

## Shaping Teacher Induction Policy in California

By Carol A. Bartell

### The Beginning Teaching Experience

Beginning teachers enter classrooms today with high expectations for themselves and for their students. Yet, a recent national survey demonstrates that the first year of teaching is a sobering experience for most new teachers, and that over the course of one year, teachers experience a decreased strength of belief in their own efficacy and in the learning potential of their students (Harris & Associates, Inc., 1991). Nearly every study of retention in the teaching profession identifies the early years as the riskiest on the job, the years in which teachers are most likely to leave the profession (Charters, 1970; Grissmer & Kirby, 1987; Mark & Anderson, 1985; Murnane *et al.*, 1988, 1989; Willet & Singer, 1991).

---

*Carol A. Bartell is dean of the School of Education, California Lutheran University, Thousand Oaks, California. This article was written while she was a consultant with the Professional Services Division of the California Commission on Teacher Credentialing, Sacramento, California.*

Even among those who remain, the early years are more difficult than they ought to be and fail to provide for careful, thoughtful development of teaching expertise (Bullough, 1990; Darling-Hammond, 1988; Huling-Astin, 1987). Teaching, unlike many