

References for Mentoring Project

Especially for the New Teacher

Especially for the Mentor

(Andrews, 2007; Bamberger, 1991; Barker, 2008; Bartlett, 2005; Bogdan, 1998; Bolich, 2001; Bowman, 2006; Broemmel, Swaggerty, & McIntosh, 2009; Carver & Feiman-Nemser, 2009; Conway, 2003a, 2003b; Decker, 2007; Feiman-Nemser, 2001; Ganser, 2002; Garrison, 1994; Gordon, 2001; Ingersoll & Strong, 2011; Kardos & Johnson, 2007, 2010; Norman & Feiman-Nemser, 2005; Patton, 1980; Public Sector Consultants, 1998; Reynolds, 2001; Vgotsky, 19??; Watkins, 2005; Youngs, 2002, 2007; Zachary, 2012)

References

Andrews, S. P., Gilbert, L. S., Martin, E. P. (2007). The first years of teaching: Disparities in perceptions of support. *Action in Teacher Education*, 28(4), 4-13.

Bamberger, J. S. (1991). *The mind behind the musical ear : how children develop musical intelligence*. Cambridge, Mass.: Harvard University Press.

Barker, J. (2008). The architect as university president. *The Chronicle of Higher Education*, 54(26).

Bartlett, L., Johnson, L., Lopez, D., Sugarman, E., Wilson, M. (2005). Teacher induction in the midwest: Illinois, Wisconsin, and Ohio (pp. 56). Santa Cruz: University of California at Santa Cruz.

Bogdan, B. (1998). *Qualitative research in education: An introduction to theory and methods*. Needham Heights, MA: Allyn & Bacon, A Viacom Company.

Bolich, A. (2001). Reduce your losses: Help new teachers become veteran teachers (pp. 15). Atlanta: Southern Regional Education Board.

Bowman, W. (2006). *Who is the 'We'? Rethinking Professionalism in Music Education*. Paper presented at the International Conference on Music Education, Equity and Social Justice, Teachers College, Columbia University.

Broemmel, A. D., Swaggerty, E. A., & McIntosh, D. (2009). Navigating the waters of teacher induction: One beginning teacher's journey. *New Educator*, 5(1), 67-80.

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

Conway, C. (2003a). An examination of district-sponsored beginning music teacher mentor practices. *Journal of Research in Music Education*, 51(1), 6-23.

Conway, C. (2003b). Meeting the induction needs of beginning music teachers: What can policy-makers and program designers do? Ann Arbor: University of Michigan.

Decker, D. M., Dona, D. P., & Christenson, S. L. (2007). Behaviorally at-risk African American students: The importance of student-teacher relationships for student outcomes. *Journal of School Psychology, 45*(1), 83-109.

Feiman-Nemser, S. (2001). Helping novices learn to teach: Lessons from an exemplary support teacher. *Journal of Teacher Education, 52*(1), 17-30.

Ganser, T. (2002). *Supporting new teacher mentor programs: Strategies for principals*. Paper presented at the International Mentoring Association, Fort Worth, TX.

Garrison, J. (1994). Realism, Deweyan pragmatism, and educational research. *Educational Researcher, 23*(5).

Gordon, E. (2001). *Preparatory audiation, audiation, and music learning theory : a handbook of a comprehensive music learning sequence*. Chicago: GIA Publications.

Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201-233.

Kardos, S. M., & Johnson, S. M. (2007). On their own and presumed expert: New teachers' experience with their colleagues. *Teachers College Record, 109*(9), 2083-2106.

Kardos, S. M., & Johnson, S. M. (2010). New teachers' experiences of mentoring: The good, the bad and the inequity. *Journal of Educational Change, 11*(1), 23-44.

Norman, P., & Feiman-Nemser, S. (2005). Mind activity in teaching and mentoring. *Teaching and Teacher Education: An International Journal of Research and Studies, 21*(6), 679-697.

Patton, M. Q. (1980). *Qualitative evaluation methods*. Beverly Hills: Sage Publications.

Public Sector Consultants, I. (1998). Michigan in brief: Term limits. Retrieved 10/5/08, from <http://www.michiganinbrief.org/edition06/text/issues/issue-59.htm>

Reynolds, A., Reagin, M., & Reinshuttle, K. (2001). Less is more: What teachers say about decreasing class size and increasing learning. *American School Board Journal, 188*(9), 30-32.

Watkins, P. (2005). The principal's role in attracting, retaining and developing new teachers, three strategies for collaboration and support. *The Clearing House, 79*(2), 83-87.

Youngs, P. (2002). State and district policy related to mentoring and new teacher induction in connecticut (pp. 64): National Commission on Teaching and America's Future.

Youngs, P. (2007). District induction policy and new teachers' experiences: An examination of local policy implementation in connecticut. *Teachers College Record*, 109(4), 797-534.

Zachary, L. J. (2012). *The mentor's guide : facilitating effective learning relationships* (2nd ed.). San Francisco: Jossey-Bass.