachers in other subject areas?)
- How can teacher induction programs address such needs, and to what effect?

Research Plan

- Longitudinal field-work at MSPs that address teacher induction;
- Focus on about 6 MSPs in Cohorts 1 and 2 (and maybe one in Cohort 3)
- Includes a case study of e-mentoring of novice science teachers (MSP grant of NSTA w/ Montana State and UC Santa Cruz)

Research Plan (cont'd)

- Address emerging hypothesis about subject-specific aspects of teacher induction
- Includes emphasis on impacts of programs

For example: teacher retention

teacher knowledge (content, pck)

teacher practices

student outcomes

Synergistic Activities



1999-2003

Math and Science Teacher Induction in Five Countries

1. France
2. Japan
3. New Zealand
4. Shanghai
5. Switzerland

*Comprehensive Teacher Induction:
Systems for Early Career Learning*

Britton, E., Paine, L., Pimm, D. and Raizen,
S.

Kluwer Academic Publishers and WestEd

2002-2005

Design Framework for Math and Science Teacher Induction in the U.S.

Based on case studies of 7 U.S. teacher induction programs

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