

SUSAN MOORE JOHNSON
and
THE PROJECT ON
THE NEXT GENERATION OF TEACHERS

FINDERS AND KEEPERS

*Helping New Teachers Survive and
Thrive in Our Schools*

Finders And Keepers Helping New Teachers Survive And Thrive In Our Schools

Marilyn Cochran-Smith, Susan L. Lytle



Finders And Keepers Helping New Teachers Survive And Thrive In Our Schools:

Finders and Keepers Susan Moore Johnson, 2004-03-26 This text explores the challenges facing today's new teachers and offers not only cases and informed insight into the career choices of today's teachers but also practical recommendations about how best to attract and retain a strong teaching force

Comprehensive Mentoring Programs for New Teachers Susan Villani, 2009-06-17 This updated edition presents 18 successful real world programs 5 factors for developing a comprehensive mentoring initiative and new material for mentoring special education math and science teachers

Alternative Routes to Teaching Pam Grossman, Susanna Loeb, 2021-02-25 Over the past 20 years alternative certification for teachers has emerged as a major avenue of teacher preparation The proliferation of new pathways has spurred heated debate over how best to recruit prepare and support qualified teachers Alternative Routes to Teaching provides a thorough and dispassionate review of the research evidence on alternative certification It takes readers beyond the simple dichotomies that have characterized the debate over alternative certification encourages them to look carefully at the trade offs implicit in any route into teaching and suggests ways to marry the proven strengths of both traditional and alternative approaches

Stories from Novice Teachers Lisa Scherff, Mike Daria, 2010-08-14 Why do new teachers change schools or leave the profession Stories from Novice Teachers This is Induction attempts to address this question In this book we feature the stories of a dozen novice teachers and how they were or were not mentored or inducted by their schools Using data collected over a three year period close to 1 000 emails and face to face interviews the cases presented in this book can inform school principals and district level administrators of the situations that promote or hinder new teacher growth so that we can lower attrition rates and foster student achievement The cases presented in this book range from problems in the faculty lounge to unsupportive colleagues to too much induction

Social and Emotional Education in Primary School Carmel Cefai, Valeria Cavioni, 2013-10-04 This book synthesizes concepts findings and best practices for a complete guide to planning implementing and evaluating social and emotional education SEE programs Emphasizing caught as well as taught lessons it offers a whole school framework for SEE with content rationales assessment tools and age appropriate strategies Interventions are also included for use across subjects to engage learners and assist students with behavioral and emotional difficulties And the lessons travel beyond the classroom involving the whole school families and communities Key areas of coverage include How SEE can be taught and assessed as a core competence Classroom and whole school frameworks to enhance SEE Examples of targeted interventions for at risk students Techniques for enlisting parents and communities in supporting SEE A complete online set of SEE class and homework activities Social and Emotional Education in Primary School is an essential resource for scientist practitioners educators and other professionals as well as researchers and graduate students in special and general education child and school psychology educational psychology social work positive psychology and family related fields

Democratic Education in Practice Matthew

Knoester,2015-04-25 The Mission Hill School founded by MacArthur Award winner Deborah Meier and colleagues in 1997 is a small public school that has rethought almost everything about the process of teaching and learning Beyond richly describing and evaluating this high achieving school the author argues that democratic education is increasingly difficult in this era of testing and standardization and that a school such as Mission Hill must be continually thoughtful innovative and courageous in counteracting systemic inequality This in depth examination is essential reading for anyone interested in how to better understand seemingly intractable problems related to urban public education in the United States Book Features An exemplary model of democratic education that shows the inner workings of a largely teacher governed school A rare example of an urban school implementing Dewey influenced progressive pedagogy In depth descriptions of an anti racist and culturally relevant pedagogy and curriculum A close examination of successful practices including shared decision making intensive problem solving and looking at student work Matthew Knoester is a National Board Certified Teacher and former teacher at the Mission Hill School in Boston He received his Ph D in Curriculum and Instruction from the University of Wisconsin Madison and is currently Assistant Professor of Education at the University of Evansville Matthew Knoester has done us an enormous favor by showing us in detail what could be one example of how schools can be the building blocks for democracy recreating community for all to taste feel hear and see From the Foreword by Deborah W Meier This is exactly the kind of book that is so necessary at this time Schools can be respectful responsive and caring places Matthew Knoester gives us a detailed picture of such a school If more people would read books such as this the national debate on education would be all the better for it Michael W Apple John Bascom Professor of Curriculum and Instruction and Educational Policy Studies University of Wisconsin Madison Knoester s account of the Mission Hill School captures the habits of mind needed if public schools are to be truly democratic in spirit and in practice centered on the children and as Deborah Meier so powerfully advocates protected from those policies and social forces that accept and perpetuate disengagement and inequality in our children s education Linda McSpadden McNeil Professor of Education Rice University author of Contradictions of School Reform To those who have never seen the Mission Hill School in Boston it may sound like a magical place The good news is that it is real and Knoester shows us through his compelling narrative how and why they have been able to achieve so much For educators students and parents this book will be a source of inspiration At a time when our policymakers and many so called reformers are actively undermining support for public education this important book will serve as a reminder that we can do a much better job at educating all children Pedro Noguera Executive Director Metropolitan Center for Urban Education New York University *Advisory in Urban High Schools* K. Phillippo,2013-07-31 Kate Phillippo evaluates the practice of having teachers also serve as advisors tasked with providing social emotional support to students Through an in depth survey of teacher advisors at three different urban high schools she examines the different ways in which advisors interpret and carry out the role and the outcomes for students **Why Half of Teachers Leave the**

