

Oregon Special Education
Recruitment & Retention Project

List of Resources: Retention

TR ID #	Title	Date	Abstract	Where to get it
RET-00-001	Learning the Ropes - Urban Teacher Induction Programs and Practices in the United States.	1999	This executive summary of the report highlights the challenges of novice teachers in urban school environment and the importance of effective induction programs to deal with the urban environment, lack of preparation, socialization to the profession and adjustment to the school site and system.	Recruiting New Teachers, Inc. 385 Concord Ave, Suite 103, Belmont, MA 02478 (617) 489-6000, fax: (617) 489-6005, e-mail: rnt@rnt.org, website: www.rnt.org
RET-01-001	My First Year of Learning, Advice from a New Educator	Sept/Oct 2000	A first year special education teacher shares lessons learned from her first year of teaching. Techniques, which will be helpful for novice teachers, are discussed and advice to experienced educators to support and guide their enthusiastic colleagues is given.	Teaching Exceptional Children, Vol. 33, No. 1, pp.4-4. Sept/Oct 2000.
RET-01-002	Beginning Teacher and Mentor Relationships	May/June 1998	This study calls for continued research on the effects of mentoring. In addition to examining the experiences of mentors and protégés, research must include investigation into the expectations for the mentor relationship by participants in induction programs.	Journal of Teacher Education, May-June 1998, Vol. 49, No. 3
RET-01-003	What Can and Cannot Reasonably be Expected from Teacher Induction Programs	Jan/Feb 1986	A number of ideas are presented as to what can and cannot be accomplished through teacher induction programs. The author's intent is to help educators who are conceptualizing and designing induction programs for beginning teachers to identify reasonable expectations for those programs.	Journal of Teacher Education, Jan-Feb 1986
RET-01-004	Beyond the New Conception of Teacher Induction	May-June 1992	Teaching is an intellectual, moral and political endeavor, yet the new conception of Teacher Induction ignores this. Alternative conceptions of induction should begin with these unique qualities of teaching and should focus on developing teacher's identities and their adaptive as well as technical competence.	Journal of Teacher Education, May-June 1992, Vol. 43, no.3
RET-01-005	Teacher Mentoring and Teacher Retention	May-June 1992	Four years after their initial, mentored teaching year, two cohorts of beginning teachers were surveyed to determine whether they had remained in teaching and their retrospective attitudes about mentoring.	Journal of Teacher Education, May-June 1992, Vol. 43, No. 3. 200-203
RET-01-006	Mentoring: A Review of the Literature with a Focus on Teaching.	April 1985	This review is designed to summarize existing literature from the teaching profession on the mentoring relationship in order to assist educators in enhancing induction programs. This paper focuses on three major areas: the concept of mentoring and its theoretical foundations, mentor activities as they	EDRS - ERIC # ED 262 032 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or

