

CREATING A RESEARCH-BASED TEACHER INDUCTION PROGRAM

A Capstone Project

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by

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DEDICATION

I dedicate my study to my husband, Mike Donahue, my sons, Frank, Mark, Chad, and David, and my grandchildren, Frankie, Lilli, and Haven. I appreciate their love, support, and sacrifice as I have completed my doctoral studies and capstone project. I also dedicate my study to my new grandchild who has not yet been born. My dream is that each of my grandchildren follows the example of their grandparents, graduates from college, and achieves great success and happiness in their personal and professional lives.

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KEY TERMS

adult learning – A body of knowledge that holds assumptions about how adults learn best. For example, Lieb (1991) describes adult learners as autonomous and self-directed, goal-oriented, and relevancy-oriented. He explains that adults have a need for respect and that learning for adults should be practical and useful.

induction – “A professional development intervention designed to systematically train and support teachers in their first years in the classroom” (LoCasale-Crouch, Davis, Wiens, & Pianta, 2012, p. 304).

mentor – An experienced teacher who accepts the responsibility for facilitating the growth and development of a novice teacher. Mentors ideally are teachers who work well with adult learners, demonstrate expertise in teaching practice and are knowledgeable about content, assessments, and classroom management. Mentors support novice teachers in learning about routines and the culture of the school and district.

novice teacher – A new teacher (In this study, novice teachers were first year teachers).

organizational socialization – A learning and adjustment process that aids individuals in assuming a role within an organization that fits both the needs of the organization and the individual (Chao, 2012).

professional learning community – A learning community where teachers share ideas, plan collaboratively, develop common goals, and provide support, all the while focusing on the school’s mission (DuFour, 2005).

reflective dialogue – Dialogue between a mentor and mentee to determine the outcomes of an experience such as a peer observation including, for example, the strengths, areas of concern, and a plan for growth.

Executive Summary

Dr. Daniel Duke, Advisor

New teachers often leave the profession within their first five years. There are a host of reasons why teachers decide to leave, including low salaries, lack of resources, poor working conditions and the stresses associated with high needs students and their families. Another reason for teacher attrition is the lack of support for novice teachers. To assist Lincoln County Schools* in its quest to expand the induction program to reflect a growing understanding of teacher learning through the creation of professional learning communities that emphasize collaboration, this study investigated the current offerings of the New Teacher Induction Program in Lincoln County through the perspectives of novice teachers that had recently completed their first year under the program and of principals and a central office administrator that participated in the program as well.

A mixed methods study was conducted, and both quantitative and qualitative data were collected. Analysis of the data helped to answer the research question: What does the current induction program in Lincoln County provide? New teachers, principals, and the Director for Student Achievement and Accountability responded to surveys and interview questions. The surveys also contained questions that called for narrative responses from the participants. Survey and interview questions focused on the themes of organizational socialization, adult learning, mentoring, and the induction program.

New teacher and administrator responses indicated that, overall, new teachers were satisfied with support given to them during their first year in Lincoln County. Administrator

interviews and new teacher surveys agreed that a culture of support was developed for new teachers. Most new teachers were also involved in goal setting and reflection on how to achieve their goals. New teachers also found their learning to be useful and they felt valued and respected. Most new teachers also said that their mentors provided guidance in teaching practice.

Some areas of concern were revealed through an analysis of the data. Perhaps the greatest area of concern was that new teachers were not given ample opportunities to observe their more experienced peers or be observed by them. Data analysis also revealed that at least half of the mentors did not collaborate with novice teachers on lesson planning and teaching lessons. Few new teachers felt that their perspectives on their own learning were sought.

Participants answered questions in regard to what they would like to see in their program and what they presently value most in their program. All data were compared to research-based practices in order to provide Lincoln County leaders with information that could be useful in improving their current induction program.

Recommendations include creating a vision for the induction program and developing specific goals to enact that vision and developing a plan for a structured induction program that defines roles for the mentors, principals, and mentees. Providing quality, structured mentoring that uses established, rigorous criteria in mentor selection is also recommended, as well as providing protected time for mentors to work with new teachers. It is recommended that support and training be provided for mentors, that mentors/mentees are matched with a common instructional focus, and that expectations be established for mentors and mentees. It is also recommended that data such as feedback from observations be used to identify

successes and limitations of the mentoring experience and to identify new teacher needs.

The establishment of professional learning communities in which peer observations are conducted and followed by reflective dialogue on the part of the mentor and mentee is also recommended. The final recommendation is to provide intensive and ongoing professional development that includes new teacher and mentor identified needs as well as working in the area of goal setting.

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Chapter 1

Problem of Practice

Reflection

As a first-year principal in a new district, I began my year full of uncertainty. On July 1st, I stepped into a huge office and began my tenure as the principal of a rural school of nearly 600 students. I had little guidance on that day, but knew a few tasks that needed my attention. I had five new teachers who had been hired by the former principal. I learned I was to select mentors for these novice teachers that would begin their induction process the next month. In a short time, these teachers would hold the responsibility for the safety, well-being, and academic achievement of the many students entrusted to their care.

Selecting mentors was a daunting task for me, as I had no knowledge of any of my staff members. My assistant principal was also new to the school and the district and could not assist me in this endeavor. I began the process of selecting a role model, guide, and mentor for five teachers beginning their careers, having no knowledge of my staff and little knowledge of what criteria to use to match mentors to novice teachers during what could arguably be the most important year of their careers.

Year one induction. With the help of a veteran teacher who was working in the building over the summer, I chose five teachers as mentors for my new teachers. Mentor selection was based upon the recommendations of a veteran teacher that knew the staff well, but, like me, had no training or direction on mentor selection. Decisions were based upon the

teaching expertise of the mentors. There was no consideration given as to whether these teachers could work successfully with adults or if they knew anything at all about mentoring. In retrospect, I realize that I chose mentors who were not assigned to the same grade levels and that did not have common planning times with their mentees. The district offered no training for mentors. I asked the teachers to serve as mentors for the new teachers, and they agreed to do so, not actually knowing what was expected of them.

Two days before school started were devoted to the novice teachers. A new teacher from that year explained to me what was covered during their two preschool induction days. During this time, the new teachers reviewed county pacing guides and curriculum, learned how to create a website and actually created one, learned how to utilize the online grading system, and met with representatives to help properly plan their benefit package. The new teacher said that novice teachers were given the option of working with a mentor teacher that year.

On the second day of the activities, administrators were invited to have lunch with their new teachers. There was no program in place, but, for the most part, all of the new teachers from each school sat together with their principals. On the afternoon of the second day, new teachers were to meet their mentors at school, and mentors would help the new teachers by showing them around the school and answering any questions that would help their mentees prepare for students that would arrive the next week. Each mentor did what he or she felt was important to introduce his or her mentee to the school with no actual expectations or directions laid out for them. The time that they devoted that summer to their mentees was strictly voluntary.

During the school year, there were a few meetings held that gave novice teachers an

opportunity to discuss with each other any issues they may have experienced in their classrooms or schools. They had an opportunity to meet with one of the school board members for an open discussion as well.

As an administrator, I had no formal involvement with the induction program after the luncheon and the selection of mentors. I mentioned to central office administrators that I would like to know what the new teachers were learning. I was given a copy of *The Habits of Highly Effective Teachers* that one novice teacher acknowledged to me she read and that she found “very helpful.”

Year two induction. The next school year, there were personnel changes in the central office, and the responsibility for teacher induction was shifted. The induction program changed little. All schools were assigned to their own table at a welcome luncheon, and principals introduced their new teachers. The superintendent read an inspirational book. The affair was quite welcoming for the new teachers. Mentor selection was still principal choice, and the same activities took place during the first two days. The biggest change was that the new teachers covered a chapter of a book selected by central office staff each month. Mentors were not given copies of the book, nor were they included in the study sessions or book discussions.

Year three induction. In the 2012-2013 school year, a new Director of Accountability and Student Achievement took charge of new teacher induction. She provided three days of orientation for the new teachers and covered the same topics that had been covered in earlier years. A new book was selected for novice teachers called *Where Great Teaching Begins: Planning for Student Thinking and Learning* by Anne R. Reeves. A book study consisting of four one-hour sessions was conducted along with open discussions

on a variety of topics including lesson planning, special needs students, Standards of Learning assessments, and discussions about what was working for new teachers and what needed to be improved.

Examining Lincoln's Teacher Induction Program

Through the reflection of one principal who experienced Lincoln's new teacher induction program and through numerous conversations with new teachers who are products of Lincoln's program, many observations can be made about the nature of Lincoln's program. First, the county known in this paper as "Lincoln County" does value the induction process and has steadily improved its offerings to new teachers through the years. As the years passed, improvements were made to the program including giving novice teachers more opportunities to discuss their concerns and formalizing the introduction of new teachers by their principals and key leaders in the school district, making new teachers feel more welcome at the onset of the school year.

There are several shortcomings to the program. The reflection indicates that no formal system is in place for the selection and appointment of mentors, no guidelines have been implemented that describe the mentor's role or the expectations of the mentor, and no mentor training has been conducted. There are clearly no guidelines for mentor selection and in choosing mentor-mentee relationships that offer the most to both parties. There is no pay or extra planning time made available for mentors. It is simply an extra duty that they agree to do. The role of principals is not formally defined as a part of the teacher induction program. Although certain individuals and teams of teachers sometimes offer support to new teachers, the inclusion of teachers into the school community and culture is not a goal that is set forth in school and district improvement plans.

Lincoln's Vision

The new Director of Accountability and Student Achievement sees the county induction program as a “bridge,” a metaphor that describes the focus of early induction programs that attempt to support a fluid transition from novice teacher to a more informed teacher. She wants Lincoln County’s induction program to reflect “a growing understanding of teacher learning through professional learning communities where collaboration is emphasized.” She has many questions that she would like to see addressed such as the role of principals and mentors in an effective induction program. She wants to learn more about the mentoring process including selection criteria for mentors and what they need to know and how they might be trained.

Research reveals that new teachers are often left with unanswered questions such as how to deal with ELL and other special needs students, knowledge of curriculum, i.e., “What is important to teach?” and questions about evaluation (McCann, Johannessen, & Ricca, 2005; PEN, 2003). Lincoln County teachers shared with their Director of Accountability and Student Achievement that such areas as classroom management for a diverse group of needs in their classrooms, how to utilize technology more effectively, and information regarding school culture such as awards programs were areas of need and questions that still need to be answered.

Teacher comments in the literature (Graziano, 2009) indicate that the first year for teachers can be emotionally draining, physically taxing, and full of uncertainty about how to handle parents, teach children, and learn the school culture. The goal of this capstone project is to provide research-based practices that will guide Lincoln County Schools in developing a strong teacher induction program.

Teacher Induction and Its Importance

The way we bring new educators into our schools is crucial to their success. We are concerned with retaining high quality teachers, developing teachers' capacity and growth, and the achievement of our students. The well-being and satisfaction of our teachers may be impacted by the support that they receive, support that can possibly impact their decision to stay in or leave the profession. The socialization of new teachers into the district by way of mentoring, both formal and informal, and the opportunities for new teachers to observe veteran teachers, as well as to be observed, and to reflect critically upon their practice may play a part in the growth of teachers' practices and may ultimately impact student achievement. For these reasons, a look at effective teacher induction practices, adult learning, and socialization is important to address. The purpose of this study is to explore best practices that may be utilized in a new teacher induction program and consider the ways new teachers learn best during their first year through an examination of adult learning and organizational socialization research.

Goal of Research

The literature on new teacher induction best practices and programs, adult learning, and organizational socialization has much to offer in guiding the development of a teacher induction program in Lincoln County. The literature reveals that carefully developed and managed programs can achieve their goals. The goals of quality induction include increasing novice teachers' retention, promoting the well-being of novice teachers, improving teacher practice and competence, and ultimately improving student achievement.

Chapter 2

Literature Review

This study draws on two bodies of literature relevant to how novice teachers learn during their induction year: adult learning and organizational socialization. It also draws on the literature on new teacher learning in the context of induction and mentoring and its implications for creating an effective new teacher induction program. Adult learning includes Mezirow's (1990) transformational learning and Lieb's (1991) characteristics of adult learners and factors for motivating adults. Organizational socialization incorporates the influence of the school's professional learning community and culture and are impacted by teachers, mentors, administrators, central office staff, and other colleagues. It demonstrates the idea that those teachers that are socially and professionally integrated into the school's culture are more likely to remain there beyond the first few years of their careers.

Literature was selected for this study by using key terms to search ERIC and EBSCO databases. Also, literatures that included major national and international studies with large numbers of participants in a variety of settings such as rural, suburban, and urban, with qualitative and quantitative data that was considered credible, reliable, and supported by evidence were included. Smaller studies that included qualitative and/or quantitative data to support assertions were considered as well. As literature was reviewed, studies that were cited as being on the forefront of new teacher induction, organizational socialization, and adult learning were selected.

Organizational Socialization

The socialization of new teachers refers to the process by which the teacher becomes a participating member of the community of teachers (Zeichner & Gore, 1989). This process is concerned with the professional development of teachers as well as their organizational assimilation (Brunton, 2007). It includes the acquisition of knowledge, skills, values, and norms of the teaching profession as well as the school community.

This study looks at socialization experiences through learning communities of teachers. Through organizational socialization, new teachers learn from mentors or peers. Experienced peers and mentors help new teachers become a part of the school culture through supportive relationships. Including new teachers in collaborative professional learning communities impacts new teachers' morale, which ultimately impacts new teachers' commitment to their organization and student achievement. Finally, when veteran teachers work with new teachers, it impacts the social and professional integration of the newcomers.

Ongoing support and friendship. Bieler (2013) interviewed recent graduates from the University of Delaware teacher education program, asking what actions veteran teachers could take to help new teachers. Bieler reports that interviewed teachers contend that experienced colleagues can offer ongoing support and friendship, a collaborative professional learning community that shares instructional resources and ideas, and a chance to observe experienced teachers and reflect on their own practice.

Chapman and Hutcheson (1982) assert that teachers who remain in their profession are more impacted by the recognition and approval of others. Teachers who achieve a high level of professional and social integration may be more satisfied. This may, in turn, cause the teacher to search for even greater social and professional involvement (Chapman, 1983).

The Alhija and Fresko study (2010) finds that schools' staffs that show a professional interest in their new teachers and help them deal with the difficulties they experience in teaching send implicit messages that new teachers are not alone and that their success is a shared effort. Their finding was that "satisfaction with socialization into the school is positively correlated with the help that new teachers received from principal and colleagues" (p. 1596).

Collaborative professional learning communities. In learning communities, teachers share ideas, plan collaboratively, develop common goals, and provide support, all the while focusing on the school's mission (DuFour, 2005). In collaborative professional learning communities, teachers share instructional resources and ideas. The learning community may have a strong impact on new teacher practices and teacher morale. This may ultimately impact student achievement.

Student achievement. Bieler (2013) reports that research confirms the link between increased teacher community and increased student achievement. This is supported by the mixed methods study by Louis and Marks (1998), which used both qualitative and quantitative research methods in 24 elementary, middle, and high schools. Their study included both classroom observations and interviews and found that student achievement was higher in schools with strong professional learning communities, after adjusting for student background and grade levels. In fact, the study found that student achievement was significantly higher, and that the strength of the professional learning community accounted for 85% of the variance in student achievement.

Teacher practice and morale. In her doctoral dissertation, Burke (2003) speaks of the importance of establishing organizational climates and structures that support adult learning.

She explains that the characteristics of an effective professional learning environment include “respect for personality, participation in decision-making, freedom of expression and availability of information, and mutuality of responsibility in defining goals” (p. 55). In addition, the study of Bolam et al. (2005) conducted surveys and case studies at 393 schools. Their data suggests that there is a positive impact on teacher practice and morale as a result of collaborative activities.

Veteran teachers working with novice teachers. Many aspects of the socialization of new teachers into the profession and into the school and district take place outside the purview of the formal induction program and other formal organizational structures and processes. New teachers seek out veteran teachers and peers for support. This can be emotional or technical support. Care should be taken that the induction process includes these informal processes. Indeed, they should be encouraged (Arends & Rigazio-DiGilio, 2000). Participating in professional learning communities where ideas are shared, planning together, observing in classrooms of more experienced peers, or simply having a colleague with whom new teachers can share their frustrations as well as their victories are excellent opportunities for new teachers to learn from veteran teachers and become more integrated into the teaching community.