Classroom Carol R. Rinke, 2014-02-02 The statistics are familiar almost 50% of new teachers leave the profession within their first five years in the classroom The challenge of recruiting and retaining teachers carries high costs for today's schools and students This book uncovers some of the reasons behind the elevated attrition rates in the field of education through a long term study of beginning teachers in one urban school district Drawing upon research conducted over a seven year period this book sheds light upon the role that teachers' intentions play in shaping their later career paths It also shares the deeply personal and professional journeys of teachers who stayed teachers who shifted into education related positions and teachers who left the field altogether Through eight in depth case studies this book clarifies the factors influencing teachers' career paths and depicts the toll that teacher attrition takes on the teachers themselves Finally it makes an argument for placing teachers' voices clearly at their center of their own career development as a way to enhance autonomy satisfaction and ultimately career longevity

Handbook of Education Policy Research Janelle Scott, 2025-07-17 The second edition of the Handbook of Education Policy Research the largest volume published in AERA's history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners

Past, Present, and Future Research on Teacher Induction Jian Wang, Sandra J. Odell, Renee T. Clift, 2010-07-16 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

Handbook of Research on

Teacher Education Marilyn Cochran-Smith, Sharon Feiman-Nemser, D. John McIntyre, Kelly E. Demers, 2008-02-19 Co Published by Routledge Taylor Francis Group and the Association of Teacher Educators The Handbook of Research on Teacher Education was initiated to ferment change in education based on solid evidence The publication of the First Edition was a signal event in 1990 While the preparation of educators was then and continues to be the topic of substantial discussion there did not exist a codification of the best that was known at the time about teacher education Reflecting the needs of educators today the Third Edition takes a new approach to achieving the same purpose Beyond simply conceptualizing the broad landscape of teacher education and providing comprehensive reviews of the latest research for major domains of practice this edition stimulates a broad conversation about foundational issues brings multiple perspectives to bear provides new specificity to topics that have been undifferentiated in the past includes diverse voices in the conversation The Editors with an Advisory Board identified nine foundational issues and translated them into a set of focal questions What s the Point The Purposes of Teacher Education What Should Teachers Know Teacher Capacities Knowledge Beliefs Skills and Commitments Where Should Teachers Be Taught Settings and Roles in Teacher Education Who Teaches Who Should Teach Teacher Recruitment Selection and Retention Does Difference Make a Difference Diversity and Teacher Education How Do People Learn to Teach Who s in Charge Authority in Teacher Education How Do We Know What We Know Research and Teacher Education What Good is Teacher Education The Place of Teacher Education in Teachers Education The Association of Teacher Educators ATE is an individual membership organization devoted solely to the improvement of teacher education both for school based and post secondary teacher educators For more information on our organization and publications please visit www.ate1.org Adult Education and Vocational Training in the Digital Age Wang, Viktor, 2016-11-08 In order to deliver optimum educational opportunities to learners higher education institutions must utilize emerging innovations and resources By doing so they can begin to develop more student centric pedagogies Adult Education and Vocational Training in the Digital Age is an authoritative reference source for the latest scholarly material on the use of recent technologies to facilitate and optimize classroom environments for adult learners Highlighting relevant andragogical organizational and institutional issues this book is ideally designed for professionals educators upper level students administrators and academics interested in emerging research on digital classrooms **Preparing Classroom Teachers to Succeed with Second Language Learners** Thomas Levine, Elizabeth Howard, David Moss, 2014-07-11 This volume identifies resources models and specific practices for improving teacher preparation for work with second language learners It shows how faculty positioned themselves to learn from resources experts preservice teachers their own practice and each other The teacher education professionals leverage their experience to offer theoretical and practical insights regarding how other faculty could develop their own knowledge improve their courses and understand their influence on the preservice teachers they serve The book addresses challenges others are likely to experience while improving teacher preparation

including preservice teacher resistance the challenge of adding to already packed courses the difficulty of recruiting and retaining busy faculty members and the question of how to best frame the larger issues The authors also address options for integrating the work of improving teacher preparation for linguistic diversity into a variety of different teacher education program designs Finally the book demonstrates a data driven approach that makes this work consistent with many institutions mandate to produce research and to collect evidence supporting accreditation