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			related to teachers and induction programs and the nature of the mentor-protégé relationship in professions other than education.	TOLL_FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-01-007	Surviving in Urban Schools: A Collaborative Model for a Beginning Teacher Support System	May-June 1992	The goals of a collaboration between a large urban school district and a state university school of education included increasing the retention of beginning teachers, providing them with systematic support and assistance, and reducing their feelings of isolation through cooperative team planning. Cost effectiveness is discussed and recommendations are made for future policy.	Journal of Teacher Education, May-June 1992, Vol. 43, No. 3, 193-199
RET-01-008	Research on Learning To Teach: Implications for Teacher Induction and Mentoring Programs	May-June 1992	Research on learning to teach has implications for the design of induction and mentoring programs: (a) Giving beginning teachers difficult teaching is and impedes the process of learning to teach: (b) novice teachers need collegial support from experienced teachers and peers: (c) mentor teachers can benefit from learning about cognitive theory and how to integrate subject matter into discussions with novice teachers: (d) beginning teachers should be evaluated differently than experienced.	Journal of Teacher Education, May-June 1992, Vol. 43, No. 3, 173-180
RET-01-009	The First Year Special Education Teacher: Their Desperate Need for Mentors!		This paper discusses the desperate needs of the first year special education teachers for a mentor to help them through the critical first year of teaching "special" or "exceptional" children, the need for mentoring in all schools is highlighted.	B.C. Journal of Special Education, Vol 21, No. 1
RET-01-010	Mentoring: A Support System for New Teachers	Jan/Feb 1992	A successful mentoring program, the Tarleton Model for Accelerated Teacher Education (TMATE), based at Tarleton State University in Stephenville, Texas is highlighted in this article. This program, which primarily serves rural school districts in north-central Texas, uses mentor teachers to help beginning teachers when they enter the teaching progression. Opinions of these mentors are discussed.	The Clearing House, Jan/Feb 1992
RET-01-011	A Mentoring Program for Beginning and Veteran Teachers of Students with Severe Disabilities	1995	This article describes the mentorship component of a graduate program for preservice teachers of students with severe disabilities. A review of information available from successful mentoring programs provided the conceptual structure.	Teacher Education and Special Education, 1995, Vol 18, No. 4, 230-239
RET-01-012	Beginning Teacher Support, Attrition, Mentoring, and Induction	1995	The concept of support is the central theme of this chapter. It begins with a review of the rationale and impetus for new teacher support and focuses on the attrition rates and burnout statistics of new teachers. Attention then turns to the nature and elements of support as well as clarifying various types of support	Handbook of Research on Teacher Education, Second Edition. Ed. by John Sikuls. 1995

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			now offered to new teachers. The next section reviews support programs and focuses on a need for comprehensive and thorough conceptual or theoretical frameworks for teacher support programs. The chapter concludes with a review of the critical issues and persistent concerns regarding teacher induction today and focuses on some of the emerging conceptions and promising practices.	
RET-01-013	Beginning Special Educators: Problems of Practice and the Influence of School Context	1998	The purpose of this paper is to discuss the results of a study conducted with former special education student teachers during their first and second years of teaching. The results indicated that novice special educators were troubled by issues related to instruction and curriculum, understanding the system, mainstreaming and inclusion, and exhaustion. The results also indicated that these teachers received little support from their general education colleagues or administrators, most of their support came from other special educators. Implications for teacher education are discussed.	Teacher Education and Special Education, 1998, Vol 21, No. 3, 155-173
RET-01-014	Coping with Stress in the Special Education Classroom. Can Individual Teachers More Effectively Manage Stress?		Although not all stress associated with teaching is negative, stress that reduces a teacher's motivation can have deleterious effects such as alienation from the workplace, absenteeism, and attrition. In fact, when special education teachers are highly stressed by the unmanageability of their workload, they are more likely to leave the special education classroom (Miller, Brownness, & smith, 1995).	Teaching Exceptional Children, Sept/Oct 1997, pp 76-79.
RET-01-015	Retention and Attrition in Special Education: Analysis of Variables That Predict Staying, Transferring or Leaving.	5/26/1995	This study attempted to determine the personal and workplace variables that predict a special educator's decision to stay, transfer or leave the classroom. Results raise questions concerning the practice of placing uncertified teachers in special education classrooms, particularly classroom situations where teachers are likely to experience high levels of stress.	EDRS - ERIC # ED 389157 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-01-016	A Guide to Developing Teacher Induction Programs	2000	A part of Recruiting New Teacher's "Toolkit" designed to help states and school districts meet their teacher recruitment and retention challenges. This guide will explain several facets around induction programs; the value of teacher induction programs designed to orient, support, train and assess novice teachers, what makes induction programs work, the essential ingredients of an effective induction program, and how	Recruiting New Teachers, Inc. 385 Concord Ave, Suite 103, Belmont, MA 02478 (617) 489-6000, fax: (617) 489-6005, e-mail: rnt@rnt.org, website: www.rnt.org

