

## **Editor's Introduction: Teacher Induction**

The national dialogue during the past two decades over the health of American education, beginning with *A Nation at Risk* and continuing with contemplation of *Goals 2000*, has been clearly marked by consideration of the quality of the nation's teaching force. Some of the more insightful contributions to this discussion have noted the problems of preparing effective teachers in relatively brief pre-service programs, of establishing viable collaborative programs that bridge pre-service preparation and initial employment, and of supporting beginning teachers in ways that will mitigate the traditional patterns of professional isolation that are typical to the profession—patterns that have clearly taken their toll in terms of the growing percentage of new teachers who leave teaching during their first few years of service.

The search for answers to these problems has manifested itself in innovative teacher induction efforts across the nation. This issue of *Teacher Education Quarterly* is devoted to specific examination of experiences with the California New Teacher Project (CNTTP), a statewide program involving two state agencies and many schools, school districts, county offices of education, and institutions of higher education during the period from 1988 to 1992. We are indebted to Carol A. Bartell, the new dean of the School of Education at California Lutheran University and previously a consultant with the California Commission on Teacher Credentialing, who served as guest editor for this collection of articles.

In an initial article, Linda Darling-Hammond sets the national context for examination of teacher induction, and in other articles that follow twelve California scholars and practitioners describe their experiences as leaders, participants, and/or evaluators of CNTTP efforts. The result is a rich collection that will be of interest and relevance to all teacher educators.

—Alan H. Jones, Editor and Publisher