New teachers expect to continue to learn. When experienced teachers take the initiative to spend time with novice teachers, it makes a big difference not only in the short-term sense of offering practical guidance, but in the long term sense by increasing the odds that the newcomer will remain in the profession beyond the first five years (Bieler, 2013).

Retention. The theory of Chapman (1983) helps us examine teacher retention in relation to social and professional organization. According to Chapman’s (1983) Model of

the Influences on Teacher Retention, there are five factors to consider when determining reasons why teachers decide to stay in the profession or leave it. One of those reasons is the degree to which the teacher is socially and professionally integrated into the teaching profession. Chapman explains that teachers who experience frustrating experiences early in their careers may become dissatisfied with their job and this may affect novice teachers professionally and socially, ultimately impacting retention. Indeed, social integration and professional integration are related. The more social ties a teacher forms within the school community, the more likely that teacher will remain in the school (Chapman, 1983; Chapman & Hutcheson, 1982).

Filstad and McManus (2011) analyzed two ethnographic case studies and focused their study on how newcomers learned to transform educational knowledge into professional knowing. They found that there was “a significant relationship between institutionalized social dimensions and organizational commitment,” (p. 376) meaning that providing new teachers with role models and support and acknowledgement from experienced colleagues or mentors positively affected their organizational commitment. “The extent that newcomers have the chance to participate in work activities and socially interact with established colleagues, positively affect their affective commitment and learning processes” (p. 376).

New teacher induction programs. Induction programs deal directly with teacher socialization, offering guidance and assistance to new teachers, particularly through the mentoring process. Alhija and Fresko (2010) refer to the work of Zeichner and Tabachnik (1985) as they describe the induction phase of becoming a teacher as “a complex interaction of personal and situational factors through which new teachers negotiate professional and organizational socialization” (p. 1593). They go on to explain that this phase in a new

teacher's first year is not only about the anxieties and frustrations these teachers face, but is an important stage where new teachers learn new teaching strategies, work place norms, and school policies. New teachers test their beliefs about teaching and begin molding their personal identities.

Summary. Possibly the most convincing argument in regard to the importance of organizational socialization with respect to new teachers is that the odds are increased that newcomers will remain in the profession beyond the first few years when experienced teachers take the initiative to spend time with them (Bieler, 2013). One of the reasons new teachers decide to stay or leave the profession is the degree to which the teacher is socially and professionally integrated into the culture. Role models and support from colleagues and mentors affect organizational commitment. Further, community and collaboration help create school cultures that value learning. In turn, the creation of a collaborative teacher community enhances teachers' pedagogy and ultimately increases student learning and achievement.

Adult Learning

The importance of the role of formal and informal mentors to beginning teachers has been established in the literature about organizational socialization. Mentors should also be cognizant of how adults learn best and what motivates them. The key attributes of adult learning include autonomous and self-directed learning, goal-oriented learning, relevancy-oriented learning, practical and useful learning, and a need for respect. The key characteristics of adult motivation include building social relations, fulfilling external expectations, and improving social welfare. Other attributes of adult motivation include personal advancement, escape, stimulation, and cognitive interest.

Autonomous and self-directed learning. Adults need to be free to direct themselves (Lieb, 1991). Mentors must actively involve new teachers in the learning process and serve as facilitators for them. Mentors must get new teachers' perspectives about topics to cover and let them work on projects that reflect their interests. Adults are responsible for their own learning. This is based on the assumption that adults have their own concept of self that is responsible for the direction of their own lives (Knowles et al., 2005).

Goal-oriented learning. Adults must have a plan for how they will attain their goals (Lieb, 1991). New teachers are encouraged to set goals during their induction year. As new experiences for the novice teacher occur, the new teacher should reflect with his or her mentor and determine how their new learning experiences help to achieve their goals.

Burke (2003) explains that in order to meet learning needs, adults should be involved in self-diagnosis and subsequent goal-setting, and should evaluate their individual progress towards meeting goals. They should also share in the execution and design of learning activities. New teachers should work collaboratively with veteran teachers in constructing and confirming meaningful, worthwhile learning outcomes. As "meaning and knowledge are personally and socially constructed," their integration and coordination are the "ultimate challenge undertaken in designing educational experiences" (p. 54).

Relevancy-oriented learning. Adults must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them (Lieb, 1991). The role of the learners' experiences is important in the process of adult learning (Knowles et al., 2005). Adults have a wide range of life experiences from which to draw. They have many different backgrounds, learning styles, motivation, and needs that must be considered in the learning process (Knowles et al., 2005). Adults have accumulated

a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base (Sturko, 2007).

King (2009) explains that as adults learn new information, they determine how to best fit it into their existing beliefs and value structures. If the information fits into past patterns, adults understand the information with little disruption in their beliefs, values, and assumptions. If the information does not readily fit, however, they begin to question their values and assumptions to determine what is out of place. Ongoing self-discovery appears to be an important feature of adult learning achieved through critical reflection (Burke, 2003). Reflection on the part of the novice teacher is therefore not only beneficial, but necessary as well.

Practical and useful learning. Adults are practical and focus on what is most useful for them (Lieb, 1991). Adult learners must be ready to learn and learning experiences should be scheduled to coincide with periods of readiness to learn (Knowles et al., 2005). For example, new teachers have many issues to deal with during their first year of teaching such as learning the rules, procedures, and daily tasks of teaching (Berliner, 1988). Issues such as these are important in the teacher's early stages of development and new teacher learning should take into account the stages of a teacher's development (Sturko, 2007). In other words, a new teacher who is concerned about classroom management and discipline may not be ready to learn about new instructional strategies.

Need for respect. Adults must be shown respect (Lieb, 1991). Mentors should acknowledge the experiences new teachers bring with them. They should be treated as equals and allowed to voice their opinions (Lieb, 1991). An atmosphere of respect where

new teachers feel welcome and included is important (Sturko, 2007). New teachers must be able to learn in a respectful environment filled with meaningful learning experiences, opportunities to practice what they have learned, and feedback and support from peers (Wlodkowski, 2003).

Motivation. Lieb (1991) explains that another aspect of adult learning is motivation. In order for teachers to be successful, they must be motivated to learn and develop new skills and competencies. When new teachers are highly motivated, they will be more likely to take in new knowledge and seek opportunities to apply it. At least six factors serve as sources of motivation for adult learning (Lieb, 1991).

Social relations. New teachers must be able to make new friends, to meet a need for associations and friendships (Lieb, 1991). When adults see social benefits to a potential training or learning experience, they will be far more likely to participate in a meaningful way (Westover, 2009).

External expectations. Adults are motivated when they comply with instructions from someone else or fulfill the expectations or recommendations of someone with formal authority (Lieb, 1991). Authority can be a powerful motivator (Westover, 2009). When new teachers feel that they are fulfilling the wishes of their principals, they are more motivated to learn.

Social welfare. When adults believe that they can improve their ability to serve mankind, prepare for service to the community, and improve their ability to participate in community work, they are more motivated (Lieb, 1991). Therefore, if new teachers have a clear perspective as to how what they are learning will help society, they will be more likely to be motivated to learn (Westover, 2009).

Personal advancement. Adult learners are motivated to achieve higher status in a job, secure professional advancement, and stay abreast of competitors (Lieb, 1991). Not all motivations are altruistic, and if new teachers can see the tie between what they are learning and job promotion or the betterment of their work situation, they will likely be more motivated to learn (Westover, 2009).

Escape/Stimulations. Adults may feel the need to relieve boredom, provide a break in the routine of home or work, or provide a contrast to other exacting details of life (Lieb, 1991). When employees need some variety in their workday and to get away from the grind, they will be more motivated to learn (Westover, 2009).

Cognitive interest. Adults want to learn for the sake of learning, to seek knowledge for its own sake, and to satisfy an inquiring mind (Lieb, 1991). Some employees are life-long learners and love to learn. These individuals will take advantage of nearly all learning opportunities presented to them (Westover, 2009).

Transformational learning. Mezirow (1991) describes transformational learning as a process during which adult learners critically examine their beliefs, values, and assumptions in acquiring new knowledge. Learners begin a process of personal and social change called reframing. Schon (1983) explains that teachers who face problems in their practice benefit from engaging in reflection and inquiry. They impose a frame on the problem and then draw on familiar repertoire to formulate and test new hypotheses.

Cuddapah (2005) explains that Mezirow's theory of transformational learning is an appropriate lens for studying the learning of beginning teachers. It supports a more holistic view of the beginning teacher as an adult learner with cognitive and affective dimensions. It is grounded in the practice of critical reflection and is useful in the design of new teacher

induction programs. The theory stresses the need for emotional support in the mentoring context.

Achinstein and Barrett (2004) give a good example of mentors helping new teachers reframe their perspectives on student behavior issues in their study. New teachers started with a managerial view of discipline issues as they sought control and order. Mentors helped new teachers see these issues from a human relations frame and see students as people with individual needs and their diverse classrooms as places for social change. This was not an easy task, as mentors dealt with the differing beliefs of the new teachers, as well as the impact of the school culture. It does, however, explain the complexity of the role of the mentor as he/she tries to better understand the mentee.

Kumi-Yeboah and James (2012) tell the story of an award-winning teacher who experiences transformative learning. The authors explain that this teacher understood the role mentors play in the teaching field and valued mentors who were supportive, understanding and knowledgeable. King (2005) states that transformative learning does not offer easy solutions for the novice teacher, but helps them to understand the novice teacher as a learner.

Summary. Sturko (2007) sums up the importance of considering the principles of adult learning and motivation in creating learning experiences for new teachers. Sturko explains that the characteristics of the learning environment should include a climate of respect and active participation by learners. It should also include empowerment through reflection. If the learning environment provides opportunities for on-going support and collaboration and if it reflects the unique needs of adult learners, there are several potential outcomes such as new teachers being able to construct professional knowledge with their

peers and becoming more reflective practitioners in doing so. New teachers may also experience transformative learning as they open up their frame of reference to new ways of teaching and learning. Finally, working collaboratively can help create a sense of community among teachers.

The literature on how adults learn best agrees that adults need social relations and also need to establish goals and have a voice in their own learning. In addition, adult learning addressed through the lens of transformational learning demonstrates a need for adults to engage in reflection and inquiry and stresses the need for support such as that provided by mentors. Looking through the lens of adult learning and organizational socialization can assist greatly in the development of an appropriate, effective new teacher induction program.

New Teacher Induction

This section of the chapter discusses the literature framing new teacher learning in the context of induction and mentoring and its implications for creating an effective new teacher induction program. New teacher induction first is examined as it has morphed over time. Then, the importance of teacher induction is expounded upon, including discussion of the problems that induction addresses as well as the goals of the induction program. A critique of the literature is provided. The chapter discusses elements of new teacher induction and best practices from the literature that will assist in creating suggestions for the implementation of a new teacher induction program. This includes mentoring, the importance of the role of the administrator, common instructional designs, opportunities for collaboration, and the importance of the school culture. The mentoring element includes preparation of mentors, adequate time for mentors and new teachers to work together, clear

expectations between mentors and new teachers, careful selection of the mentor, careful matching of the mentor and mentee, mentor relationships, and teacher efficacy and professional growth. Finally, the chapter discusses the importance of new teacher induction for teacher retention and student achievement.

What is induction? “Induction is a professional development intervention designed to systematically train and support teachers in their first years in the classroom” (LoCasale-Crouch, Davis, Wiens, & Pianta, 2012, p. 304). Feiman-Nemser (2003) refers to induction as a process of “helping new teachers fit into the existing systems” (p. 28). This is done through a period of formal enculturation and socialization (Moir & Gless, 2001).

Feiman-Nemser (2003) notes how new teachers come to understand implicit and explicit messages about teaching in their school or district. She also stresses the importance of interactions of new teachers with colleagues, supervisors, and students in strengthening or weakening the new teacher’s dispositions toward student learning. In addition, new teachers develop the motivation to continue their development as teachers in the early years. This period is either experienced as a time of constructive learning or a period of survival, adjustment, and coping.

There have been distinct shifts in thinking about what induction is and what it should do (Feiman-Nemser, 2012; Wood & Stanulis, 2009). Early induction programs began as programs that can be described as bridges. Later programs entailed a greater emphasis on professionalism and an understanding of teacher learning. The current view of induction is a process of incorporating beginning teachers into professional learning communities where collaboration is emphasized or, in other words, involving new teachers in the socialization process.

Problems induction addresses. Teachers, deemed the most important factor to student success by the National Commission on Teaching and America's Future, often leave the profession within the first five years (American Association of State Colleges and Universities, 2006). Much attention has been paid to addressing the "revolving door of new teacher attrition" (Achinstein & Athanases, 2006) through effective induction programs, with approximately 33% of new U. S. teachers leaving the profession within the first 3 years and 50% leaving within 5 years (American Association of State Colleges and Universities, 2006).

Darling-Hammond (2003) states that some of the reasons teachers leave the profession include low salaries, lack of resources, poor working conditions, and the stress associated with working with high needs students and their families. These students may have a host of needs including living in poverty, transience, English as a second language, and learning and behavioral issues. Darling-Hammond (2003) suggests further that effective teacher induction programs, support from administrators, a collegial learning community, and solid professional development can help address attrition issues.

Another reason commonly cited for teacher attrition is the lack of support for novice teachers. Lacking support, teachers often feel isolated (Mauer & Zimmerman, 2000) and are metaphorically described as being left to "sink or swim." Studies reveal that many first-year teachers feel overwhelmed and isolated as they enter the profession and experience "survival" and "disillusionment" (Moir, 2009) as they undergo the ups and downs of their first year. In other words, many first-year teachers simply hope to survive the stresses and demands put on them as first year teachers and are often disillusioned by the realities the classroom presents to them. Reality may be quite different from what they had envisioned during their college preparation.

In addition to teacher attrition, researchers predict the need for thousands of new teachers as veteran teachers retire (Education Week, *Quality Counts*, 2000; Stansbury & Zimmerman, 2002). Rural districts such as Lincoln County compete with higher paying districts for the most qualified applicants. As a district with significant numbers of students qualifying for free and reduced lunch in their low performing schools, teachers in Lincoln County are more likely to leave their school than those who work in wealthier districts (Alliance for Excellent Education; Lankford, Loeb & Wyckoff, 2002).

Beginning teachers typically are faced with the same requirements as veteran teachers as they enter their first year of a profession that is not easily mastered. Teachers, unlike other professionals such as nurses and lawyers, are often left on their own their first year. In addition to learning daily routines such as attendance, lunch counts, and collection of funds for field trips and pictures, novice teachers must learn how to manage their classrooms, differentiate instruction, plan lessons, and develop teaching strategies, while learning the intricacies of school and district cultures.

The importance of the classroom teacher to student learning is well documented. In 1997, the National Commission on Teaching and America's Future deemed the teacher as the key to student success. Indeed, the most important factor that affects student learning is the teacher (Marzano, Pickering, & Pollock, 2001), and what teachers know and can do is crucial to what students learn (Darling-Hammond, 2006). Novice teachers must be brought into organizations with the greatest attention paid to their professional development. As a form of professional development, quality induction must play an important role in preparing teachers for their new role. Therefore, there must be a clear distinction made between induction as a period of high-quality learning that impacts novice teachers' career-long

growth and induction programs that offer quick fixes for survival such as those programs that simply review initial paperwork and put little care into mentor selection or follow-up on practice (Hoover, 2010).

Importance of new teacher induction. Moir & Gless (2001) explain that one cannot overstate the importance of induction as it occurs with or without the presence of formal programs. Feiman-Nemser (2003) states that “leaving new teachers to experience the socialization process without guidance is dangerous, as the coping practices and attitudes that they develop in surviving the first few years may develop into long-term teaching habits that may not ultimately serve students’ educational needs” (p. 12). Many researchers have determined that comprehensive induction programs help ease novice teachers’ stresses associated with early career teaching by providing them with the needed support and guidance in obtaining requisite skills and thought processes (Darling-Hammond, 2001; Ingersoll, 2001; Moir & Gless, 2001; Nugent & Faucette, 2004; Pardini, 2002).