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			to get started improving your efforts to support and assess novice teachers.	
RET-01-017	Occupational Stress and Burnout Among Special Educators: a Review of the Literature.	1997	Existing research on occupational stress and burnout among special educators is reviewed and critiqued. Also presented is a framework for organizing the literature base and introducing proactive innovations that will address professional needs, and current shortcomings that will mediate the effects of stress.	The Journal of Special Education. Vol 31, No. 3, 1994, PP 325-346
RET-01-018	Social Support, Stress, and Special Education Teachers: Improving the Work Situation	Fall, 1986	The "social aspects" of functioning within a school can be defined by various dimensions, including worker morale, school climate, social interactions, social support, personnel satisfaction and needs satisfaction. This article focuses on two levels of the social aspect, specifically the presence or absence of peer and administrative/ supervisory support.	The Pointer, Vol. 31, No. 1, pp 49-53. Fall 1986
RET-01-019	Personal Development Skills and Strategies for Effective Survival as a Rural Special Education Educator	July 1998	The student text explains stress factors and aids in the development of a personalized stress management program for rural special educators. The text is designed to help teachers analyze personal characteristics that relate to stress producing situations, reasons contributing to those personal characteristics, personal and professional effects of stress, and personal characteristics that need change.	EDRS - ERIC # ED235 931 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-01-020	Teacher Induction and Mentoring School-Based Collaborative Programs	1992	This book provides an overview of the induction into teaching and mentoring processes, describes five effective school-based models, and reports the results of a large-scale study of those elements found to be most helpful by experienced mentor teachers.	State University of New York Press, State University Plaza, Albany, NY 12246
RET-01-021	Mentor Teacher Programs	1990	This monograph was written to provide the reader with a broad understanding of the concept of mentoring and of the application of mentoring to teaching. It includes a synthesis of the research on mentoring and specific suggestions for mentoring teachers and establishing effective teacher mentoring programs. These are presented along with information on the content of teacher mentoring and suggestions for styles and strategies of mentoring.	National Education Association of the United States Professional Library (available in WOU library)
RET-01-022	Fourteen Tips to Help Special Educators Deal with Stress	1989	Suggestions to help special educators keep their level of stress manageable are extracted from "Stress and Burnout--A Primer for Special Education and Special Services Personnel" by Stan Shaw, Et. Al.	EDRS - ERIC # ED308 657 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-

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				443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-01-023	Stress and Burnout: A Primer for Special Education and Special Services Personnel.	1981	This primer is designed to help promote mental, physical, and emotional health in school personnel and to prevent job burnout, with primary focus on interventions that special education and special services personnel, administrators, and teacher trainers can implement to manage stress and prevent burnout.	EDRS - ERIC # ED132830 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-01-024	The Special Educator and Job Stress	1990	This monograph examines stressors encountered by special educators, ways of coping with professional demands, and reasons why some teachers handle job stress better than others. It is intended to help special ed teachers take a more objective look at what they do and identify strategies and techniques to alleviate some job-related stress and tension.	EDRS - ERIC # ED323 723 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-01-025	Conflict and Stress Among Rural Special Educators	1988	The relationship among role ambiguity and role conflict on the three burnout factors of depersonalization, personal accomplishment and emotional exhaustion were evaluated in this study. These factors were measured using the Maslach Burnout Inventory and a Role Questionnaire with 307 rural special educators. Specific recommendations to alleviate some of the problems of role ambiguity and role conflict in the rural setting are included.	Rural Special Education Quarterly. (Ordered through inter library loan - it is not in WOU library)
RET-01-026	Planting the Seeds of Learning, Medford School District 549C Staff Development Handbook	2000	This handbook lists all of the staff development opportunities offered by the district during the year. The handbook is beautifully designed and easy to use. The offerings are centered on the Consolidated District Improvement Plan.	e-mail: staff.development@medford.k12.or.us.
RET-99-001	A Teacher Training Mentor Model in Rural Special Education	March, 1991	This paper describes project RAISE (Rural America Institute for Special Educators), a masters level program that trains preservice and practicing special education teachers. This project addresses the high attrition rates among beginning special education teachers in rural settings. The project included coursework on rural special education service delivery, practica and field assignments, field-based research projects, and a mentoring model for beginning teachers in rural special education.	EDRS - ERIC # ED342571 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-002	Beginning Teachers Programs:	2/15/1995	This article reports findings from the conduct of a 50-	Internet: Education Policy Analysis