World Yearbook of Education 2013 Terri Seddon, John Levin, 2012-12-12 Educators professionalism and politics offers ways of understanding how and with what consequences national systems of education and the work of education professionals are being reregulated in the context of contemporary global transitions Globalization does not just create transnational organizations relations and practices it also transforms nation states by creating more complex education spaces that impinge on the work of educators and the learning that they enable globally nationally and locally This volume of the World Yearbook of Education focuses firmly on the educators themselves It documents the way educators encounter and renegotiate ideas and practices that travel globally as they seek to enact their established professional projects This framing recognises that educators spaces work and identities are historically anchored in national institutional trajectories but are both disturbed and renewed as globally mobile ideas and practices touch down within national systems of education The chapters examine the effect of global transitions on educators and education and offers new perspectives on educational work in different parts of the world today They challenge bleak assessments of teacher de professionalization and idealistic narratives about professional development Chapters highlight the significance of educators occupational boundary work and the resources and networks they mobilize through their professional projects as they make and remake education in national spaces The volume tracks Re regulatory trajectories evident in national education spaces and their impact on educators The way educators renegotiate globally mobile ideas practices and national institutional trajectories as they mediate global formations emerging in the national space and The kinds of mediations and resources that enable education professionals to engage with the politics of professionalization This volume of The World Yearbook of Education will be of great interest to Education researchers graduate students teacher educators and education policy makers Terri Seddon is Professor of Education at Monash University Australia Jenny Ozga is Professor of the Sociology of Education at Oxford University UK John Levin is Bank of America Professor of Education Leadership and Director California Community College Collaborative University of California USA

Career Change Teachers Meera Varadharajan, John Buchanan, 2021-10-26 **Inquiry as Stance** Marilyn Cochran-Smith, Susan L. Lytle, 2015-04-25 In this long awaited sequel to Inside Outside Teacher Research and Knowledge two leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change In their new book the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts They call for practitioner

researchers in local settings across the United States and around the world to ally their work with others as part of larger social and intellectual movements for social change and social justice Part I is a set of five essays that conceptualize inquiry as a stance and as a transformative theory of action that repositions the collective intellectual capacity of practitioners Part II is a set of eight chapters written by eight differently positioned practitioners who are or were engaged in practitioner research in K 12 schools or teacher education Part III offers a unique format for exploring inquiry as stance in the next generation a readers theatre script that juxtaposes and co mingles 20 practitioners voices in a performance oriented format Together the three parts of the book point to rich possibilities for practitioner inquiry in the next generation Contributors Rebecca Akin Gerald Campano Delvin Dinkins Kelly A Harper Gillian Maimon Gary McPhail Swati Mehta Rob Simon and Diane Waff Cochran Smith and Lytle once again prove themselves to be among the best at melding theory and practice Instead of merely making the case for practitioner inquiry they go the next step to show us exactly what this genre brings to our field rigor relevance and passion The interplay of conceptual clarity and powerful exemplars make this a text we will read well into the next decade Gloria Ladson Billings University of Wisconsin Madison Once again Marilyn Cochran Smith and Susan Lytle point the way to new and hopeful understandings of practitioner research Rather than blame teachers for all that is wrong with education they and their fellow authors remind us that if school reform is to have any chance of fulfilling its stated goal of equal opportunity for all students teachers must have a significant voice in research policy and practice With its focus on social justice and its view of practitioner research as transformative this is a powerful and welcome sequel to their classic Inside Outside Sonia Nieto Professor Emerita University of Massachusetts Amherst Inquiry as Stance should be a blockbuster This brilliant sequel re calibrates relationships between practitioner inquiry and social justice Carole Edelsky Professor Emerita Arizona State University This optimistic and generous book is sure to become a central reference for teacher researchers in K 16 schools and their colleagues and supporters throughout the system Elyse Eidman Aadahl Director National Programs and Site Development National Writing Project University of California Berkeley This view of the intellectual and personal work of teaching is a major counter to the contemporary emphasis on testing and packaged curricula Cynthia Ballenger reading specialist Cambridge Public Schools Once again Cochran Smith Lytle and their colleagues bring us an invaluable book on the enormous possibilities of practitioner research Luis C Moll College of Education University of Arizona