Feiman-Nemser (2003) provides excellent support for the inclusion of quality induction programs:

Keeping new teachers in teaching is not the same as helping them become good teachers. To accomplish the latter, we must treat the first years of teaching as a phase in learning to teach and surround new teachers with a professional culture that supports teacher learning. (p. 25)

Goals of new teacher induction. The emphases of teacher induction include improving teacher quality and competence (Wood & Stanulis, 2009) and developing a teaching practice for diverse learners (Darling-Hammond & Baratz-Snowden, 2007). Teacher quality and competence are achieved by increasing novice teachers’ retention and promoting novice teachers’ personal and professional well-being (Wood & Stanulis, 2009). The ultimate

outcome from improved teacher performance is improved student academic achievement (Andrews & Quinn, 2005; Feiman-Nemser, 2012; Ganser, 2001; Hargreaves & Fullan, 2012; LoCasale-Crouch, Davis, Wiens, & Pianta, 2013; Rockoff, 2008; Smith & Ingersoll, 2004). These goals are mutually reinforcing and support better outcomes for students.

Moskowitz and Stevens (1996) described other goals of new teacher induction in their study of the new teacher induction program in New Zealand. The New Zealand program provides activities that help new teachers acquire “an ability to reach students, to teach students, and to work collegially with other teachers and administrators” (p. 140), supporting the literature that teacher quality and competence are improved through well implemented new teacher induction programs and ultimately impact student achievement. It also helps transition novice teachers to the culture of teaching and to the culture of the school, which occur over sustained periods of time.

Many policy mandates fail to reflect an understanding of the learning needs of beginning teachers and of the resources required to create effective programs. Often, only short-term support is offered (Feiman-Nemser, 2003). Public Education Network (PEN) (2003) and Glazerman et al. (2010) support the notion that good induction programs last several years. New teachers report that they need to learn from their colleagues about curriculum, evaluation of work, and discipline. Other learning needs include opportunities for observation, collaboration, reflection, and community building (Bieler, 2013). All of these program elements require learning over a period of time for assimilation of new knowledge and opportunities to practice new skills.

New teachers want more than social support and instruction on how to use copy machines. They want more in-depth learning opportunities to discuss curriculum

implementation, get ideas about how to address specific students' needs, and gain insight from colleagues (Johnson & Kardos, 2002). They want to create safe classroom environments, engage all students in worthwhile learning, work effectively with parents, and use assessment data to guide instruction (Feiman-Nemser, 2003; PEN, 2003). Feiman-Nemser (2003) and PEN (2003) explain that novice teachers want more peer collaboration. They also want opportunities to observe good instruction as well as being observed themselves and receiving helpful feedback, thus exemplifying the need for a strong mentoring component in the induction program.

Elements of new teacher induction. Five major elements of induction are supported by the literature and limited research on effective practices and include the following:

1. Mentoring. This element includes:
 - a. Preparation of mentors
 - b. Adequate time for mentors and new teachers to work together
 - c. Clear expectations between mentors and new teachers
 - d. Careful selection of mentors
 - e. Careful matching of mentor and mentee
 - f. Mentor relationships
 - g. Teacher efficacy and professional growth
2. Role of administrator
3. Common instructional designs
4. Opportunities for collaboration
5. Importance of the school culture

Mentoring. The cornerstone of an effective induction program is the mentoring of novice teachers (Evertson & Smithey, 2000; PEN, 2003). The transition from teacher preparation programs into the first year of teaching can often be difficult for novice teachers. One key difference in novice teachers' experiences is related to the level of support they receive (Hargreaves & Fullan, 2012). Mentoring is an important part of teacher induction programs and mentor training is crucial to the training of new teachers (Anderson & Quinn, 2005; Evertson & Smithey, 2000). Additionally, quality time spent with a mentor and participation in mentor-facilitated professional development makes important contributions to teachers' efficacy, professional growth, and reflection (Weschler, Caspary, Humphrey, & Matsko, 2010). When polled about what they value most in mentoring and induction programs, Hall, Johnson and Bowman (1995) report that new teachers like being observed, observing veteran teachers, and receiving support in areas such as classroom management, lesson planning, and building relationships with students.

The Alhija and Fresko (2010) study found that mentors not only have to provide emotional support and guidance in teaching practices, but they also have an important mission of helping new teachers assimilate into the school culture. The mentor's task is to help new teachers become good teachers and active members of the staff and community of educators.

LoCasale-Crouch, Davis, Wiens, & Pianta (2012) explain that time spent with a mentor is related to novice teachers' perceptions of mentoring success, self-reflection, and efficacy in their study of 77 novice teachers and their mentors. To measure reflection, new teachers answered questions on a scale that was presented to them in the spring. To measure self-efficacy, teachers completed an 11-item version of the Bandura measure of teacher self-

efficacy during the fall and spring. A linear regression was conducted and the findings were as follows: “In examining change in self-efficacy, novices’ mentor-related experiences were significantly positively related to self-efficacy at the end of the year in the final model” (p. 314). These researchers caution, however, that simply looking at the time spent with a mentor may be misleading. It is important to consider what is happening during that time. Again, a relationship where reflection, collaboration, and a dedication to new teacher learning are emphasized is important to the development and perceptions of the new teacher. Another limitation to the study is that there was no comparison group. In other words, there was not a group of teachers who received no induction at all.

The Public Education Network (PEN) conducted research over a six month period in 2002 in four communities: Chattanooga, Tennessee; New York, New York; Seattle, Washington, and throughout the state of West Virginia. This study was funded by a grant from MetLife Corporation, whose goal was to support research regarding the perspectives of first year teachers on their preparation, the experiences of new teachers, and the support that new teachers received during their first year from their districts and schools. The research was qualitative and more than 200 teachers participated in the project through surveys, interviews, or focus groups. The strength of the study is that it included many teachers across the country in both urban and rural settings. A limitation to the study is that it focused primarily on middle and high school teachers.

The PEN study (2003) states that new teachers consider the mentor the most important part of the induction program. The study also finds that attention must be paid to the following elements that make a new teacher induction program effective:

adequate time for mentors and new teachers to work together; clear expectations and agreements between mentors and new teachers;

careful selection and matching of mentors to protégés; and preparation and support for teachers taking on a mentoring role, which typically requires new skills and knowledge. (p. 32)

Preparation of mentors. Research shows that the preparation of mentors can assist them in giving specific support that helps new teachers be successful in their initial year. Evertson and Smithey (2000) conducted an experimental field study with forty-six protégé-mentor pairs. Twenty-three of the pairs were in the treatment group. The treatment group mentors participated in a four-day workshop to acquaint them with a knowledge base of effective mentoring practices. In the workshop, the mentors learned about their roles, the needs and concerns of new teachers, the skills needed to mentor new teachers effectively, the skills for creating a learning environment within a mentoring relationship, and how to develop action plans with their protégé.

The 23 mentors in the comparison group did not receive this training. However, both groups of mentors received identical three-day workshops from the district that covered material pertaining to effective classroom organization, establishment of classroom routines, and behavior management practices. Assignments to the groups depended primarily on scheduling and the availability of mentors. The assignment could raise questions about the possibility of more experienced teachers with better backgrounds being assigned to the experimental group, but Evertson and Smithy (2000) report “no salient differences between the two groups” (p. 297).

The data of this study include ratings and narrative records from observations conducted by university faculty or central office personnel, summaries of mentoring activities collected weekly, and ratings of students’ classroom behavior. The findings indicated the new teachers mentored by experimental group mentors could “more effectively

organize and manage instruction at the beginning of the year and establish more workable classroom routines” (p. 294). This study does not provide data for long-term effects of trained mentors on novice teachers’ practice because the study focused on the first half of the school year; however, research indicates that an effective beginning is critical in most schools, particularly for novice teachers (Evertson, 1985, 1989). The Evertson and Smithey (2000) study “underscores the importance of preparing mentors to give specific support that enables new teachers to succeed in their entry year” (p. 305).

Mentor knowledge and skills regarding how to mentor are crucial for an effective induction program. Evertson and Smithey (2000) found that prepared mentors had better conferencing, listening, and questioning skills.

Fuller’s (1969) study described three stages of concern for new teachers: (1) pre-teaching phase: non-concern, (2) early teaching phase; concern with self and (3) late concerns: concerns with pupils. According to Fuller’s notions, new teachers begin with self-related concerns such as self-adequacy and later become concerned with student learning. Effective mentoring programs are tailored to the changing needs and concerns of novice teachers (PEN, 2003).

The goal of new teacher learning should define the mentor’s role and practice (Fieman-Nemser, 2003). Quality induction should include reflective inquiry about teaching practices (Evertson & Smithey, 2000). Additionally, there should be a shared vision of knowledge, teaching, and learning and mentors and mentees should be engaged in a process of problem solving (Wong & Wong, 2012). Novice teachers should be observed systematically and observations should be structured (Evertson & Smithey, 2000; PEN, 2003). “Because of the importance of mentors to the socialization of new teachers, mentors

should receive proper training that addresses all aspects of the mentorship, including their role as agents of socialization” (Alhija & Fresko, 2010, p. 1596).

Feiman-Nemser (2001) claims that “articulate” mentoring can cultivate teacher inquiry that focuses attention on student thinking and understanding as well as fostering discussion about problems of practice. The literature suggests, however, that new teacher frustration with poor mentoring matches is common (Gilbert, 2005; McCann et al., 2005). In fact, mentoring experts contend, “it is better for a school to have no mentoring program at all than to have a bad mentoring program” (McCann et al., 2005, p. 32).

Adequate time. A necessary component of an effective mentor/mentee relationship is adequate time for mentors to work with new teachers. Time must be provided for mentors and mentees to plan, observe, reflect, and discuss. Allotment of time is often the responsibility of the school administrator and underscores the importance of the role that administrators play in induction (Cherian & Daniel, 2008; Feiman-Nemser, 2001; Richards, 2004; Wayne, 2005; Wood, 2005).

Clear expectations. Clear expectations between mentors and mentees are another key to a successful mentoring relationship. An indicator that clear expectations are in place may be established through personal goal setting for the new teacher, which also supports the tenants of the theory of adult learning (Lieb, 1991). This may also be accomplished by having clearly articulated goals for the overall program. Arends and Rigazio-DiGilio (2000) include the explanation that successful programs in the APEC Teacher Induction Study (Moskowitz & Stevens, 1996) were very clear about what they were trying to accomplish, and these goals were communicated clearly to new and experienced teachers.

Careful selection and assignment of mentors. Care must be taken by administrators in selecting and assigning appropriate mentors. The New Teacher Center at the University of California, Santa Cruz, emphasizes that mentors be carefully selected and trained in coaching, mentoring, and assessment and should be matched with mentees by grade level and/or subject matter (www.newteachercenter.org). This is supported as well by Virginia's Report of a Task Force on Teacher Mentor Programs in Hard-to-Staff Schools (2004) that calls for taking content and grade level into account when assigning mentors.

LoCasale-Crouch, Davis, Wiens, and Pianta (2012) found that commonalities such as teaching in the same grade level and teaching the same content between new teachers and their mentors positively related to novice teachers' sense of support and observed instructional support. These researchers report that these findings mirror those of the large-scale study of Smith and Ingersoll (2004) and identify the importance of mentors and novice teachers having shared experiences in their development of collaborative relationships.

Mentor relationships. The work of Moskowitz and Stevens (1996) tells of three programs their team of experts viewed as successful. The Northern Territory of Australia program is considered successful because of its ongoing support for new teachers. The program "has developed and inculcated a culture of peer support . . . including sharing, two-way learning, and the extensive use of committees to develop and implement policies and activities" (p. 79). Educators are seen like an "extended family" often socializing and working together. Another reason the program is considered successful is that there is a commitment to teacher induction from the top with the Secretary of Education and other senior officers seeing it as a high priority. Although unwritten, it is a critical requirement for teachers and senior staff to demonstrate collegiality and the ability to advise and support

others in order to obtain promotions. In the Northern Territory, teacher induction is viewed as one of many professional development opportunities and more importantly, view teaching as a profession where “one must always be a learner to remain effective” (p. 80).

One of the most important parts of successful induction programs is having a well-defined mentoring program. A strong mentoring component alone, however, is probably not enough to achieve the outcomes expected of a successful induction program. There are several other characteristics of successful induction programs to consider including the role of the administrator, opportunities for collaboration, the importance of the school culture, and having a well-defined induction program.

Role of administrator. Administrators play a key role in induction (Cherian & Daniel, 2008; Feiman-Nemser, 2001; Richards, 2004; Wayne, 2005; Wood, 2005). Their role includes providing time for mentors and mentees to plan, observe, reflect, and discuss, selecting appropriate mentors in the same field or subject area, and promoting collegiality and community within the school so that novice teachers have the opportunity to socially and professionally connect with colleagues. Strong principal leadership seems to be associated with higher levels of retention and commitment (Kapadia, Coca, & Easton, 2007; Smith & Ingersoll, 2004). The Virginia Report of a Task Force on Teacher Mentor Programs in Hard-to-Staff Schools (2004) calls for school administrators to play a role in the “design, implementation, and ongoing evaluation” of the new teacher induction program.

Common instructional designs. A study conducted by Youngs, Holdgreve-Resendez, and Qiann (2011) involved structured interviews among seven elementary schools in two Michigan districts and found that participants who ranked their induction experiences as high had principals who actively supported a common framework for their language arts

instructional program. This study was a part of the Michigan Indiana Early Career Teacher mixed-methods study in 2006-2007 that examined novice teachers' induction experiences. The study's strength is that it focused on schools that had at least 15 new teachers hired, and the teachers were full time and had earned standard teaching certificates. Youngs, Holdgreve-Resendez, and Qiann (2011) argue that "common instructional designs, especially in combination with opportunities for professional learning and strong administrative leadership, can be a key resource for supporting new teacher development" (p. 456).

Opportunities for collaboration. One of the common conditions that underlies some of "the most supportive programs" and that appears to be "critical to their success" (Moskowitz & Stevens, 1996, p. 170) is the modeling of good teaching. According to the researchers, successful programs provided time for new teachers to observe experienced teachers. In the most successful induction programs, observation of teaching practices by new teachers was organic, meaning it was an integral part of the school's operation rather than a special or staged event.

The Moskowitz and Stevens study (1996) explains that the New Zealand program offers opportunities for visiting and observing other teachers. The mentor teachers are key to the program and often team-teach or work in adjacent classrooms, providing formal as well as informal observations, support, and advice.

The New Teacher Center program calls for observations of other teachers and debriefing. Opportunities for collaboration with colleagues seems to be associated with higher levels of retention and commitment (Kapadia, Coca, & Easton, 2007; Smith & Ingersoll, 2004).

Importance of the school culture. A school culture supportive of novice teachers is crucial (Andrews & Quinn, 2005; Feiman-Nemser, 2012; Ganser, 2001; Hargreaves & Fullan, 2012; Humphrey & Matsko, 2010; Moskowitz & Stevens, 2007; Rockoff, 2008; Wechsler, Caspart, Smith & Ingersoll, 2004). Community and collaboration help create school cultures that value learning and support new teachers. Ultimately, teachers that are socially and professionally integrated into the school's culture are more likely to remain in their schools and districts beyond the first few years of their careers. Feiman-Nemser (2003) explains that to help new teachers become good teachers, we must "surround new teachers with a professional culture that supports teacher learning" (p. 25).

Moskowitz and Stevens (1996) describe a new teacher induction program that emphasizes school culture. The researchers explain that much of the success of the New Zealand teacher induction program can be attributed to exogenous factors such as a high degree of camaraderie and collegiality. Experienced teachers in New Zealand consider it their duty to pass on their knowledge, skills, and experiences to the next generation of teachers and take this role very seriously.

Well-defined induction programs. The importance of the role that good teachers play in student learning alerts us to the need for strong professional development provided by quality induction programs. These induction programs provide high quality learning that impact novice teachers' career-long growth. Quality induction programs also help to increase novice teachers' retention (Andrews & Quinn, 2005; Feiman-Nemser, 2012; Ganser, 2001; Hargreaves & Fullan, 2012; LoCasale-Crouch, Davis, Wiens, & Pianta, 2013; Rockoff, 2008; Smith & Ingersoll, 2004; Wood & Stanulis, 2009).

New Teacher Center. One of the most well known induction programs in the United

States is the program developed by the New Teacher Center at the University of California, Santa Cruz. A summary of information from the New Teacher Center's website at www.newteachercenter.org and a report prepared for the National Commission on Teaching and America's Future (Fulton, Yoon, & Lee, 2005) highlight the program and explain that its purpose is to "enhance student achievement, accelerate teacher effectiveness, improve teacher retention, strengthen school leadership, and address educational inequities" (www.newteachercenter.org). The program's components include providing a full time mentor that visits new teachers at least once per week. Careful mentor selection is included in the program, as well as training for mentors in coaching, mentoring, and assessment. Further mentor training includes case study/problem solving conversations. Mentors are matched with mentees by grade level and/or subject matter. In line with the theory of adult learning, mentors and mentees work together to set goals for the new teachers' professional growth. Also in line with the literature regarding teacher retention, adult learning, and socialization of teachers into the school culture is the provision of frequent interactions with more experienced teachers and mentors through classroom observations and reflections.