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	Analysis of State Actions During the Reform Era		state survey to determine the status of state requirements and state components of beginning teacher programs instituted from 1983 to 1992. It discusses the implementation of beginning teacher programs during the 1980s reform movement and describes the methodology used for the study. An analysis of seven state policy issues derived from an interpretation of the information about beginning teacher programs is provided and four major themes identified in beginning teacher programs are presented.	Archives http://epaa.asu.edu/
RET-99-003	Beginning Teacher Support, Attrition, Mentoring & Induction	1996	The concept of support is the central theme of this chapter. The purpose of induction programs, mentoring, and related components is to provide assistance to beginning teachers. The chapter discusses the importance of the initial experiences in the first year of teaching and how those first experiences impact the rest of the teacher's career.	In J. Sikula (ed.) Handbook of Research on Teacher Education (2nd Ed.), 1996, New York: Simon & Schuster MacMillan.
RET-99-005	Developing and Evaluating Interventions Aimed at Increasing Retention of Special Education Teachers (Teacher Support & Retention)	1995	This final report describes the activities and outcomes of a 3-year federally funded project that developed and evaluated interventions aimed at increasing retention of special education teachers. The interventions developed and evaluated consisted of a series of stress management workshops, and a peer collaboration program designed to facilitate supportive collegial interactions among pairs of teachers regarding work-related problems.	EDRS - ERIC # ED421846 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-006	Factors that Predict Teachers Staying in, Leaving, or Transferring from the Special Education Classroom	1999	A random survey of 1,576 Florida special education teachers examined factors that contribute to their propensity to leave or stay in the special education classroom or transfer to a new school. The variables identified, based on extensive review of the literature, included background, classroom, school district and personal factors.	Exceptional Children, Vol. 65. No2, PP. 201-218, 1999
RET-99-007	Individual Learner Outcomes: Infusing Student Needs into the Regular Education Curriculum	1998	A growing number of states, including Colorado, are adopting policies focusing on the restructuring of schools to define and achieve quality education for all students through standards-drive education. In Colorado, education reform is focusing on development of clear content standards and implementation of an assessment process inclusive of all students.	Peak Parent Center 6055 Lehman Dr. Suite 101, Colorado Springs, CO 80918, (719) 531-9400, Fax: (719) 531-9452, e-mail: info@peakparent.org , web site: www.peakparent.org
RET-99-008	Interactions, Collaboration Skills for School Professionals	1992	This book offers a comprehensive treatment of collaboration in schools. This volume can be used as a tool to learn skills that are of immediate necessity as	Longman 10 Bank St, White Plains, NY 10606

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			well as those that have broad application and lasting value. It can be used as a class text, a small-group in-service training manual, or a self-teaching skills book.	
RET-99-009	Retention of Certified Staff	4/20/1999	A report written to provide information to the Lake County Education Service District Board of Directors. The purpose was to develop a sound knowledge base from which the Board could review its existing policies, regulations and practices relating to certified staff. A detailed analysis of the reasons why certified staff were leaving positions in Lake County, Oregon. Details the unique challenges of retaining staff in a small, rural & remote district.	Copy on file at R & R Project. 1-800-764-6566
RET-99-010	Retention of Special Education Professionals: A Practical Guide of Strategies and Activities for Educators and Administrators	1998	Designed for educators and administrators, this guide lists many practical strategies for the retention of special education professionals.	Available from the National Clearinghouse for Professions in Special Education The Council for Exceptional Children 1920 Association Dr, Reston VA 20191-1598, 800-641-7824, e-mail: ncpse@cec.sped.org, web site: www.cec.sped.org
RET-99-011	Special Education Teaching Conditions Initiative - Preliminary Results	May 1999	The preliminary results of a survey being conducted by the council for Exceptional Children about teaching conditions in special education.	Internet - downloaded from CEC Web page www.cec.sped.org/cond/condres.html The Council for Exceptional Children 1920 Association Drive Reston, Virginia 20191-1589 (703) 620-3660 TTY (703) 264-9449 www.cec.sped.org
RET-99-012	Strategies for Teacher Collaboration	1991	Designed to help school professionals who are currently performing a consultant role with teachers. The guide provides an opportunity to "walk through" the stages of problem solving as applied to teacher consultation. The emphasis will be on how collaboration can work within a problem-solving model and how collaboration can be undermined at any stage in the process.	Exceptional Innovations, Inc. PO Box 3853, Reston, VA 20195 (703) 709-0136 fax: (703) 435-2656
RET-99-013	Strategies for Teacher Retention	May 1995	Strategies for teacher retention are presented, including successful approaches and elements for operating a state system for personnel recruitment and retention in special education.	EDRS - ERIC # ED389126 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-

