

2015

# The Phenomenon of Novice Teacher Resiliency in At-Risk Elementary Schools

D'Ann Coale Calams  
*Walden University*

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D'Ann Calams

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Walden University  
2015

Abstract

The Phenomenon of Novice Teacher Resiliency in At-Risk Elementary Schools

by

D'Ann C. Calams

MA, Concordia University, 2009

BS, Prescott College, 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

July 2015

## Abstract

In an urban school district in North Texas, there was a problem retaining highly qualified novice teachers. This phenomenological study examined the experiences of novice teachers to understand why some teachers demonstrated the resiliency to succeed as professional educators and to suggest potential solutions to improve novice teacher retention. Guided by Henderson and Milstein's theory of resilience, 8 novice teachers with 2-5 years of teaching experience participated in semi structured interviews. Research questions elicited the experiences that empowered novice teacher resiliency, the perceived role of administrators and colleagues to cultivate and build capacity, and recommendations to promote resiliency. Data analyses included an inductive thematic coding process to separate the data and identify themes. According to study findings, novice teachers' support from instructional specialists and colleagues contributed to their resiliency and retention. Participants indicated that a university education alone did not prepare them for the realities of teaching in at-risk learning communities. The participants suggested differentiated professional development to address the challenges of teaching in at-risk schools. A Comprehensive Professional Development Plan was created to address the gap in novice teacher resiliency and retention and to improve instructional practices to meet the needs of novice teachers and to provide a stable and responsive learning community for students to achieve social, emotional, and academic success. This study has the potential to produce positive social change by building capacity, resiliency, and retention through a long-term comprehensive professional development plan for inducting novice teachers.

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## Dedication

This is dedicated to my daughter, Stephanie Lynne Calams. My daughter Stephanie and I were on this journey together. Our faith and support in each other kept us motivated, strong, and passionate about teaching and learning. At the age of 26, Stephanie became ill and died suddenly on July 25, 2012. After Stephanie died, I took a leave of absence from Walden University for a year. I returned to finish my doctoral degree for the both of us. There were times when the journey seemed so lonely and meaningless without her. However, her love and presence in my life is so strong that she has never seemed too far away. Giving up or quitting was not a choice. I was determined to make her proud and do this for the both of us! I did this for you my daughter Stephanie...you are missed.

*If there ever comes a day when we cannot be together... keep me in your heart, I will stay there forever. Winnie the Pooh*

I also dedicate this doctoral study to my wonderful husband Jim, and my daughters Sarah Josephine, Kirstie, and my son Alexander for their love. With their support and belief in me, I was able to achieve this goal. They too never saw quitting as an option and gave me love, hope, and the strength to persevere.

## Acknowledgments

It is with God's grace, support, and wisdom that I have had the strength and courage to complete this doctoral journey. I thank my family and friends for encouraging me, never allowing me to abandon this journey despite all the insurmountable challenges. I want to acknowledge my doctoral committee members, Dr. JoeAnn Hinrichs, Dr. Pamela Harrison, and Dr. Dan Cernusca, who provided support, guidance, and encouragement to sustain me throughout this educational challenge. I would like to thank Dr. Latson for her support and guidance. Your door was always open to discuss my ideas and to help me clarify my thoughts. I thank my colleagues at Walden University who have traveled this road alongside me. Their support and encouragement nourished my soul and warmed my heart. In particular, I would like to thank Angela Vizzi. God brought you into my life as we experienced a similar loss, the loss of a child. Something no parent should have to endure. When I returned to Walden University after Stephanie died you were a member of my new cohort. We shared our deepest thoughts, and knew we were to lift each other up when the path seemed too dark to traverse.

*Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will direct your path. Proverbs 3:5-6.*

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## Section 1: The Problem

### **Introduction**

In the United States, 30%-50% of novice teachers leave the profession within 5 years (Rones, 2011). Teachers need about 7 years to master the art and science of teaching (Aguilar, 2013). That is approximately 10,000 hours of focused teaching, mentoring, and purposeful professional development (Gladwell, 2008). However, many countries across the world are experiencing a “recruitment and retention crisis” of well-qualified teachers (MacBeath, 2012, p. 9). Consequently, students seldom have an opportunity to receive an education with a highly qualified and experienced teacher. Continuous staff turnover causes a financial burden for the district and school. Additionally, invested colleagues and administrators are losing human resources they have spent time nurturing, mentoring, and supporting. Most importantly, the students are losing the teachers who they depend on for a brighter future.

Each year new teachers accept teaching positions, organize classrooms, envision engaging lessons, and savor the potential to inspire and influence students. New teacher orientation, professional development sessions, curriculum expectations, and student data analysis create overwhelmed and exhausted teachers before the first day of school. Larger class sizes, not enough school days to move struggling students forward, an increase in second language learners, and societal issues of poverty and homelessness cause teachers to feel greater pressure to do more with less (Henderson & Milstein, 2003; Scherer, 2012). Subsequently, many new teachers experience isolation, exhaustion, confusion, fear, feelings of inadequacy, and are not prepared to reach out to new

colleagues for support and guidance (Skaalvik & Skaalvik, 2011). The idealism and courage to teach, quickly turns into sleepless nights, emotional exhaustion, frustration, and disillusionment (Skaalvik & Skaalvik, 2011).