The Chicago study by Kapadia, Kavita, and Coca, (2007) asserts that the New Teacher Center induction program has a significant impact on new teacher retention. Smith and Ingersoll's (2004) study also supports the comprehensive type induction provided by the New Teacher Center and says that after the third year, mathematics and reading test scores improve for the students of those teachers who receive comprehensive induction.

Virginia program. A twenty-nine-member task force met in 2004 to establish requirements for establishing a mentoring program in Virginia that they believed could "help new teachers improve practice, learn professional responsibilities, and ultimately have a

positive effect on student learning” (Report of a Task Force on Teacher Mentor Programs in Hard-to-Staff Schools, 2004, p. 2). The task force was guided by Janet Gless, associate director of the New Teacher Center at the University of California Santa Cruz. It acknowledged “the New Teacher Center’s leading edge work in the spectrum of mentoring programs” (p. iii). The task force also acknowledged that research suggests that effective new teacher supports helped improve teacher attrition and student academic performance.

Included in the requirements for school districts that wish to apply for grant funding are many of the same components of successful induction programs as those of the New Teacher Center. Districts that apply for grant funding must have a program that provides for professional development that prepares beginning teachers to meet the learning needs of students. Another requirement is that mentors are to be selected using “explicit criteria” (p. 8) and are assigned “in a timely manner, taking content, grade level, pedagogical needs, and local context into account” (p. 8). The Virginia program also calls for preparation and ongoing professional development of mentors. In line with the literature that supports goal setting for adults and new teachers, the Virginia program calls for the creation of an Individualized Learning Plan. This program emphasizes the role of administrators in the “design, implementation, and ongoing evaluation of the program” (p. 11). Although the Virginia requirements were written for mentoring programs in “hard-to-staff” schools, they serve as an excellent model for districts that wish to establish effective induction programs that ultimately impact student achievement.

Japan. Moskowitz and Stevens (1996) explain that new teachers in Japan receive at least 90 days of in-school and out-of-school training under the leadership of a guidance teacher and subject specialists. The principal ensures that other teachers in the school assist

and cooperate with the guidance teacher in the training of the first-year teacher. A one-year training plan is submitted by the guidance teacher at the beginning of the year, and at the end of the year, principals are required to submit a report about program implementation and comments and reflections of the new teacher, guidance teacher and principal.

Included in the program are lesson observations followed by detailed discussions of lesson plans, the new teacher's instructional skills, and successes and failures. New teachers also observe lessons of the guidance teacher or other teachers. New teacher reflections are kept in training journals. New teachers receive reduced teaching loads. Other members of the teaching staff provide input and guidance for new teachers. Out of school trainings include lectures, discussion groups, and field trips.

There is a five-day, four-night residential training workshop for new teachers that serves as a training session on how to conduct outdoor activities for their students, but perhaps more importantly, serves as enriching experiences where new teachers develop bonds with their fellow trainees. In addition to their mentoring relationship and relationships with peers is a comprehensive training curriculum that touches on issues that the new teachers are most likely to face.

Surveys and much anecdotal evidence reveal that teachers and administrators value the program and feel that it deepens the teachers' sense of their mission, helps them learn how to face future challenges, and creates sensitivity to areas that need further improvement and that they may want to explore at a deeper level in the future. There has been no summative evidence of the success of the program, however.

New Zealand. In the new teacher induction program in New Zealand (Moskowitz & Stevens, 1996), new teachers are provided with resources and personal support from

colleagues in the same subject area or school, observations and written lesson appraisals, opportunities for visiting and observing other teachers, and support from senior staff and other teachers to clarify aspects of new teacher work and responsibilities, including professional development. They also maintain a journal of their advice and guidance, their planning, and incorporation into the school.

The mentor teachers are key to the program and often team-teach or work in adjacent classrooms, providing formal as well as informal observations, support, and advice. New teachers often have a reduced teaching load the first year. Doing a good job as a mentor is an implicit criterion for teacher promotion.

Induction and student achievement. Research findings on the effects of teacher induction on retention, improved teacher practice, and improved student achievement are mixed. A recent randomized experimental study by Glazerman et al., (2010) examined the effects of a comprehensive teacher induction program (that includes mentoring, monthly professional development sessions, study groups with other beginning teachers, and opportunities to observe veteran teachers) for beginning teachers on teacher and student outcomes in 17 school districts across 13 states over 3 years. Isenberg et al. (2010) explain that teachers were randomly assigned to an intervention group that included teachers who received comprehensive induction or a comparison group for a randomized control trial to estimate the impact of a package of induction supports on student achievement relative to a less formal set of induction supports.

To determine how individual components including the types and intensity of induction impacted student test scores, a correlational analysis was conducted. The researchers also conducted focus groups to prompt the perspectives of teachers about

induction. Combining these approaches provides a fuller understanding of the relationship that exists between induction and retention and achievement (Isenberg, et al., 2010).

The study found that the comprehensive induction program had no significant effects on teacher retention. The study did, however, conclude that math and reading achievement improved for students of those teachers in the intervention group after the third year. There were no significant differences in reading and math after the first year, but after the third year, the impacts were positive and statistically significant. Pretests (from the previous year) were compared to post tests (from the current school year).

The researchers controlled for teacher and student characteristics to make treatment effects more precise, and all scores were converted to a “z” score (mean and standard deviation is calculated for each test) (Isenberg, et al., 2010). “Comprehensive induction led to an increase in test scores of 11 percent of a standard deviation in reading, which is enough to move the average student from the 50th percentile up 4 percentile points, and an increase of 20% of a standard deviation in math scores, enough to move the average student up 8 percentile points” (Glazerman et al., 2010, p. xxxi).

Induction and turnover/retention. Smith and Ingersoll (2004) found that increasing the number of induction supports resulted in lower turnover rates for teachers after the first year. First year teachers who received no form of induction support had a predicted attrition rate of 40%. Meanwhile, adding one or more components such as reducing teaching load, assignment of a teacher’s aid, or participation in an external network of teachers to basic induction programs reduced the predicted attrition rate to 18%. In addition, Ingersoll (2001) found that teachers who reported having assistance described as “effective” showed a 92% lower rate of departure for those leaving the profession altogether or for those leaving for

another position. The meaning of “effective assistance” not being objectively defined presents a limitation to this study.

Kapadia, Coca, and Easton (2007) report that the Consortium on Chicago School Research (CCSR) surveyed Chicago Public Schools elementary and high school teachers and evaluated the effects of teachers participating in induction activities. The study gives teachers’ reports of the quality of their teaching experience and whether they plan to continue teaching and whether they will remain in the same school. They found that “novices who received intensive levels of induction are much more likely to say they plan to remain in their school than novices receiving weak induction” (p. 23). A summary of their findings concludes:

- 22% of elementary teachers with weak induction report that they plan to remain in their school, while 70% of novice elementary teachers with intensive induction plan to remain in the school (p. 36).
- 17% of high school teachers with weak induction report that they plan to remain in their school, while 72% of novice high school teachers with intensive induction plan to remain in the school (p. 36).
- 49% of elementary school teachers with weak induction report that they plan to continue teaching, while 70% of novice high school teachers with intensive induction plan to continue teaching (p. 32).
- 38% of high school teachers with weak induction report that they plan to continue teaching, while 82% of novice high school teachers with intensive induction plan to continue teaching (p. 32).
- When novices receive high levels of mentoring and high levels of support, the

likelihood of their reporting a good teaching experience increases, as do the chances that they plan to remain in the same school. (p. 39).

This research also reveals that more experienced and qualified teachers are entering Chicago Public Schools and that these teachers are less likely to leave their school and profession (p. 37). Also, the most influential factors in teachers' intentions to stay or leave were the support from the principal and other teachers (including mentors, whether or not they are formal mentors) (p.38). In addition to these reported limitations of the study, it is important to consider that these statistics reflect teachers "intentions" to stay or leave. Data that identifies whether teachers actually follow through with their plans would be important to see.

The Moskowitz and Stevens (1996) study examined an induction program in the Northern Territory of Australia. Although actual statistical data was not presented in this study regarding retention, "experienced central-office staff" believe that "teacher induction programs have promoted more effective teaching and increased retention" (p. 77). Those responsible for recruitment and retention believe that the number of teachers remaining in their original positions has increased and that the percentage of teachers who are in the system after 5, 4, and 3 years is also increasing. Teachers share the feeling that the teacher induction program increased their chances of staying in teaching, commenting that "many won't survive without it" and expressing their feelings of confidence and support given by the program (p. 78). The anecdotal evidence seems to support that the program has a positive impact on teacher retention, although actual statistical information would give more credence to this assertion.

Summary. Induction is a process of incorporating beginning teachers into professional learning communities where collaboration is emphasized. It is instrumental in determining whether new teachers' early years are periods of constructive learning prompted by collegial interactions or simply periods of survival, adjustment, and coping. It helps alleviate the "sink or swim" metaphor that often describes new teachers' first year experiences and assists in reducing teacher attrition. The significant importance of the role that good teachers play in student learning alerts us to the need of strong professional development that may be provided by quality induction programs that provide high quality learning that impact novice teachers' career-long growth. Therefore, in addition to increasing novice teachers' retention, induction ultimately helps create competent teachers that positively impact student learning and achievement.

The role of the administrator in induction is important. Administrators provide crucial time for planning, make appropriate mentor selections and assignments, and promote collegiality. Principals that serve as strong instructional leaders, such as those that support common curriculum frameworks, tend to strengthen the perception of new teachers' about having a positive induction experience. New teachers with this type of principal tend to rank their induction experience higher.

The cornerstone to effective induction programs is the mentor and the mentor's preparation; however, this alone may not be enough for successful induction. Other characteristics of successful induction programs include reduced teaching assignments, opportunities for new teachers to observe more experienced teachers, a shared responsibility for teacher induction embedded into the school culture, constant interaction between new and experienced teachers, and clearly articulated goals for the program.

Mentors must be trained to understand adult learners so that their influence goes beyond being a “buddy mentor,” and plays the part of a vital link in the development of the new teacher. Teacher retention is addressed through these lenses, as teachers who are more satisfied with their social and professional integration are more likely to stay in the school and/or district to teach. Newcomers will remain in the profession beyond the first few years when experienced teachers and mentors take the initiative to spend time with them. Role models and mentors affect organizational commitment. Indeed, relationships often equal commitment. This is, however, not only the duty of the mentor teacher, but of the entire school learning community, including the administration.

The importance of the role of the mentor is reflected in the literature on adult learning and organizational socialization. It is vital to the induction program. There are other characteristics of successful induction programs, including clearly articulated goals for the program and appropriate teacher assignments, but the emphasis on opportunities for new teachers to observe more experienced teachers, constant interaction between new and experienced teachers, and a shared responsibility for teacher induction embedded into the school culture are all intrinsically linked to adult learning and organizational socialization. An understanding of adult learning and organizational socialization is important to consider in the creation of a strong new teacher induction program.

Chapter 3

Methodology

This chapter explains the methodology utilized in completing the current study. The chapter begins with a review of the problem of practice and the purpose of this study. It additionally includes the study's research questions and provides the context for the study. The methods of data collection are described, along with the system for analysis of the data. Finally, assumptions and limitations of the study are discussed.

Background

Lincoln County Public Schools has requested a study of research-based best practices that will assist them in developing a new teacher induction program. While Lincoln County's current program likely does an adequate job of introducing new teachers to the district and addressing some of new teachers' concerns, it is lacking in many areas that research reveals are crucial to effective new teacher induction programs. Currently, there is no formal system in place for the selection and appointment of mentors, no guidelines implemented that describe the mentor's role or the expectations of the mentor, and no mentor training has been conducted. There are no formal guidelines for mentor selection or establishing mentor-mentee relationships that benefit both parties. There is no pay or extra planning time made available for mentors. The role of principals is not formally defined as a part of the teacher induction program. Although certain individuals and teams of teachers sometimes offer support to new teachers, the integration of teachers into the school community and culture is

not a goal that is set forth in school and district improvement plans. Other components of the program that are included or may be lacking, are identified through data collection from a survey and interviews. This includes the role new teacher mentors, principals, and other colleagues have played in the development and socialization of new teachers.

The new Director of Accountability and Student Achievement conceives of the county induction program as a bridge, a metaphor that describes the focus of early induction programs that were inspired to help alleviate the “sink or swim” transition that many new teachers faced, but fell short of the loftier goal of enculturation into a community of learners. As indicated in a personal communication to the researcher, she wants Lincoln County’s induction program to expand to reflect “a growing understanding of teacher learning through professional learning communities where collaboration is emphasized.” She has many questions that she would like to see addressed such as the role of principals and mentors in an effective induction program. She wants to learn more about the mentoring process including selection criteria for mentors and what they need to know and how they might be trained. The hope is that Lincoln County’s new, research-based teacher induction program will help them reach the goals of quality induction such as increased novice teachers’ retention, promoting the well-being of novice teachers, improving teacher practice and competence, and ultimately improving student achievement.

A twenty-nine-member task force met in 2004 to establish requirements for establishing a mentoring program in Virginia that they believed could “help new teachers improve practice, learn professional responsibilities, and ultimately have a positive effect on student learning” (Report of a Task Force on Teacher Mentor Programs in Hard-to-Staff Schools, 2004, p. 2). The task force was guided by Janet Gless, associate director of the New Teacher Center at

the University of California Santa Cruz. It recognized “the New Teacher Center’s leading edge work in the spectrum of mentoring programs” (p. iii). The task force also acknowledged that research suggests that effective new teacher supports helped improve teacher attrition and student academic performance.

Although the Virginia requirements were written for mentoring programs in “hard-to-staff” schools, they serve as an excellent model for districts, such as Lincoln County, which wish to establish effective induction programs that ultimately impact student achievement. Included in the requirements are professional development that helps prepare beginning teachers to meet the learning needs of their students and communication and collaboration with other educational entities. Virginia districts that receive grants for new teacher mentoring programs must agree to provide mentors that have been selected using explicit criteria and who are provided with preparation and ongoing professional development. Grant funding is also contingent upon districts requiring administrators to be an integral part of the new teacher induction program from design to evaluation. An annual learning plan for new teachers is included in the requirements as well as an evaluation of the program. All of these requirements are components that could be adapted by Lincoln County in creating their new teacher induction program.

Research Questions

Question 1: What does the current induction program in Lincoln County provide?

- a. What components are included in the new teacher induction program?
- b. What is the role of the mentors?
- c. What is the role of the principals?

Question 2: What steps can Lincoln County take to align the induction program with recognized best practices?

Methodology Rationale

Mixed methods research is used in this study. This research consists of several collection methods, including surveys and interviews, both of which are descriptive and interactive in nature. The survey provides quantitative evidence, as it reveals the frequency in which certain components of the new teacher induction program have been offered and also reveals those components that are not being offered. The survey also includes a narrative section that is qualitative in nature. The qualitative research is utilized because this project focuses on participants' perceptions of their learning experiences and the induction program in Lincoln County Schools. The utilization of a survey allows for participants in this study to focus on specific indicators that will reveal their experience as a new teacher in Lincoln County. Further, interviews provide a different perspective on the program. This mixed methods research methodology provides credibility to the study (McMillan & Werdin, 2010). The researchers McMillan and Werdin (2010) define credibility as "information [that] is understandable, trustworthy, valid, and logical" (p. 8). Even though the study has limitations, this information will assist school leaders in assessing the division's new teacher induction program. In addition, the research literatures on adult learning, organizational socialization, and new teacher induction are compared to what the quantitative and qualitative data demonstrate is presently offered in Lincoln County's new teacher induction program to make recommendations for a new, stronger induction program for Lincoln County Schools.