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				443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-014	Survival Guide for the First-Year Special Education Teacher	1994	A detailed checklist of supplies and activities that is helpful for a first year special education teachers. Topics covered include getting ready to teach, tips for the classroom management, building rapport, interfacing with regular educators and coping strategies.	The Council for Exceptional Children 1920 Association Drive Reston, VA 20191-1589 (703) 620-3660 TTY (703) 264-9449 www.cec.sped.org
RET-99-015	The IEP: A Tool for Realizing Possibilities	1998	Video: Highlights the importance and use of the IEP as a basic tool in designing and delivering supports and services for students with disabilities. Shows students successfully included in general classrooms. Useful for building confidence in family members about their vital role in the IEP meeting. (20 minutes long)	Peak Parent Center 6055 Lehman Dr. Suite 101, Colorado Springs, CO 80918, (719) 531-9400, Fax: (719) 531-9452, e-mail: info@peakparent.org , web site: www.peakparent.org
RET-99-016	Why Teachers Leave	June 1999	This article discusses the reasons why good teachers are leaving the profession. Although there will be a need to recruit 2 million teachers in the next decade to keep pace with growing enrollment and an aging teacher workforce, the bigger challenge is reducing the rate of attrition.	Internet http://www.asbj.com/199906/0699coverstory.html reprint requests (e-mail) reprints@asbj.com . Free trial subscription: subscription@asbj.com
RET-99-017	Ants in His Pants: Absurdities and Realities of Special Education	1998	A book of cartoons about the realities and absurdities of special education. Appropriate for use in a presentation - humorous.	Peytral Publications, Inc., PO Box 1162, Minnetonka, MN 55345, (612) 949-8707, www.peytral.com
RET-99-018	Flying by the Seat of Your Pants: More Absurdities and Realities of Special Education	1999	A book of cartoon about the absurdities and realities of special education. A cartoon book suitable for use in presentation -	Peytral Publications, Inc., PO Box 1162, Minnetonka, MN 55345, (612) 949-8707, www.peytral.com
RET-99-019	Toolkit for Mentoring. Effective Beginnings for Novice Teachers	1997	Components of North Carolina's Excellent Schools Act that pertain to mentoring. Includes tools for the selection of mentors, tools for the mentoring process and evaluation.	EDRS - ERIC # ED412211 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-020	Mentoring North Carolina Novice Teachers, 1998	1998	Introductory-level training program designed to develop in classroom teachers the knowledge, skills, and attitudes necessary for functioning as successful mentors to novice teachers. This includes background and perspectives for mentoring in North Carolina' Interstate New Teacher Assessment and Support Consortium (INTASC) standards; novice teacher recommendations, mentor roles, communication; reflection; and coaching. Program	EDRS - ERIC # ED423235 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com