Exploring Education Alan R. Sadovnik, Peter Cookson, Jr., Susan Semel, Ryan Coughlan, 2017-10-10 This much anticipated fifth edition of Exploring Education offers an alternative to traditional foundations texts by combining a point of view analysis with primary source readings Pre and in service teachers will find a solid introduction to the foundations disciplines history philosophy politics and sociology of education and their application to educational issues including school organization and teaching curriculum and pedagogic practices education and inequality and school reform and improvement This edition features substantive updates including additions to the discussion of neo

liberal educational policy recent debates about teacher diversity updated data and research and new selections of historical and contemporary readings At a time when foundations of education are marginalized in many teacher education programs and teacher education reform pushes scripted approaches to curriculum and instruction Exploring Education helps teachers to think critically about the what and why behind the most pressing issues in contemporary education

Leading the Teacher Induction and Mentoring Program Barry W. Sweeny, 2007-08-01 A must read for anyone interested in ensuring the ongoing effectiveness of teacher induction and mentoring Sweeny mentors the reader by sharing details from his two decades of developing and leading high impact mentoring programs I've improved my own effectiveness by employing these insightful strategies Hal Portner Educational Consultant Author of Mentoring New Teachers Offers many suggestions and guiding principles for organizing mentoring programs and succinctly addresses many complex issues of program development and interpersonal relationships in mentoring roles There is so much information in an easy to read direct presentation Lori Helman Professor of Curriculum and Instruction University of Minnesota Minneapolis Develop a high impact training and mentoring program that strengthens teacher and student performance While resources are abundant for helping the mentor and the new teacher very little has been written to guide the leaders of teacher and mentor development In Leading the Teacher Induction and Mentoring Program Second Edition Barry W Sweeny provides an effective proven model for developing implementing evaluating and sustaining an induction and mentoring program that results in highly qualified teachers A nationally known mentoring expert the author offers comprehensive guidance and a wealth of practical strategies that allow leaders to support mentors and novice teachers and to promote school improvement and professional development initiatives Extensively revised to include the latest research this second edition Presents step by step directions for each part of the program development and implementation process Links induction and mentoring to districtwide goals for improved teaching practice and increased student achievement Includes sample schedules templates and reproducible forms Provides solid recommendations for avoiding pitfalls and increasing program effectiveness Ideal for principals district administrators teacher trainers and mentor leaders this resource offers essential tools for designing and implementing a new induction and mentoring program or improving an existing one

International Perspectives on Veteran Teachers Miriam Ben-Peretz, Gary McCulloch, 2013-09-13 What is a veteran teacher and how do veteran teachers contribute to schools and education This international volume contributes to our understanding of veteran teachers with new conceptual studies and empirical research from different countries around the world It explores what we mean by a veteran teacher the factors that encourage teachers to remain in the profession the characteristics of a successful veteran teacher and the values with which veteran teachers associate themselves Rather than supporting stereotypes about teachers at different stages in their professional lives this book both scrutinises prevalent stereotypes and explores the great variety of veteranship in teaching in different cultures and different subject matter domains Teacher retention is an increasingly difficult issue and

there are severe problems of high staff turnover and attrition in many countries so recognition of the qualities of more experienced teachers is timely as well as valuing the potential contributions of veteran teachers in schools The book also addresses broader issues about teachers lives and identities the vulnerability of different groups of teachers to the effects of change and reform and the various forms of teacher knowledge and teacher development This book was previously published as a Special Issue of Teachers and Teaching **Teacher Education at the Edge** Tonya Huber,James G.

O'Meara,2019-12-01 International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030 This vision involves ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality Published chapters will reflect a variety of formats free of methodological restrictions involving disciplinary as well as interdisciplinary inquiries We expect the series will be a leading forum for pioneers redefining the global discussion about the people places and perspectives shaping Education 2030 outcomes Education 2030 topics of interest include but are not limited to Improving access to quality early childhood development care and pre primary education Ensuring equal access for all women and men to affordable and quality education Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods Ensuring equal access for the vulnerable including persons with disabilities indigenous peoples and children in vulnerable situations Achieving levels of literacy and numeracy required to engage in communities and employment Acquiring the knowledge and skills needed to promote sustainable development including Human right Gender equality Promotion of a culture of peace and non violence Global citizenship education The appreciation of cultural diversity and of culture s contributions to sustainable development Providing safe non violent inclusive and effective learning environments for all Recruiting preparing supporting and retaining quality teachers

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