Instrumentation. The literature review helped shape the survey questions. Much of the literature review is based upon research studies that identify best practices in new teacher induction. The literature review reveals characteristics that are common in new teacher

induction programs that have been viewed as successful from either quantitative or qualitative research. Themes emerged in each of the studies and these themes were included in survey questions. In other words, the surveys used in this study seek to determine if those best practices identified in the literature are found in the new teacher induction program that is presently being practiced in Lincoln County. The connection of adult learning and organizational socialization has been established in this study as well, and the survey elicits responses that describe if the new teacher induction program in Lincoln County utilizes adult learning theory or the theory of organizational socialization in its present induction practices.

Site

The Lincoln County School District is located in a rural area of Central Virginia approximately 25 miles from the city of Charlottesville. The district consists of a high school, a technical education center, a middle school (grades 6-8), a primary school (grades PK-2), an intermediate school (grades 3-5), and one elementary school (grades K-5). The website for Lincoln County Schools (www.Lincolncountyschools.org) lists the enrollment for the 2012-2013 school year as 3,003 students, with 268 teachers and 468 total staff members.

Participants

The participants in this study consist of two principals, the Director of Accountability and Achievement, and 10 of the 26 teachers that were hired in 2012-2013. The new teachers started their first year in Lincoln County Schools during the 2012-2013 school year. This includes new teachers in all of the schools in the small, rural system, including a high school, a technical education center, a middle school (grades 6-8), a primary school (grades PK-2), an intermediate school (grades 3-5), and one elementary school (grades K-5). Three of the

principals from the 2012-2013 school year have left the district; however, two of the remaining three principals and the Director of Accountability and Student Achievement were interviewed.

Data Collection

Information was collected through a survey that was created using questions from the National Schools and Staffing Survey, as well as questions that have been added and written by the researcher and based on the literature review in this study (see Appendix A). These questions have been field tested and critiqued by the researcher's colleagues and critiqued and modified by University of Virginia professor, Dr. Daniel Player. The Director of Accountability and Student Achievement served as an intermediary, forwarding survey questions to the new teacher participants. The survey reveals first-hand experiences of those directly involved in the induction program in Lincoln County. This will provide rich, contextual data necessary to address the questions of this study.

The Director of Accountability and Student Achievement for Lincoln County School asked the novice teachers if they would be willing to participate in the survey, and she reported that the teachers agreed to take part in the survey. In addition, a letter explaining the purpose of the study was attached to the survey with an assurance that all answers would be anonymous (See Appendix B). Participant names were not revealed to the researcher. Semi-structured interviews were conducted with two principals not new to Lincoln County and the Director of Accountability and Student Achievement (See Appendix D).

Analysis

Data were collected through the use of a paper/pencil survey (See Appendix C). Answers were reported as a ratio of number of teachers who responded in a certain fashion to

total number of teachers who responded in the survey, as the number of respondents was limited to ten. Seven teachers left the district and were not included in the survey, and nine teachers chose not to participate. As surveys and narratives were read, coding took place, and terms that recurred or are repeated were notated. From this, themes and patterns of new teachers' experiences emerged. Initial categories consisted of broad topics such as the role of the mentor, the role of the principal, opportunities for organizational socialization, orientation, planning, and instructional practice. In the final analysis, what teachers reported as components of the induction program offered or not offered in Lincoln County were compared with best practices as recommended by the literature on quality induction programs. Practices that the Director of Accountability and Achievement and principals listed as official components of the new teacher induction program and what was reported by new teachers in surveys and narratives were compared and differences noted.

The survey and interview responses were compared to those characteristics identified in the research literature as best practices, and Action Communications were established that identify the needs of the district and suggestions for improvements that will work well with the resources that Lincoln has to offer.

Assumptions

It is assumed that significant numbers of educators will continue to leave the field during their first five years whether in Lincoln County or in school districts that hope to learn from the study, therefore creating a need for quality induction programs. Additionally, it is assumed that new those interviewed provided complete and honest responses to all questions.

Limitations

This study is of a small, rural district and may, therefore, not be applicable to other

settings. The researcher was a part of Lincoln County Schools at one time and had experiences with the induction program. This may limit the study to some degree, as the researcher may have preconceived ideas and biases about the program. Finally, the perceptions of the experiences are limited to one group of teachers for one year of induction and may be influenced by outside factors such as the principal's role that particular year, individual schools or departments, mentors, specific incidents related to students and/or parents in the class that particular year, or other past or present personal or professional experiences of the teachers.

Chapter 4

Position Paper

In this section of the capstone project, I summarize the data collected and the resultant conclusions drawn from the data to answer the research questions specifically posed in this project. From my conclusions, I subsequently make recommendations in regard to the problem of practice identified in this paper. In addition, I discuss the implications of my findings for further research.

I first examined the data collected from the teachers in Lincoln County that had participated in the New Teacher Induction Program. The data were collected after their first year of teaching in Lincoln County and all phases of the teacher induction program had been completed. Next, I examined the data from interviews with school principals and a central office representative that were directly involved in the New Teacher Induction Program. An outline of the presentation of the findings and evidence follows.

1. Data analysis of New Teacher Induction Survey
2. Data analysis procedures for administrator interviews
3. Comparison of new teacher and administrator responses
4. Recommendations
5. Implications of findings for further research and actions

Data Analysis for New Teacher Induction Survey

Descriptive research is a type of inquiry that seeks to gather data on certain phenomena, typically at a single point in time. Its aim is to describe important factors

associated with a certain situation (Kelley, Clark, Brown & Sitzia, 2003). Surveys are well suited for descriptive studies (Kelley, Clark, Brown & Sitzia, 2003) and provide a snapshot of how things are at a given time (Denscombe, 1998).

The New Teacher Induction Survey is both quantitative and qualitative in design. It is quantitative in that numerical data is collected and the questions quantified so that the data can be transformed into useable statistics. It is qualitative in that the teachers also responded to narrative type questions that expand upon respondents' answers to questions.

There were 26 new teachers that took part in the New Teacher Induction Program. Of those 26 new teachers, only 19 returned the following year, which was the year that the surveys were administered. This data indicates that 27% of new teachers in Lincoln County left after their first year of teaching during the survey year. Of the 19 new teachers that remained for a second year, 10 teachers responded to the survey. By dividing the number of people that answered the survey by the number of people in the sample (AAPOR, 2008), the data reveals that 53% of the new teachers elected to respond to the survey. Efforts to increase the number of respondents were unsuccessful, resulting in only ten participants; however, studies provide empirical evidence that suggests that surveys with higher response rates do not necessarily yield more accurate or more statistically significant results than surveys with much lower response rates (Keeter et al., 2006; Visser, Krosnick, Marquette & Curtin, 1996).

Much care was taken to protect the identity of the respondents. The researcher did not meet any of the new teachers and communicated indirectly through a central office employee. One condition guaranteed to the school district was that answers would be presented in aggregate and no schools, grade levels, or subjects taught would be revealed. The following are percentages of the aggregate responses to the survey

responses. This data allowed me to answer aspects of Research Question One: *What does the current induction program in Lincoln County provide?* Sub questions a, b, and c are addressed:

- a. *What components are included in the new teacher induction program?*
- b. *What is the role of the mentors?*
- c. *What is the role of the principals?*

Organizational socialization. In regard to **organizational socialization**, nine of ten respondents agreed or strongly agreed that their school staff showed an interest in them during their first year of teaching and helped them deal with difficulties they encountered their first year. One respondent strongly disagreed with these statements. The table below delineates the number of responses about the experienced teachers' role in acclimating the new teacher to his or her school experience. *Appendix E* shows a summary of the raw data for the survey completed by the new teachers.

Table 1

Responses to Experienced Teachers' Role in Acclimating the New Teacher to the School Experience

Statement	Neutral/Disagree	Agree/Strongly Agree
Experienced teachers in my school helped me to acclimate to my role as a professional teacher.	1	9
Experienced teachers in my school helped me to acclimate to addressing the needs of a diverse class of students.	4	6

Experienced teachers in my school	3	7
helped me to acclimate to the management of my classroom.		

Experienced teachers in my school	1	9
helped me to acclimate to my school culture.		

All ten new teachers responded that more experienced teachers shared resources and ideas well or very well. Eight new teachers reported that more experienced teachers at least adequately planned collaboratively with them. Two new teachers reported more experienced teachers did not help them develop goals at all or did it poorly. All ten new teachers reported that teachers at least adequately took the initiative to spend time with them, with seven of the ten stating more experienced teachers did well or very well at this task.

Adult Learning. There is debate about how to interpret “neutral” as an answer choice when analyzing data. It arguably can be used if the respondent has no strong feelings about the question or insufficient experience with the question or perhaps is unsure of the answer. Indeed, it may also be an indication of those who are not inclined to state their opinion. Additionally, the construction of the survey question may give an indication as to how the neutral response should be treated. In this project, the neutral response is paired with lower level answers, as the construction of the statements in the survey warrant this.

In regard to **adult learning**, the following table represents the aggregate numbers of new teacher responses.

Table 2

Adult Learning Aggregate Responses for Question 1

Statement	Strongly Disagree/ Disagree/Neutral	Strongly Agree/ Agree
My mentor, other colleagues, and/or principal sought my perspective on learning.	6	4
I set goals for my own learning.	3	7
I reflected and/or made a plan with my mentor on how to achieve my goals.	3	7
My learning as a novice teacher was made relevant to my life.	4	6
My learning as a novice teacher was made practical and useful.	3	7
There was an atmosphere of respect created.	3	7
I felt valued as a new teacher.	2	8
I established friendships with other teachers at my school during my first year as a teacher.	2	8

In every surveyed category of adult learning, more than half of the respondents either agreed or strongly agreed that the given scenarios were in place in their present induction

program, with the exception of the area of others seeking the novice teachers' perspectives on learning; however, one novice teacher commented that *"No support or insight was given by the administration."* As far as how experiences helped to shape the values of novice teachers, one teacher wrote:

The experience of working with the students and faculty taught me a lot. What it has taught me is that students and adults value different things. Administration values professionalism, content knowledge, and pedagogy. Students value relationships, consistency, and content knowledge. It's almost in reverse, but as a teacher, you have to maintain a balance between the two.

One teacher explained that she learned *"what is important to 'fight' for and what is worth just dealing with."* She continued that she *"learned the importance of participating in grade level social meetings to be a part of the team."*

Mentoring. The survey data indicate that all new teachers were provided with a mentor and met with their mentors at least once per month. Four out of ten mentors met with new teachers on a monthly basis. Three of ten mentors and new teachers met weekly, and three of ten met daily. New teachers who met daily with their mentors felt more positively about their induction experience, with all strongly agreeing or agreeing that they were provided guidance in teaching practice, collaborated with their mentor on lesson planning, and collaborated in teaching lessons; whereas, those who met monthly mainly chose neutral to questions about the mentoring aspect of the induction program. The data collected from the New Teacher Induction Survey indicate that seven of ten of the mentors provided novice teachers with guidance in their teaching practice. Half of respondents collaborated with their mentors on lesson planning and teaching lessons.

The mentoring experience was strongest in the area of mentors providing guidance in teaching practice. One teacher described a mentoring session that was particularly helpful to

him/her as a teacher: “*My mentor checked in with me monthly and always checked in to see if my students were on track. She would teach me about various school procedures that I didn’t know about.*” Another teacher positively commented that her mentor’s “*constant accessibility led to comfort and security.*” The new teacher added that her meetings with her mentor “*were 30 seconds to 30 minutes, as needed.*” Another teacher described a session that was helpful to him/her explaining that he/she had a “*difficult lesson to plan, and he helped with ideas, materials, and role playing—he let me ‘teach’ the lesson to him first so I could have a dry run before presenting to students.*”

The following are aggregate numbers for questions asked on the New Teacher Induction Survey in regard to **mentoring**.

Table 3

Aggregate Responses in regard to Mentoring

Statement	Strongly Disagree/ Disagree/Neutral	Strongly Agree/ Agree
My mentor provided guidance in teaching practice.	3	7
My mentor and I collaborated on lesson planning.	5	5
My mentor and I collaborated in teaching lessons.	5	5

Induction Program. Four of the new teachers surveyed in Lincoln County did not have an opportunity to observe a more experienced teacher during their first year, and one

teacher observed one or two times. Three respondents observed a more experienced teacher three or four times, and two of new surveyed teachers had the opportunity to observe more than four times during their first year. A more experienced teacher never observed half of respondents, while five were observed at least once that year. Of the five teachers that were observed, most received some form of feedback. Eight of the respondents reported that they had a school culture that was supportive of novice teachers.

Respondents' List of Most Valuable Aspects of Lincoln's New Teacher Induction Program. The responses of new teachers in regard to what they deemed the most valuable aspects of their induction program were compared with the literatures researched for this study. Responses were grouped by themes and many overlap.

Table 4

Respondents' View of Most Valuable Aspects of New Teacher Induction Program

Theme	Aspect	Support in the Literature
Collaboration	Observations of other teachers	Organizational Socialization
	Observations by other teachers	(Bieler, 2013; DuFour, 2005)
	Sharing of resources	Adult Learning
	Meeting new teachers	(Lieb, 1991; Westover, 2009)
	Sharing experiences	Mentoring
	Time management	(Cherian & Daniel, 2008;
	Ideas	Feiman-Nemser, 2001; Kapadia,
	Support	Coca, & Easton, 2007; Richards,
	Feedback	2004; Smith & Ingersoll, 2004; Wayne, 2005; Wood, 2005)

Mentoring	Strong mentor Mentoring sessions rarely interfered with duties. Mentors of the same subject and grade level Support Feedback Informed of district roles	Mentoring (Cherian & Daniel, 2008; Feiman-Nemser, 2001; Kapadia, Coca, & Easton, 2007; Richards, 2004; Smith & Ingersoll, 2004; Wayne, 2005; Wood, 2005)
Adult Learning	My skills were valued.	Adult Learning (Lieb, 1991; Westover, 2009)

Data Analysis Procedures for Administrator Interviews

Miles and Huberman (1994) explain that data analysis in qualitative research manages words and language and their implied meanings, resulting in rich descriptions and understanding. I organized the data collected from the administrator interviews into themes (Strauss & Corbin, 1998) using inductive coding procedures. I then searched for recurring patterns across the interviews. My purpose was to develop theory derived directly from the data, rather than first developing a theory and then seeking out evidence to verify it (Dey, 1999), as set forth in grounded theory. After the recursive analysis, the codes were clustered into themes: **socialization, professional development, mentoring, observations/feedback, and collaboration.** The qualitative data collected from the interviews are summarized. This data assisted in answering Research Question One: *What does the current induction program in Lincoln County provide?* Sub questions a, b, and c are addressed:

- a. *What components are included in the new teacher induction program?*
- b. *What is the role of the mentors?*
- c. *What is the role of the principals?*

Socialization. Principals A and B and the Central Office Administrator all agreed that the purpose of Lincoln County’s New Teacher Induction Program is, as one principal states, *“to acclimate new teachers to both the school system and to teaching their respective grade level or specialty.”* Another principal added that, more importantly, *“it provides them with the ongoing support necessary for their overall success.”* When asked about his role in the socialization of new teachers, Principal A saw himself as a supporter and organizer that is there for the new teacher when needed and creates situations and circumstances that would allow for socialization. He added that he felt that the amount of socialization the new teacher experienced depended *“to a degree upon the desire and drive of the new teacher to take advantage of those situations.”* One principal reported that he went to dinner with all new teachers and socialized with them after school hours.

Professional Development. Principal B stated that he felt the induction program for new teachers in Lincoln needs *“a professional development component that includes new teachers, their mentors, and administrators.”* One principal emphasized the importance of new teachers reflecting on their own practice. He encouraged discussion of individual strengths and weaknesses during collaborative planning and group data meetings. He stated it was his goal to provide professional development opportunities that aligned with teacher identified growth areas. A wish list item for the New Teacher Induction Program included funding for *“intense professional development on school specific programs such as word study.”*

Mentoring. Respondents mentioned mentors in their interviews more than any other

term associated with the New Teacher Induction Program. One purpose of the program, an administrator said, is to “*connect new teachers with their mentors.*” One respondent differed from his colleagues in his assignment of mentors. The mentors in his school were assigned to a new teacher in a different grade level. The reasoning was that they collaborate already with grade-level teachers in team meetings and that their resources would be broadened if they were given opportunities to learn from other grade level teachers. This is in contrast to the process described by a central office administrator who said, “*Mentors are assigned by the building principals by either the same grade, content and/or team and by mentor expertise.*” Another respondent summarized his view of mentor selection:

Mentors are selected with a couple of things in mind. First, the mentor needs to be in the same grade level or department. In cases such as an art or music teacher, where they are the only such position in the building, it is important to choose a person in a similar position within the district to provide support in addition to a mentor in the building. The mentor also needs to have a firm grasp on the curriculum best practices in the field, and the expectations of the school and division.