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			generated by a statewide committee of experts.	
RET-99-021	Positive Behavioral Support: A Bibliography for Schools. NICHCY Bibliography 3, Second Edition	1997	Designed to help administrators, special educators, general educators, and other school personnel access the wide body of knowledge available about behavioral matters, to aid in understanding and effectively addressing the behavior challenges associated with different disabilities.	EDRS - ERIC # ED415604 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-022	Positive Behavioral Support: A Bibliography for Families	1997	Designed to help families identify the many materials available on the subject of problem behaviors, behavioral disorders, and positive behavioral support. Identifies selected resources to help families understand and positively address the behavior challenges associated with various disabilities.	EDRS - ERIC # ED415605 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-023	The Single Best Thing: Mentoring Beginning Teachers. A Manual for Program Designers and Participants	1997	This self-help manual provides information to districts and schools wishing to investigate or implement a beginning teacher mentoring support program. The manual describes a model of mentoring, the Beginning Teacher Support Program, that was researched in Montana schools from 1992-1995. It discusses essential components of mentoring and highlights administrator issues. It also explains the mentor's role and the beginning teacher mentee.	EDRS - ERIC # ED413311 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-024	Mentor Teacher Handbook	July 1987	Developed by the Evergreen School District of Vancouver, Washington and the Evergreen Collegial Teacher Training Consortium pursuant to a contract with the Washington State Office of the Superintendent of Public Instruction. Includes: description of mentoring; characteristics of good mentors; the implementation of mentoring activities during the course of a traditional school year; the mentor-mentee relationship; and the challenges and rewards of mentoring.	Northwest Regional Educational Laboratory Marketing Office 101 SW Main St Portland, OR 97204
RET-99-025	The Early Childhood Mentoring Curriculum: A Handbook for Mentors	1997	A curriculum primarily for use in formal mentoring programs. Contains reading material for trainer and mentors, activities on each unit, bibliographies and appendices.	Gryphon House, Inc. PO box 207 Beltsville, MD 20704 Phone: 800-638-0928 email: orders@ghbooks.com
RET-99-026	Skills, Strategies, and Outcomes of Successful Mentor Teachers	April 1992	This study examines the role of effective mentor teachers by analyzing the strategies and skills they	EDRS - ERIC # ED346046 EDRS Ordering Information:

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			used, the obstacles and problems they encountered, and the outcomes they achieved.	website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-027	The Role of Teacher Mentoring in Educational Reform. PREL Briefing Paper	1997	Teacher mentoring programs are perceived as an effective staff development approach for beginning teachers. By establishing mentoring programs, districts serve two purposes: novice teachers get a strong start in their careers, and experienced classroom teachers get a strong start in their careers	EDRS - ERIC # ED420647 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-028	How Early Childhood Educators Got Their Groove Back: Interning for Best Practices in Inclusion	1998	A form of experiential-based in-service education for early childhood educators, termed rotational internships, is described. The various components and advantages of the internship process are illustrated and sample results from the evaluation of an internship experience are presented. An appeal is made for fundamental change in professional development in support of the inclusion of children with disabilities in early childhood education programs.	Joseph J. Stowitschek, Ed.D., Research Professor Experimental Education Unit Box 357925, University of Washington, Seattle, WA 08195 206-543-4011, fax: 206-543-8480 e-mail: stowi@u.washington.edu
RET-99-029	The Principal's role in Mentoring	Dec 1994	This document describes the principal's role in supervising a teacher-mentoring program. It provides tips for guiding mentors and describes the characteristics of a good mentor.	EDRS - ERIC # ED378-687 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-030	Training Programs for Paraeducators in the United States: A Review of the Literature	1995	Thirty training programs for paraeducators in the U.S. were identified. A comparison of program purposes and content revealed, while motivation for program development may be similar, there is little consensus on topic.	EDRS - ERIC # ED392786 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-031	Paraeducators: Critical Members of	March	Discusses the increasing numbers of paraeducators in	EDRS - ERIC # ED394757