There are novice teachers who are able to rise above their fears, feelings of inadequacy, the constant pressures, and persevere (Henderson & Milstein, 2003; Hong, 2012; Johnson et al., 2012; Leroux & Theoret, 2014; Peters & Pearce, 2011; Taylor, 2013). In this project study, I focused on this group of teachers who have developed the resiliency to teach in at-risk elementary schools. The objectives for this project study were two-fold. The first objective was to provide a platform for novice teachers to identify the factors that encourage and sustain resiliency and long-term success in at-risk learning communities. The second objective of this study was to investigate and recommend a comprehensive professional development plan designed to support, prepare, train, and retain high performing novice teachers.

### **Definition of the Problem**

Despite various initiatives and programs available to retain novice teachers, an urban school district in North Texas, identified as NTSD for the purpose of this study is losing teachers to the profession. The teacher turnover in the district is significant when compared to regional and state data (National Center for Education Statistics, 2013). From 2010-2014, teacher turnover for the state of Texas was from 12.6% to 14.9% (Texas Education Association [TEA], 2014). During the same period, the teacher turnover for NTSD was from 11.9% -16.84%. The highest teacher turnover occurred in

NTSD in 2011-2012 with 17.8% compared with the state's turnover of 15.3% (TEA, 2014a).

In 2014, the district provided principals in NTSD with campus data that indicated the campus attrition rate for the last 3 years. Consequently, the district introduced an initiative to improve practices and procedures to increase the retention of high performing teachers (NTSD Human Resources, personal communication, August 8, 2014). Furthermore, the district established a retention task force (RTF) to develop a comprehensive retention plan to reduce teacher and staff attrition (NTSD Human Resources, personal communication, August 8, 2014).

Teacher turnover and attrition negatively influences student success in addition to the problem of the recurring cost of hiring, training, and retaining new teachers (Buchanan et al., 2013; Fantilli & McDougall, 2009; Plunkett & Dyson, 2011). Chronic teacher turnover can affect the well-being of the school (Buchanan et al., 2013). Parents question the stability of the school and its leadership. Students lack the continuity and familiarity with the teachers. Furthermore, chronic teacher turnover can negatively affect the implementation of curriculum, student achievement, collegiality, and school climate and culture (Beltman et al., 2011; Plunkett & Dyson, 2011).

### **Rationale**

Teacher turnover and attrition for beginning (new; first year) or early-career teachers (novice; 2-5 years) creates a challenge for districts and schools. It negatively affects the quality of teaching and learning for students. Teachers are more likely to leave at-risk schools that serve students who are low performing than any other setting

(Goldhaber et al., 2010; Ronfeldt et al., 2012). At-risk schools include students subjected to “socio-demographic risk factors” which put them at a higher risk of performing at a lower level academically than their peers, who have not been subjected to similar risks (Judge, 2013, p. 2). Furthermore, minority students are more likely to attend schools where 20% of the teachers are in their first year of teaching (Education Commission of the States, 2012). These statistics provide a bleak educational future for at-risk students.

The National Commission on Teaching and America’s Future (2014) identified teacher attrition as a significant factor in the teacher shortage. Heineke et al. (2013) noted that one-third of the nation’s teachers leave the classroom each year. Therefore, students in underperforming schools are twice as likely to have an inexperienced rather than a veteran teacher (Ingersoll & Perda, 2010). Conversely, Ingersoll, Merrill, and Stuckey (2013) explained that first year teachers could bring fresh and innovative ideas into the learning community. However, new teachers require time, support, training, and mentoring to ensure they are prepared to meet the diverse needs of students with greater academic, language, and behavioral challenges.

Recruiting new teachers to the profession is not the problem addressed in this study. The problem is retaining the best and the brightest in a career that tests the limits of teachers to go above and beyond every day to meet the diverse needs of the students. The professional learning community must learn how to nurture and build capacity within their novice teachers to promote resiliency and retention. Teacher turnover is detrimental to the collaborative culture teachers need to implement best practices and procedures to



increase student achievement (Ronfeldt et al., 2012). Furthermore, if students are to reach their greatest potential, schools require master teachers who can succeed and persevere within a challenging learning community.

Despite these challenges, there are teachers who exhibit resiliency and decisively choose to remain and teach in at-risk schools (Henderson & Milstein, 2003; Hong, 2012; Johnson et al., 2012; Leroux & Theoret, 2014; Peters & Pearce, 2011; Taylor, 2013). In this exploratory, qualitative, phenomenological research design, I focused on this group of teachers who have developed the resiliency to teach in at-risk elementary schools.

### **Evidence of the Problem at the Local Level**

The rationale for this problem originated from an observation in a school located in an urban district in North Texas. From 2011-2014 there was a 39% turnover rate. During this 3-year period, 6% of the teachers retired, 6% (new teachers to the profession) left the teaching profession, 18% (new and veteran teachers) changed districts, and 9% (new and veteran teachers) changed schools within the district. New teachers to the profession replaced the teachers who left the school.