In a walk through of the services that new teachers would be expected to receive as a part of Lincoln County’s New Teacher Induction Program, one principal referenced a manual that outlines the expectations regarding the interactions between the new teachers and mentors. He said that the new teacher and his/her mentor met with the principal to discuss “*specific job expectations and the general instructional philosophies of the school’s administration.*” A Central Office administrator explained that mentors were “*required to set aside at least two hours per month of uninterrupted time*” to meet with their mentee and that meetings are to be scheduled “*at least on a monthly basis.*” Principal A pointed out that a “*culture of support is developed through the mentor program, both within the building and throughout the division.*”

Observations/Feedback. A central office representative in charge of the New

Teacher Induction Program explained that principals are “*required to do additional observations with new teachers*” and that new teachers become a part of their own learning process by “*participation with administrators in the observation process.*” An administrator stated that he made new teachers feel that they were an important part of the school community by “*visiting new teachers throughout the year and doing walkthroughs with feedback.*” Another administrator voiced that something he would like to see in Lincoln County’s New Teacher Induction Program is “*regular meetings with feedback and follow-up.*” One interviewee explained that one way a culture of support for new teachers is developed is through frequent classroom visits by the principal and the provision of constructive feedback. As a principal, he was certain to visit the new teachers’ classrooms early in the year to observe and offer feedback. Principal B stated that it was his “*expectation*” that peer observations be made by all teachers throughout the year, and he provides additional opportunities for new teachers. Principal B also stated that something he would like to see in Lincoln County’s New Teacher Induction Program was “*more time to spend in the teacher’s classroom*” and “*time and funds for a more rigorous peer observation program.*”

Collaboration. Each principal mentioned collaboration as an important facet of the New Teacher Induction Program. Collaboration was mentioned in terms of mentoring, teams of teachers, and in the administrator-teacher relationship. Principals provided time for collaboration, including common planning time and time allotted for mentors and their mentees to meet. Interviewees also spoke of the collaboration between Central Office staff and new teachers. One principal emphasized that he expected “*collaborative planning at all levels.*” Principal B closed his interview with a statement in regard to his role in making new

teachers feel that they are an important part of the school community with the following statement:

I believe my role to be one of teacher, supporter, and provider of opportunity. The assurance of a collaborative work environment, coupled with ample opportunity for input through a school-wide, grass roots decision-making process, illustrates to new teachers, as well as all teachers, how important each one is to the school community.

Comparison of New Teacher and Administrator Responses

Organizational socialization. Overall, the New Teacher Induction Survey indicated that new teachers were satisfied with support given to them during their first year in Lincoln County. Nine respondents indicated that school staff showed an interest in them, helped them deal with difficulties they encountered their first year, and helped them acclimate to their profession and their school culture. Nine also responded that experienced teachers took the initiative to spend time with them. Lower numbers (seven) indicated that colleagues helped them develop goals and acclimate to their classroom. The lowest area was in regard to experienced teachers helping new teachers acclimate to their students, and that was six of ten new teachers.

Administrators explained that they developed a culture of support for new teachers by assigning mentors to work with them throughout the year, as well as providing a manual that outlined the expectations regarding the mentor and mentee. Principals met with mentors and mentees to discuss the expectations, and central office provided five countywide meetings throughout the year designed to alleviate stress and to provide an opportunity to verbalize questions or concerns. Principal and central school administrators conducted walkthroughs to observe new teachers and provide helpful feedback. Administrator interviews and new teacher surveys seemed to agree that a culture of support is developed for new teachers.

Adult learning. Most areas of adult learning that were addressed in the New Teacher Induction Survey leaned to the positive side, with seven new teachers setting goals for their own learning and seven engaging in reflection with a mentor in how to achieve goals. Teachers found their learning to be useful and practical, felt that there was an atmosphere of respect, and felt valued as new teachers. Eight respondents said that associations and friendships were established during their first year as a teacher. Items of concern included six novice teachers responding that their learning was not relevant to their life, learning style, and/or motivation, and only four respondents felt that their mentor, other colleague, and/or principal sought new teachers' perspectives on their learning and involved them in the learning process. The primary method that principals felt that they provided to make new teachers a part of their own learning process was by asking them to reflect on their practice.

Mentoring. Seven respondents to the New Teacher Induction Survey said that their mentor provided guidance in teaching practice; however, only five respondents said that they collaborated with their mentor on lesson planning and only five said that they collaborated with their mentor in teaching lessons. Six new teachers met with their mentors either daily or weekly. Four new teachers said that they met with their mentor monthly. The district administrator stated that mentors were required to spend at least two hours per month with their mentee in uninterrupted time.

There was some disagreement among administrators as to how mentors were assigned. The central office representative stated that mentors should be of the same subject area or grade level. At least one school did not assign mentors in this way. All administrators agreed that mentors should have a firm grasp on curriculum and best practices

in the field as well as know expectations of the schools and the division. One principal stated that he worked with new teachers by collaborating on teaching projects and co-teaching, but there was no mention of principals requiring mentors to collaborate with new teachers in teaching lessons or in lesson planning. One principal stated, however, that he expected collaborative planning and peer observations. He did not mention any follow-up to see if this was actually taking place.

Induction Program. Most new teachers (eight) said they had a school culture that was supportive of novice teachers; only five surveyed teachers, however, were observed by a mentor or more experienced teacher more than two times per year. Of the observed teachers, only four said they often received feedback. Additionally, only half of respondents had the opportunity to observe more experienced colleagues teaching a lesson more than two times that year. As stated previously, only one principal said he had these expectations in place, but did not state he was certain this took place. Principals thought that their school cultures were supportive of new teachers.

The commonalities of what new teachers and administrators desired in the New Teacher Induction Program included the following:

- Professional development
- Feedback
- Peer observations
- More resources including time and funding

Recommendations

In this section of the capstone project, I will summarize the problem of practice and goals of the research. In addition, I will make recommendations for desirable action and

discuss relevant factors that might hinder implementing the proposed solutions. Finally, I will list limitations to the study.

Summary of problem of practice and goals of research. In reflecting on my experience with new teacher induction in Lincoln County, I came to understand the difficulties underlying this process. New to my position, I found it daunting to choose mentors from unknown staff and match them with new teachers. My recommendations during the first year were based on the knowledge of a veteran teacher who was familiar with the school and the expertise of her peers. No consideration was given to mentors' ability to actually carry out their assignment. No formal mentor training program existed at the time. Logistical issues arose, as mentor and mentee assignments did not match grade level or common planning times.

Prior to the school year starting, two days were provided for orientation to pacing guides, curriculum, technology, and employee benefits. Lunch with their principal was provided. The novice teachers were given the option of working with a mentor that year. Mentors volunteered time to meet with mentees during the second day for a general school orientation. A few meetings were held during this first year to provide opportunity for novice teachers to discuss classroom or school issues. This process was essentially duplicated in year two.

In year three, a new director of accountability and student achievement was responsible for new teacher induction. A third day of orientation was added, as well as a book study, and open discussions covering the topics of lesson planning, special needs children, and Standards of Learning. The discussions also covered what new teachers thought was working and what needed to be improved in the induction program. Over the three-year

period, the induction program worked toward allowing more opportunities for new teachers to voice concerns and providing a welcoming environment.

Lincoln County has a bold vision for the future of their new teacher induction program. The goal is to provide a collegial learning environment and facilitate the growth of professional learning communities. Not only introducing new teachers to the school system, but also making them an integral part of it, the classroom environment, and the educational community is critical to their professional growth and wellbeing. This introduction may well determine new teachers' decision to continue in the profession or not, as well as influencing the educational outcomes of students. An evidence-based model for new teacher induction would offer great assistance to Lincoln County's goal.

The goal of my research is to aid in Lincoln County's movement toward their objectives by providing evidence-based guidance in developing a new teacher induction program that will increase novice teachers' retention, promote the wellbeing of new teachers, improve teacher practice and competence by using best practices, and ultimately improving student achievement.

Possible solutions and recommendations. This study was primarily descriptive and exploratory in design and set out to discover what is currently being offered in Lincoln County Schools in its New Teacher Induction Program as viewed by new teachers, principals, and a central office administrator that participated in the program. Additionally, the participants answered questions in regard to what they would like to see in their program and what they presently value most in their program. The data that were gathered were compared to research-based practices in order to provide Lincoln County leaders with information that could be useful in improving their current induction program.

The solution to the problem of practice lies in communicating findings to school leaders through this study in a clear, concise format that is easily understood and applicable to their goals. The ultimate goal is that the research in this study will be used to improve the teacher induction program currently offered in Lincoln County and potentially impact teacher retention, teacher performance, and student achievement in positive ways. The following recommendations are based upon the research completed in this study and help to answer Research Question Two: *What steps can Lincoln County take to align the induction program with recognized best practices?*

Table 5

Recommendations

COMPONENT	FUNCTION/STRUCTURE	LITERATURE SUPPORT
Vision	<ul style="list-style-type: none"> • Create a vision for the induction program and then develop specific goals to enact that vision. • Develop a plan for a structured induction program that defines roles for the mentors, principals, and mentees. 	(Moskowitz & Stevens, 1996)
Quality, Structured Mentoring	<ul style="list-style-type: none"> • Use established, rigorous criteria in mentor selection. Mentors should demonstrate good communication skills such as the ability to listen well and the capacity to engage in reflective dialogue with beginning teachers. Also, mentors should reveal a sense of optimism for and commitment to the teaching profession. Mentor selection should include those who are devoted to collaboration, collegiality, and continuous professional development. 	(Cherian & Daniel, 2008; Evertson & Smithey, 2000; Feiman-Nemser, 2001; Kapadia, Coca, & Easton, 2007; North Carolina Department of Education, 2010;

Mentors should be able to adjust instruction to meet the needs of a diverse range of students, serve all students equitably, and demonstrate success in student achievement on a variety of assessments.

Richards, 2004; Smith & Ingersoll, 2004; Wayne, 2005; Wood, 2005)

- Provide protected time to work with mentees.
- Provide support and training for mentors. This should include training on how adults learn and training that teaches mentors about their roles, the needs and concerns of new teachers, the skills needed to mentor new teachers effectively, the skills for creating a learning environment within a mentoring relationship, and how to develop action plans with their mentee.
- Match mentor/mentee with a common instructional focus.
- Establish expectations for mentors and mentees.
 - Mentors provide resources for and modeling of best practices for novice teachers.
 - Mentors support novice teachers' implementation of best practices.
 - Mentors provide beginning teachers with strategies and methods to implement teaching strategies to a diverse range of students and to communicate and interact effectively with students in a variety of

settings and situations.

- Mentors help novice teachers learn about the context of the school and community and support them in meeting and engaging with school colleagues, community members, and administrators.
- Mentors support novice teachers in developing effective classroom management strategies.
- Mentors collaborate with novice teachers on lesson planning.
- Mentors and mentees engage in reflective dialogue to determine needs of the beginning teacher.
- Mentors adjust their support for their mentees as the new teachers evolve through various stages of development in their first year.
- Mentors and mentees observe in each other's classrooms, gather data, and reflect upon their practice and observations.
- Mentees set goals for their first year as a teacher with the help of their mentor.
- Mentees reflect on their practice and engage in dialog with their mentees to discuss their needs, growth, and successes during the year.

Professional Learning Communities	<ul style="list-style-type: none"> • Collect and use data such as feedback from observations to identify successes and limitations of the mentoring experience and to identify needs of new teachers. • Provide regularly scheduled opportunities for structured peer observation/feedback. • Engage in reflective dialogue regarding the data collected from peer observations to determine areas of strengths and areas for growth. • Seek new teacher input on learning and involve new teachers in their learning process by engaging in goal setting. • Promote collaboration in lesson planning, data analysis, learning curriculum and new programs or initiatives, and in managing classrooms. • Enable mentors, novice teachers, and both mentors and mentees to meet in like groups. 	(Bieler, 2013; DuFour, 2005; Lieb, 1991; Westover, 2009)
Intensive and Ongoing Professional Development	<ul style="list-style-type: none"> • Identify new teacher needs including content knowledge regarding instruction, classroom management, content knowledge, working with a diverse range of students, and how to incorporate technology. • Identify mentor needs including how to instruct adults and how to engage in reflective dialogue and provide professional development to address these needs. • Work with mentors and mentees on how to set goals. 	(Alliance for Excellent Education, 2004; Fidler & Haselkorn, 1999; Lieb, 1991; Westover, 2009)

Organizational Socialization. Chao (2012) defines organizational socialization as a learning and adjustment process that aids individuals in assuming a role within an

organization that fits both the needs of the organization and the individual. This active process transpires in this context when novice teachers begin their career in educational institutions. New teachers assume their role within their organization and the organization guides their development to fit within the institution. It is an active process that occurs when the new teacher assumes a new or changing role in the school. Lincoln County administrators, mentors, and experienced teachers have made novice teachers feel that they are an important part of the school community. The data reveal that most members of the established school community help to guide the development of novice teachers. The wish lists of both administrators and teachers, however, reveal that more opportunities for peer observation and feedback would benefit Lincoln County's New Teacher Induction Program. Indeed, these components of the New Teacher Induction Program also were listed as one of the most valuable aspects of the present program. Peer observation and feedback contribute to the development of new teachers within the organization. Opportunities for socializing within the school and the district are provided as a part of the New Teacher Induction Program and as a part of the regular school programs. This, too, contributes to new teachers being socialized into the organization. Some teachers indicated in expository remarks that they had been offered leadership opportunities, which indicated a change in role. One teacher explained he/she had learned what administrators and students valued and how a balance of the two must be maintained. This would indicate a growth or change in what he/she may have believed to be true before his/her completion of the first year of teaching.

The idea of organizational socialization may be a term unfamiliar to new teachers. Because the survey instrument does not allow the researcher to delve into areas that might not be fully understood by the interviewed teachers, it is my recommendation that further

analysis be done through interviews and/or focus groups with new teachers to further extrapolate how new teachers feel about their new role in the organization. Further, principals should be interviewed about the assimilation of new teachers into the school community and use data such as test scores and parent and student surveys to determine if the new teachers are meeting the needs of the institution.

Adult learning. The main concern in the realm of adult learning is that new teachers did not feel their input was sought on their learning or they were involved in their learning process. One solution to this issue is simply to make those that play a role in the learning process of teachers become aware of this apparent gap in new teacher induction. If not educated about this principle of adult learning, principals and mentors may see themselves primarily as dispensers of information. A mid-year focus group with new teachers might ascertain their wants and needs as learners and involve them more in their learning process. When district meetings are held for new teachers, this can be a topic of discussion. Providing training for mentors on how most adults learn best and including this in their arsenal of techniques to support new teachers would prove invaluable.

Mentoring. Although one principal indicated that expectations for mentors and mentees was addressed at the beginning of the school year, it is imperative that mentors know exactly what is expected of them. Mentor training does not appear to be a part of Lincoln County's New Teacher Induction Program, yet the value of mentor training is supported by the literature (Anderson & Quinn, 2005; Evertson & Smithey, 2000). At a minimum, mentors should be trained on how adults learn best. A training session for mentors should be conducted that teaches mentors about their roles, the needs and concerns of new teachers, the skills needed to mentor new teachers effectively, the skills for creating a

learning environment within a mentoring relationship, and how to develop action plans with their protégé (Evertson & Smithey, 2000). County meetings should continue to be held with new teachers, but some county meetings should be provided for mentors only and some for both mentors and their mentees.

Induction program. All principals should commit to providing numerous opportunities for new teachers to observe more experienced peers. If scheduling poses a problem, videos of more experienced peers teaching can be made available to new teachers to view when time permits. There should also be a follow-up conversation that includes new teachers' areas of strength and areas for growth. Additionally, not only mentors, but also other experienced peers should observe new teachers and offer feedback. This is a need that has been expressed in the literature on induction programs as well as in the data collected in this study from new teachers and their administrators. In a county as small as Lincoln, new teachers can observe in their own building and in other buildings as well. I suggest that grade-level meetings continue in each building as a part of the professional learning communities that have been established, and also on a district level. District-wide professional learning communities give new teachers as well as experienced teachers the confidence that their professional growth, incorporation into the district, and success is valued at all levels.