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	the Rural Education Team	1996	special education and the increasingly important role they play in instruction. Job satisfaction is low among paraeducators, which underlines the importance of training.	EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-032	Instructional Leadership for the Rural Special Educator: Final Report.	10/1/1996	This project addressed the need for training materials for paraeducators in their roles as members of the instructional team, and for teachers as classroom executives who lead that team.	EDRS - ERIC # ED401264 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-033	A Leader's Guide to Mentor Training	Feb 1990	A guide written for people in districts who are contemplating a mentor program, or who are attempting to organize training and support for an existing mentor program.	EDRS - ERIC # ED328940 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-034	Factors That Influence Teacher Attrition	August 1995	External, employment, and personal factors which influence teacher decisions to stay, leave, or transfer from teaching assignments are discussed, with emphasis on special education teachers.	National Association of State Directors of Special Education, Inc. NASDE, 1800 Diagonal Rd, Suite 320, Alexandria, VA 22314 (703) 519-3800 www.nasde.org
RET-99-036	Why Didst Thou Go? Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers from a National P	1995?	National data on the associations between predictor variables and teacher retention, school transfer, and attrition in special education from a national probability sample. The analysis focused on teacher retention and turnover of special education teachers in comparison with general education teachers.	Earling E. Boe University of Pennsylvania Center for Research and Evaluation in Social Policy Graduate School of Education 3700 Walnut St. Philadelphia, PA 19104-6216
RET-99-037	What's Working in Special Education - Ideas You Can Use to Improve Your Programs and Services	1999	A newsletter published by LRP Publications. Topics in this issue include:1) Quick Hitters: Behavioral intervention plan no-nos; IEPs with an I on transition goals, 2) First Year Educators, Tips: Improve your first-year special educators' experience, 3) Peer Buddy Program, 4) Involving the community	What's Working in Special Education is published monthly for \$120/year by: LRP Publications, 747 Dresher Rd, PO Box 980 Horsham, PA 19044-0890 (215) 784-0860
RET-99-038	Causes and Cures of Teacher	August	This bibliography identifies 66 publications on causes	National Association of State Directors

TR ID #	Title	Date	Abstract	Where to get it
	Attrition: A Selected Bibliography focusing on Special Educators.	1995	and cures of teacher attrition, with a focus on special educators. The materials cover the period from 1980-1995.	of Special Education, Inc., NASDE, 1800 Diagonal Rd, Suite 320, Alexandria, VA 22314 (703) 519-3800 www.nasde.org
RET-99-039	Effective In-Class Support - The Management of Support Staff in Mainstream and Special Schools	1988	This book describes the tasks performed by support workers in the special education classroom and how to effectively support and manage them.	David Fulton Publishers Ltd Ormond House 26-27 Boswell st London WC1N 3JD
RET-99-040	Teacher Retention and Attrition in Special and General Education: A Critical Review of the Literature	1993	The primary purpose of this paper is to review research findings related to teacher retention and attrition in special education. Major findings from general education retention studies are also reviewed to provide a context for understanding special educators' career decisions.	Bonnie S. Billingsley 234 E. Eggleston College of Education Virginia Tech Blacksburg, VA 24060
RET-99-041	National dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition	5/26/1995	This document contains 13 papers presented at a national forum on special education teacher satisfaction, retention, and attrition.	EDRS - ERIC # ED389147 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-042	Attrition/Retention of Urban Special Education Teachers: Multi-Faceted Research and Strategic Action Planning. Final Performance	March 1995	This paper reports on a study investigating the issues that most significantly influence urban special education teachers' decisions to leave the field voluntarily or transfer to a different type of educational position.	EDRS - ERIC # ED389154 EDRS Ordering Information: website: www.edrs.com Customer Service Representatives are available Monday – Friday from 8am – 6pm (EST) PHONE 703-440-1400, or TOLL FREE (in U.S & Canada) 800-443-3742, FAX 703-440-1408 E-MAIL service@edrs.com
RET-99-044	Publications list	1999	A publications list of NCREST - The National Center for Restructuring Education, Schools, and Teaching.	A more detailed description of publications can be found on web site at http://www.tc.columbia.edu/~ncrest/
RET-99-045	Retention and Attrition of Teachers at the School Level: National Trends and Predictors	9/30/1999	This report contains national trend and predictor data for the attrition of teachers from public schools.	Center for Research and Evaluation in Social Policy, Graduate School of Education, University of Pennsylvania, 3700 Walnut St, Philadelphia, PA 19104
RET-99-046	In-Service as a Tool to Shift the Field		This chapter focuses on how to change service delivery. How to shift from traditional patterns of services prescribed and delivered by experts, to a more balanced family-professional partnership model.	Book: A Model for Practice in Partnership