Barriers to implementation. Before change can take place in the present teacher induction program, school leaders must perceive the data collected and possible recommendations as meaningful and useful. They must believe that these changes will help them meet their goals. In addition, some changes call for resources that currently may not be provided to the district in order for these changes to occur. The first and most important of

these resources is time. With little or no funding allotted for the teacher induction program, the school district may have to rely upon mentors, for example, to volunteer their time to be trained. Principals must have ample time to allow mentors and mentees to communicate, to collaborate, and to reflect. All administrators voiced that they want teacher observations with feedback to take place, but finding the time to make this happen may be a difficult task for administrators. Meaningful dialogue and planning must take place to make wise use of available resources so that purposeful action can take place and improvements made in the teacher induction program.

Lastly, there must be a system of checks and balances in place to provide certainty that the teacher induction program is being implemented with consistency across the district including administrator and central office walkthroughs in classrooms and provision of feedback from principals, mentors, new teachers, and central office. Some inconsistencies appeared in the collected data, such as how mentors should be selected and assigned. Again, time is a factor, as principals and administrators must have time to meet with all of the parties involved as well as observe the program in action in order to maintain consistency.

Limitations of Study

This study was conducted in one of the smallest school districts in Virginia, with only one K-5 elementary school, one intermediate school housing grades 3 through 5, one primary school housing grades Kindergarten through second, a middle school (grades 6 through 8), and a high school. The number of participants in the study was limited. There were 26 new teachers during the study year. With the small number of schools, there were also a limited number of administrators, and some of the administrators that took part in the induction program had left the district at the time data were being collected. The central office staff is

small in number as well. It is considered a rural district; however, it is close to major universities and Charlottesville. The results cannot be generalized to other school districts.

The central office administration was protective of the identities of those who participated in the New Teacher Induction Survey. A more thorough understanding of the induction and mentoring processes in Lincoln County could have been ascertained if the researcher were permitted to have interviews and/or focus groups. We also did not know the schools of the respondents. In other words, if the teachers who responded that they were not respected were from the same school, this could indicate a problem within a particular school and not necessarily the district as a whole. The data, therefore, were reduced, due to limited access to the new teachers.

The survey document presented limitations. For example, when teachers responded that they did not get help with managing their classroom or with dealing with diverse student needs, the response could be interpreted in more than one way. Did they receive no help at all? Did they receive help that did not prove useful? Did they ask for help? In a revised survey, the question as to whether or not new teachers asked for help could be posed.

Principals and central office staff were interviewed before teachers were surveyed. This limited the data that might have been gained from the interviews. Had teachers been surveyed first, administrators could have been asked to give their perspectives on teacher responses.

The survey covered one group of novice teachers for one year. Research for multiple years would add to the validity of the data. Also, much insight could be gained regarding the success of the induction program if student test data were analyzed as well as data regarding teacher retention. Although some research has been conducted that analyzed student

performance for teachers that had certain components of an induction program while others did not, there is a limited amount of this type of research and we stand to gain much from it.

The study is limited in that nine teachers out of 19 that stayed in the district did not respond to the interview. It would have also been beneficial to have an opportunity to interview and/or survey the teachers that left the school district after the first year. Their perceptions of the mentoring and induction program might offer a different view from those teachers who decided to stay in the district another year. They may have chosen to leave the district for any number of reasons, including perceived lack of support.

Chapter 5

Action Communications

In this section of the paper, I explain how the results of this project will be communicated to the Director of Student Accountability and Achievement, upon whose request the study was conducted, as well as to the Division Leadership Team. The results of the teacher surveys as well as the results of administrator interviews are compiled into Action Communications.

Director of Student Accountability and Achievement

The Action Communications contains the recommendations of this project that will be shared with the Director of Student Accountability and Achievement. Included in the communication is a summary of the responses of the new teachers who participated in the induction program and the administrators' perspectives on the new teacher induction program. All of these components are compiled into Action Profiles that serve to accomplish the purpose of this project—informing the Lincoln County School District of the perceptions of teachers and administrators who were involved in the induction program. The project apprises Lincoln County Schools of what their New Teacher Induction Program offers and what can be implemented in the district to reflect research-based best practices. The Action Profiles created for the Director of Accountability and Student Achievement and the District Leadership Team are presented in the following pages.

RECOMMENDATIONS FOR NEW TEACHER INDUCTION PROGRAM

This document has been prepared for the Director of Accountability and Student Achievement and offers recommendations for ways in which the induction program could be strengthened in the future. These recommendations are based on data collected and aggregated from surveys administered during the 2013-2014 school year to ten new teachers who participated in the New Teacher Induction Program the previous year as well as data collected from school and division administrators.

❖ Recommendations

The following research-based recommendations are made with the goal in mind of improving the teacher induction program currently offered in Lincoln County and potentially impacting teacher retention, teacher performance, and student achievement in positive ways.

- Vision
 - Create a vision for the induction program and then develop specific goals to enact that vision.
 - Develop a plan for a structured induction program that defines roles for the mentors, principals, and mentees.
- Quality, structured mentoring
 - Use established, rigorous criteria in mentor selection. Mentors should demonstrate good communication skills such as the ability to listen well and the capacity to engage in reflective dialogue with beginning teachers. Also, mentors should reveal a sense of optimism for and commitment to the teaching profession. Mentor selection should include those who are devoted to collaboration, collegiality, and continuous professional development. Mentors should be able to adjust instruction to meet the needs of a diverse range of students, serve all students equitably, and demonstrate success in student achievement on a variety of assessments (North Carolina Department of Education, 2010).
 - Provide protected time to work with mentees.
 - Provide support and training for mentors. This should include training on how adults learn and training that teaches mentors about their roles, the needs and concerns of new teachers, the skills needed to mentor new teachers effectively, the skills for creating a learning environment within

a mentoring relationship, and how to develop action plans with their mentee.

- Match mentor/mentee with a common instructional focus.
- Establish expectations for mentors and mentees.
 - Mentors provide resources for and modeling of best practices for novice teachers.
 - Mentors support novice teachers' implementation of best practices.
 - Mentors provide beginning teachers with strategies and methods to implement teaching strategies to a diverse range of students and to communicate and interact effectively with students in a variety of settings and situations.
 - Mentors help novice teachers learn about the context of the school and community and support them in meeting and engaging with school colleagues, community members, and administrators.
 - Mentors support novice teachers in developing effective classroom management strategies.
 - Mentors collaborate with novice teachers on lesson planning.
 - Mentors and mentees engage in reflective dialogue to determine needs of the beginning teacher.
 - Mentors adjust their support for their mentees as the new teachers evolve through various stages of development in their first year.
 - Mentors and mentees observe in each other's classrooms, gather data, and reflect upon their practice and observations.
 - Mentees set goals for their first year as a teacher with the help of their mentor.
 - Mentees reflect on their practice and engage in dialog with their mentors to discuss their needs, growth, and successes during the year.

- Collect and use data such as feedback from observations to identify successes and limitations of the mentoring experience and to identify needs of new teachers.
- Professional learning communities
 - Provide regularly scheduled opportunities for structured peer observation/feedback.
 - Engage in reflective dialogue regarding the data collected from peer observations to determine areas of strengths and areas for growth.
 - Seek new teacher input on learning and involve new teachers in their learning process by engaging in goal setting.
 - Promote collaboration in lesson planning, data analysis, learning curriculum and new programs or initiatives, and in managing classrooms.
 - Enable mentors, novice teachers, and both mentors and mentees to meet in like groups.
- Intensive and ongoing professional development
 - Identify new teacher needs including content knowledge regarding instruction, classroom management, content knowledge, working with a diverse range of students, and how to incorporate technology.
 - Identify mentor needs including how to instruct adults and how to engage in reflective dialogue and provide professional development to address these needs.
 - Work with mentors and mentees on how to set goals.

Teacher Survey Data

Survey items explored the areas of organizational socialization, adult learning, mentoring, and the induction program. Ten teachers responded to the survey after their completion of their first year of teaching in Lincoln County Schools. They were surveyed in the 2013-2014 school year.

❖ Organizational Socialization

- Nine out of ten respondents agreed or strongly agreed that their school staff showed an interest in them during their first year of teaching and helped them deal with difficulties they encountered that year.
- All new teachers reported that more experienced teachers shared resources and ideas well or very well.
- Eight out of ten new teachers reported that experienced teachers at least adequately planned collaboratively with them.
- Two out of ten new teachers reported that experienced teachers did not help them develop goals at all or did it poorly.
- All new teachers reported that experienced teachers at least adequately took the initiative to spend time with them.

The following table shows numbers of new teacher responses in regard to the experienced teacher's role in acclimating the new teacher to the school experience.

Statement	Neutral/Disagree	Agree/Strongly Agree
Experienced teachers in my school helped me to acclimate to my role as a professional teacher.	1	9
Experienced teachers in my school helped me to acclimate to addressing the needs of a diverse class of students.	4	6
Experienced teachers in my school helped me to acclimate to the management of my classroom.	3	7
Experienced teachers in my school helped me to acclimate to my school culture.	1	9

❖ Adult Learning

- Eight out of ten new teachers established friendships with other teachers during their first year and reflected upon or made plans to achieve goals their first year.

The following table represents the aggregate number of new teacher responses in regard to the presence of the theory of adult learning in their new teacher induction program.

Statement	Strongly Disagree/ Disagree/Neutral	Strongly Agree/ Agree
My mentor, other colleagues, and/or principal sought my perspective on learning.	6	4
I set goals for my own learning.	3	7
I reflected and/or made a plan with my mentor on how to achieve my goals.	3	7
My learning as a novice teacher was made relevant to my life.	4	6
My learning as a novice teacher was made practical and useful.	3	7
There was an atmosphere of respect created.	3	7
I felt valued as a new teacher.	2	8
I established friendships with other teachers at my school during my first year as a teacher.	2	8

❖ Mentoring

- All new teachers were provided with a mentor and met with their mentors at least once per month.
- Four out of ten mentors met with new teachers on a monthly basis.
- Three out of ten mentors met with new teachers weekly.
- Three out of ten mentors met with new teachers on a daily basis.
- New teachers who met daily with their mentors felt more positively about their induction experience with all strongly agreeing or agreeing that they were provided guidance in teaching practice, collaborated with their mentor on lesson planning, and collaborated in teaching lessons.
- Seven out of ten mentors provided novice teachers with guidance in their teaching practice.

The following table represents aggregate numbers of responses in regard to mentoring.

Statement	Strongly Disagree/ Disagree/Neutral	Strongly Agree/ Agree
My mentor provided guidance in teaching practice.	3	7
My mentor and I collaborated on lesson planning.	5	5
My mentor and I collaborated in teaching lessons.	5	5

❖ Induction Program

- Eight out of ten new teachers reported that they had a school culture that was supportive of novice teachers.
- Four out of ten of new teachers did not have an opportunity to observe a more experienced teacher during their first year.
- One new teacher observed a more experienced teacher once or twice per year.
- Three new teachers observed a more experienced teacher three or four times per year.
- Two new teachers observed a more experienced teacher more than four times per year.
- Half of new teachers were never observed by a more experienced teacher.

❖ **What New Teachers View as the Most Valuable Aspects of the Present New Teacher Induction Program:**

The following are themes and aspects of those themes that the new teachers viewed as most valuable in the present New Teacher Induction Program.

- Collaboration
 - Observing of other teachers
 - Observing by other teachers
 - Sharing of resources
 - Meeting new teachers
 - Sharing experiences
 - Learning time management
 - Gaining new ideas
 - Receiving support
 - Receiving feedback
- Mentoring
 - Having a strong mentor
 - Having mentoring sessions that rarely interfered with duties
 - Having mentors of the same subject and grade level
 - Receiving support
 - Receiving feedback
 - Being informed of district roles
- Adult Learning
 - Valuing of my skills

❖ **Administrator Responses**

The administrator interview responses were clustered into the following categories: socialization, professional development, mentoring, observations/feedback, and collaboration. The following is a summary of administrator responses in each category.

- **Socialization**
 - A main purpose of the present New Teacher Induction Program is to acclimate new teachers to their subject, school, and district.
 - The New Teacher Induction Program helps provide ongoing support for overall success.
- **Professional Development**
 - Administrators would like to see a professional development component that includes new teachers, their mentors, and administrators.
 - Emphasis should be placed on teachers' reflection on their own practice.
 - Discussion of personal strengths and weaknesses during collaborative planning and group data meetings is encouraged.
 - A goal of administrators is to provide professional development opportunities that align with teacher identified growth areas.
- **Mentoring**
 - Mentoring was mentioned more than any other aspect of the induction program.
 - The criteria for the assignment of mentors vary by principal.
 - A manual that outlines expectations for mentors and their mentees is said to exist in the district.
 - The amount of mentor/mentee meeting time varies.
- **Observations/Feedback**
 - Principals are required to do additional observations with new teachers.
 - A culture of support is created through frequent classroom visits and the provision of constructive feedback.
 - Peer observation is expected by at least one principal.
 - Funding for more peer observation is desired.
- **Collaboration**
 - Collaboration is valued in terms of mentor/mentee and administrator/new teacher.
 - Time is allotted for collaboration and for mentor/mentee meetings, and it is the responsibility of the principal to provide the time.

Division Leadership Team Action Communications

Along with providing results of the new teacher surveys and administrator interviews with the Director of Student Accountability and Achievement, I will additionally share relevant findings with the Division Leadership Team. The compilation and summary of data and research-based recommendations will help to inform the Lincoln County School District of practices they may employ that would be helpful in improving their New Teacher Induction Program. The report will be shared by the Director of Student Accountability and Achievement with the Division Leadership Team using the Action Communication that is provided on the following pages.

RECOMMENDATIONS FOR NEW TEACHER INDUCTION PROGRAM

This document has been prepared for the Leadership Team and offers recommendations for ways in which the induction program could be strengthened in the future. These recommendations are based on data collected and aggregated from surveys administered during the 2013-2014 school year to ten new teachers who participated in the New Teacher Induction Program the previous year as well as data collected from school and division administrators.

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 - Provide protected time to work with mentees.
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 - Mentees reflect on their practice and engage in dialog with their mentees to discuss their needs, growth, and successes during the year.

- Collect and use data such as feedback from observations to identify successes and limitations of the mentoring experience and to identify needs of new teachers.
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 - Provide regularly scheduled opportunities for structured peer observation/feedback.
 - Engage in reflective dialogue regarding the data collected from peer observations to determine areas of strengths and areas for growth.
 - Seek new teacher input on learning and involve new teachers in their learning process by engaging in goal setting.
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 - Identify mentor needs including how to instruct adults and how to engage in reflective dialogue and provide professional development to address these needs.
 - Work with mentors and mentees on how to set goals.

STRENGTHS OF NEW TEACHER INDUCTION PROGRAM

- 1. Nine out of ten new teachers agreed or strongly agreed that their school staff showed an interest in them during their first year of teaching and helped them deal with difficulties they encountered their first year.**
- 2. All new teachers reported that more experienced teachers shared resources and ideas well or very well.**
- 3. All new teachers reported that more experienced teachers at least adequately took the initiative to spend time with them.**
- 4. Eight out of ten new teachers established friendships with other teachers during their first year and reflected upon or made plans to achieve goals their first year.**
- 5. Eight out of ten new teachers felt valued as a new teacher.**
- 6. All new teachers were provided with a mentor and met with their mentors at least once per month. Three out of ten new teachers met with their mentors on a daily basis.**
- 7. Eight out of ten new teachers reported that they had a school culture that was supportive of novice teachers.**

❖ **What New Teachers View as the Most Valuable Aspects of the Present New Teacher Induction Program:**

The following are themes and aspects of those themes that the new teachers viewed as most valuable in the present New Teacher Induction Program.

- Collaboration
 - Observing of other teachers
 - Observing by other teachers
 - Sharing of resources
 - Meeting new teachers
 - Sharing experiences
 - Learning time management
 - Gaining new ideas
 - Receiving support
 - Receiving feedback
- Mentoring
 - Having a strong mentor
 - Having mentoring sessions that rarely interfered with duties
 - Having mentors of the same subject and grade level
 - Receiving support
 - Receiving feedback
 - Being informed of district roles
- Adult Learning
 - Valuing of my skills

❖ **Areas Identified for Growth/Improvement**

The following statements reflect areas of needed growth/improvement as identified by new teacher survey data collected in 2013-2014 from ten new teachers who had completed Lincoln County's New Teacher Induction Program.

- **Experienced teachers in my school need to help me acclimate to addressing the needs of a diverse class of students.**
 - **Experienced teachers in my school need to help me to acclimate to the management of my classroom.**
 - **My mentor, other colleagues, and principal need to seek my perspective on learning.**
 - **My mentor and I need to collaborate on lesson planning.**
 - **My mentor and I need to collaborate in teaching lessons.**
- ❖ **New teachers who met daily with their mentors felt more positively about their induction experience, with all strongly agreeing or agreeing that they were provided guidance in teaching practice, collaborated with their mentor on lesson planning, and collaborated in teaching lessons.**
- **Only three out of ten mentors met with new teachers on a daily basis.**
 - **Four out of ten teachers did not have an opportunity to observe a more experienced teacher during their first year.**
 - **Half of new teachers were never observed by a more experienced teacher.**

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Appendix A

Survey/Interview Development

Organizational Socialization

Conceptual Framework	New Teacher Survey	Administrative Interview
Ongoing support and friendship	My school staff showed an interest in me during my first year of teaching. (Alhija & Fresko, 2010)	Explain how you develop a culture of support for new teachers in your school or district.
Collaborative professional learning communities	My school staff helped me deal with difficulties I encountered my first year. (Alhija & Fresko, 2010)	<ul style="list-style-type: none"> • How do you foster ongoing support and friendships? • How do you create collaborative professional learning communities? • How do you encourage veteran teachers to work with novice teachers?
Veteran teachers working with novice teachers	I found that experienced teachers in my school helped me to acclimate to: <ol style="list-style-type: none"> a. my role as a professional teacher b. addressing the needs of a diverse class of students c. the management of my classroom d. my school culture (Bieler, 2013)	
	Experienced teachers in my school: <ol style="list-style-type: none"> a. shared resources and ideas b. planned collaboratively with me c. helped me develop goals (DuFour, 2005)	
	Experienced teachers in my school took the initiative to spend time with me. (Bieler, 2013)	

Adult Learning

Conceptual Framework	New Teacher Survey	Administrative Interview
Principle of autonomy/self direction	My mentor, other colleagues, and/or principal sought my perspective on my learning (Lieb, 1991; Westover, 2009)	Explain how you contribute to the learning process of new teachers in each of these ways: <ul style="list-style-type: none"> • Seeking new teachers' perspectives • Promoting goal setting • Promoting individual plans to achieve goals • Making learning relevant to novice teachers' lives • Making learning practical and useful • Creating an atmosphere of respect • Creating a culture that values new teachers
Principle of being goal oriented	I set goals for my own learning. (Lieb, 1991; Westover, 2009)	
Principle of being goal oriented; Clear expectations	I reflected and/or made a plan with my mentor in how to achieve my goals. (Lieb, 1991; Westover, 2009)	
Principle of being relevancy oriented	My learning as a novice teacher was relevant to my life (Lieb, 1991; Westover, 2009)	
Principle of focusing on what is practical and useful	My learning as a new teacher was practical and useful. (Lieb, 1991; Westover, 2009)	
Principle of need for respect; Importance of school culture	There was an atmosphere of respect (Lieb, 1991; Westover, 2009)	
	I felt valued as a new teacher (Lieb, 1991; Westover, 2009)	
Motivation of adult learners; Importance of school culture; ongoing support and friendship	I established friendships with other teachers at my school during my first year as a teacher (Lieb, 1991; Westover, 2009)	
Transformational learning	How were your values shaped by your experiences in your first year? (Mezirow, 1991; Schon, 1983)	

Mentoring

Conceptual Framework	New Teacher Survey	Administrative Interview
Role of administrator; well defined induction programs	Did your mentor and/or principal provide guidance in teaching practices? (Alhija & Fresko, 2010)	Please tell me what role you have played as an instructional leader, specifically for new teachers.
Opportunities for collaboration; role of administrator	Did you collaborate with your mentor? (Cherian & Daniel, 2008; Feiman-Nemser, 2001; Kapadia, Coca, & Easton, 2007; Richards, 2004; Smith & Ingersoll, 2004; Wayne, 2005; Wood, 2005).	Explain how you provide opportunities for new teachers and mentors or other experienced colleagues to <ol style="list-style-type: none"> a. observe b. reflect c. plan d. collaborate e. provide guidance in teaching practices
Well defined induction program; role of administrator	During your first year of teaching in Lincoln County, how many times did you meet with your mentor?	
	Describe a session with your mentor that was very helpful to you as a teacher.	

Induction Program

Conceptual Framework	New Teacher Survey	Administrative Interview
Veteran teachers working with novice teachers	How many opportunities did you have to observe more experienced colleagues teaching lessons? (Moskowitz & Stevens, 1997)	
Veteran teachers working with novice teachers; well-defined mentoring programs	How many times were you observed by your mentor or other experienced colleague? (Moskowitz & Stevens, 1997)	
Veteran teachers working with novice teachers	Were you given feedback when you were observed by a more experienced colleague or mentor? (Moskowitz & Stevens, 1997)	
Importance of school culture	Was your school culture supportive of novice teachers? (Andrews & Quinn, 2005; Feiman-Nemser, 2012; Ganser, 2001; Hargreaves & Fullan, 2012; Humphrey & Matsko, 2010; Moskowitz & Stevens, 2007; Rockoff, 2008; Wechsler, Caspart, Smith & Ingersoll, 2004)	
	List the three most valuable aspects of your new teacher induction program.	
	If you could create a wish list for what you would have like to have had in your induction program but didn't, what would the top three components be?	If you could create a wish list for what you would have like to have had in your new teacher induction program but didn't, what would the top three components be?
Importance of school culture; role of administrators	Did your colleagues and/or administrators make you feel like you were an	What is your role in making new teachers feel that they are an important part of the school

	important part of the school community? Explain. (Andrews & Quinn, 2005; Feiman-Nemser, 2012; Ganser, 2001; Hargreaves & Fullan, 2012; Humphrey & Matsko, 2010; Moskowitz & Stevens, 2007; Rockoff, 2008; Wechsler, Caspart, Smith & Ingersoll, 2004)	community?
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*Appendix B**Letter to Potential Survey Participants*

Dear Colleague:

I am a doctoral student at the University of Virginia and am conducting a study. The nature of the project is to create a strong, research-based new teacher induction program for Lincoln County Schools. You are being asked to participate in a survey that will help determine what was offered to you in your induction program your first year as a teacher in Lincoln County. Your responses will not be associated with your identity, and the name of the school district will not be revealed.

Thank you for taking a few moments to answer the survey questions. The hope is that Lincoln County will benefit from the data gathered from the survey, as it will be used to create a strong program for new teachers in Lincoln County.

Sincerely,

Mrs. Tammy J. Donahue
Doctoral Candidate
University of Virginia

Appendix C

New Teacher Induction Survey

I. Organizational Socialization

1. Please indicate the extent to which you agree or disagree with the following statements regarding **organizational socialization during your first year as a teacher in Lincoln County Schools.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. My school staff showed an interest in me during my first year of teaching.					
b. My school staff helped me deal with difficulties I encountered my first year.					

(Optional) Please provide any additional details about your answers above:

2. Please indicate the extent to which you agree or disagree with the following statements about the **experienced teachers' role in acclimating you to your school experience.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Experienced teachers in my school helped me to acclimate to my role as a professional teacher					
b. Experienced teachers in my school helped me to acclimate to addressing the needs of a diverse class of students					
c. Experienced teachers in my school helped me to acclimate to the management of my classroom					
d. Experienced teachers in my school helped me to acclimate to my school culture					

3. Now reflecting on experienced teachers in your school, how much did your colleagues do each of the following:

	Not at all	Poorly	Adequately	Well	Very Well
a. Share resources and ideas					
b. Plan collaboratively with you					
c. Help you develop goals					
d. Take the initiative to spend time with you					

II. Adult Learning

1. Now reflecting on your first year as a teacher in Lincoln County, please indicate the extent to which you agree or disagree with the following statements about **adult learning during your first year as a teacher in Lincoln County**.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. My mentor, other colleagues, and/or principal sought my perspective on learning					
b. I set goals for my own learning					
c. I reflected and/or made a plan with my mentor on how to achieve my goals					
d. My learning as a novice teacher was made relevant to my life					
e. My learning as a novice teacher was made practical and useful					
f. There was an atmosphere of respect					
g. I felt valued as a new teacher					
h. I established friendships with other teachers at my school during my first year as a teacher					

2. How were your values shaped by your experiences in your first year?

III. Mentoring

1. If you were provided with a **mentor**, please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. My mentor provided guidance in teaching practice					
b. My mentor and I collaborated on lesson planning					
c. My mentor and I collaborated in teaching lessons					

2. During my first year of teaching in Lincoln County, approximately how often did you meet with your mentor? *Choose the answer that comes closest to how often you met.*

- a. Never
- b. Daily
- c. Weekly
- d. Monthly
- e. Other Please explain. _____

3. Describe a session with your mentor that was very helpful to you as a teacher.

IV. Induction Program

Please answer the following questions about your **induction program during your first year of teaching in Lincoln County.**

1. During my first year of teaching in Lincoln County Schools, I had opportunities to observe more experienced colleagues teaching lessons.

- a. Never
- b. 1-2 times
- c. 3-4 times
- d. More than 4 times

2. I was observed teaching by my mentor or other experienced teacher

- a. Never
- b. 1-2 times
- c. 3-4 times
- d. More than 4 times

3. If you were observed by a mentor or more experienced teacher, were you given feedback?

- a. Rarely or not at all
- b. Sometimes
- c. Often

4. I had a school culture that was supportive of novice teachers.

- a. Rarely or not at all
- b. Sometimes
- c. Often

5. List the three most valuable aspects of your new teacher induction program.

a. _____

b. _____

c. _____

6. If you could create a wish list for what you would have like to have had in your induction program but didn't, what would the top three components be?

a. _____

b. _____

c. _____

7. Did your colleagues and/or administrators make you feel like you were an important part of the school community? Please explain below.

*Appendix D**Administrator Interview Protocol*

1. Please describe your role in your current work setting and how long you have been in this position.
2. What would you say the purpose of the new teacher induction program is in Lincoln County Schools?
3. Suppose I am a new teacher in Lincoln County. Walk me through the services that I will receive as a part of the mentoring and/or new teacher induction program.
4. Explain how you develop a culture of support for new teachers in your school or district.
5. Please tell me the role you have played in the socialization of new teachers.
6. Do you make each teacher a part of his/her own learning process? If so, explain.
7. Explain how mentors are selected for and assigned to your new teachers.
8. Please tell me what role you have played as an instructional leader, specifically for new teachers.
9. Do you create scheduling that allows time for new teachers to interact with more experienced colleagues and/or mentors? Please explain.
10. If you could create a wish list for what you would have liked to have in your new teacher induction program but didn't, what would the top three components be?
11. What is your role in making new teachers feel that they are an important part of the school community?

Appendix E

Summary of Frequency of Responses to New Teacher Induction Survey

Organizational Socialization. The following questions address the issue of organizational socialization. The tables represent the aggregate responses of the new teachers.

1. Please indicate the extent to which you agree or disagree with the following statements regarding organizational socialization during your first year as a teacher in Lincoln County Schools.
 - a. My school staff showed an interest in me during my first year of teaching.
 - b. My school staff helped me deal with difficulties I encountered my first year.

Organizational Socialization Question 1

	Strongly				Strongly
Statement	Disagree	Disagree	Neutral	Agree	Agree
a	1	0	0	4	5
b	1	0	0	5	4

2. Please indicate the extent to which you agree or disagree with the following statements about the experienced teachers' role in acclimating you to your school experience.
 - a. Experienced teachers in my school helped me to acclimate to my role as a professional teacher.

- b. Experienced teachers in my school helped me to acclimate to addressing the needs of a diverse class of students.
- c. Experienced teachers in my school helped me to acclimate to the management of my classroom.
- d. Experienced teachers in my school helped me to acclimate to my school culture.

Organizational Socialization Question 2

Statement	Strongly Disagree		Neutral	Strongly Agree	
	Disagree	Disagree		Agree	Agree
a	0	0	1	2	7
b	0	1	3	3	3
c	0	1	2	3	4
d	0	1	0	1	8

3. Now reflecting on experienced teachers in your school, how much did your colleagues do each of the following:
- a. Share resources and ideas
 - b. Plan collaboratively with you
 - c. Help you develop goals
 - d. Take the initiative to spend time with you

Organizational Socialization Question 3

Statement	Not at all	Poorly	Adequately	Well	Very Well
a	0	0	0	4	6
b	1	0	1	6	2
c	1	1	1	3	4
d	0	0	3	1	6

Adult Learning. The following questions concern adult learning. The table represents the aggregate responses of the teachers that responded to the survey.

1. Now reflecting on your first year as a teacher in Lincoln County, please indicate the extent to which you agree or disagree with the following statements about adult learning during your first year as a teacher in Lincoln County.
 - a. My mentor, other colleagues, and/or principal sought my perspective on learning.
 - b. I set goals for my own learning.
 - c. I reflected and/or made a plan with my mentor on how to achieve my goals.
 - d. My learning as a novice teacher was made relevant to my life.
 - e. My learning as a novice teacher was made practical and useful.
 - f. There was an atmosphere of respect created.
 - g. I felt valued as a new teacher.
 - h. I established friendships with other teachers at my school during my first year as a teacher.

Adult Learning Question 1

Statement	Strongly Disagree			Neutral	Strongly Agree	
	Disagree	Disagree	Disagree		Agree	Agree
a	1	0	5	3	1	
b	0	0	3	4	3	
c	1	1	1	1	6	
d	1	0	3	4	2	
e	1	0	2	5	2	
f	0	0	3	4	3	
g	0	1	1	2	6	
h	0	0	2	4	4	

Mentoring. The following questions are pertain to mentoring. The tables represent aggregate responses of the teachers that responded to the survey.

1. If you were provided with a mentor, please indicate the degree to which you agree or disagree with the following statements.
 - a. My mentor provided guidance in teaching practice.
 - b. My mentor and I collaborated on lesson planning.
 - c. My mentor and I collaborated in teaching lessons.

Mentoring Question 1

Statement	Strongly Disagree		Neutral	Strongly Agree	
	Disagree	Disagree		Agree	Agree
a	0	0	3	1	6
b	1	0	4	2	3
c	1	0	4	2	3

2. During your first year of teaching in Lincoln County, approximately how often did you meet with your mentor? Choose the answer that comes closest to how often you met.

Mentoring Question 2

Answer Choice	Frequency of Responses
Never	0
Daily	3
Weekly	3
Monthly	4
Other	0

Induction Program. The following questions are in regard to the induction program. The tables represent the aggregate responses of the teachers that took part in the survey.

1. During my first year of teaching in Lincoln County Schools, I had opportunities to observe more experienced colleagues teaching lessons.

Induction Program Question 1

Answer Choice	Frequency of Responses
Never	4
1-2 times	1
3-4 times	3
More than 4 times	2

2. I was observed teaching by my mentor or other experienced teacher.

Induction Program Question 2

Answer Choice	Frequency of Responses
Never	5
1-2 times	2
3-4 times	2
More than 4 times	1

3. If you were observed by a mentor or more experienced teacher, were you given feedback?

Induction Program Question 3

Answer Choice	Frequency of Responses
Rarely or not at all	1
Sometimes	2
Often	2

4. I had a school culture that was supportive of novice teachers.

Induction Program Question 4

Answer Choice	Frequency of Responses
Rarely or not at all	1
Sometimes	1
Often	8

The following were listed by novice teachers as the most valuable aspects of the New Teacher Induction Program in Lincoln County:

- Observations of other teachers
- Observations by other teachers
- Sharing of resources
- Being able to meet new teachers
- Sharing experiences with other new teachers
- Strong mentor
- My skills were valued
- Sessions rarely interfered with duties
- District roles
- Learned time management
- Ideas
- Support
- Feedback
- Mentors of the same subject and grade level

The surveyed teachers in the New Teacher Induction Program listed the following as wish list items they would like to see in their induction program.

- Professional development opportunities
- Having more teachers observe
- Check-ins with administration
- An opportunity to evaluate administrators
- More feedback on my specific duties
- A time filled with nothing but unwritten institutional knowledge
- More school specific topics
- One-on-one help with progress reports, conferences, report cards, and things of this nature
- Extra classroom supplies for new teachers
- Peer observation
- Ability to observe experienced teachers
- More resources (especially technology)