Recruiting and retaining high performing teachers is essential to student success (Beltman et al., 2011; Darling-Hammond, 2010; Plunkett & Dyson, 2011; Theobald, 1990). However, in a time of reduced local and state funding, a lack of public support for education, combined with an increase in teacher and student accountability, it is difficult to attract and retain the best and the brightest teacher candidates to the profession (Darling-Hammond, 2010; Johnson et al., 2012). In this study, I examined the following factors influencing novice teacher retention and resiliency within NTSD, the local context

of this study: educational funding, student-teacher ratio, the increased pressures of standardized testing on teaching and learning, educator employment, satisfaction, and compensation. These factors influence teacher satisfaction and retention. Consequently, how NTSD, schools, and teachers respond to these factors may affect the increasingly high attrition rate.

**Educational funding.** From 2010-2011 Texas school districts, experienced state budget cuts of \$5.4 billion (TEA, 2012). Consequently, districts across the state eliminated teaching positions, established a hiring, or salary freeze. With an enrollment of 83,000 new students in 2011, 10,000 teaching positions were eliminated (TEA, 2012). In 2014-2015, the state returned \$3.4 billion in educational funding for districts across Texas (TEA, 2014). However, the state reduced spending per student from \$11,262 in 2009 to \$9,609 in 2014 (TEA, 2014a). In contrast, student attendance across the state increased almost 2% from 2013-2014 (TEA, 2014a). Currently, the majority of the new students enrolling in Texas public schools are economically disadvantaged and with limited English proficiency (TEA, 2013). However, educational funding returned from the state did not provide adequate funds to meet the increase in student enrollment or to supplement with additional personnel to improve student achievement among lower-achieving students and English language learners (ELLs).

**Student-teacher ratio.** The applications for classroom waivers to exceed the state's 22 to 1 student cap increased from 2,238 applications in 2010 to 8,479 in 2011 (TEA, 2013). In 2013, one-third of the state's elementary schools applied for waivers declaring financial hardship or unanticipated growth as the reason for an increase in class

size (TEA, 2013). TEA (2013) reported that 259 school districts obtained waivers for larger class sizes in 2013 affecting about 130,000 students. With an increase in diversity and at-risk students in the classroom, it is difficult for novice teachers to differentiate curriculum and increase student achievement (Southern Regional Education Board, 2012). Novice teachers who are struggling just to understand the curriculum and content face additional challenges (Ortega, Luft, & Wong, 2013). Consequently, novice teachers contend with larger class sizes, differentiating curriculum, and the challenging behaviors of an increasingly diverse learning community. Language barriers, behavior challenges, special needs, and academic achievement gaps require highly qualified experienced teachers. These teachers require the knowledge, strategies, and resources to support students and increase student achievement.

**Increased pressures of standardized testing on teaching and learning.** In 2012, the state transitioned from the state assessment, the Texas Assessment of Knowledge and Skills (TAKS), to a more rigorous state assessment the State of Texas Assessments of Academic Readiness (STAAR). This change brought about increased teacher and student accountability and a change in district accountability measures to determine school and district ratings (TEA, 2013). The increased accountability measures require knowledgeable teachers who can meet the diverse needs of all students and ensure academic growth and progress on standardized tests. This places a burden on novice teachers who are learning the policies, procedures, curriculum, and expectations of a school district and campus. When schools are continuously hiring new teachers,

students do not have an opportunity to learn with experienced teachers

(Rondefelt et al., 2012).

**Educator employment and satisfaction.** According to the Texas Education Association (2013) from 2007-2012 the requests for educator certification fell from 29,934 to 20,143. Additionally, during the same time new educator employment fell from 23,776 to 14,250 (TEA, 2013). These data reflected a decreased interest and satisfaction in the teaching profession across the state of Texas (TEA, 2013). In addition, the MetLife Survey of the American Teacher (2012) reported that only 39% of all teachers surveyed stated that they were satisfied with their job. This reflected a difference from a satisfaction rate of 62% in 2008 (MetLife Survey of the American Teacher, 2012). Furthermore, the MetLife Survey of American Teachers revealed that 60% of teachers indicated that they were considering leaving teaching in 2013, which was an increase from 47% who were contemplating a career change in 2010 (Maninger et al., 2013). Nevertheless, TEA (2013) reported a shortage of certified teachers in math, science, special education, bilingual education, and technology. Consequently, 32% of all educators request waivers to teach in a content area where they are not certified (TEA, 2013).

In exit interviews, educators who left the profession have identified numerous areas for improvement among state, district, and campus policies and procedures in regards to new teacher attrition (NTSD Human Resources, personal communication, August 8, 2014.) District and campus educators should be responsible for implementing improvements to the system to increase educator employment, satisfaction, and retention.

Although induction and mentoring programs are in place to support novice teachers, large school districts rarely take into consideration the individual needs of these teachers. Smith and Ingersoll (2014) explained that many novice teachers experience the “sink or swim” induction method. Teachers who are herded through a complex system like livestock find the individual’s needs are often lost in the uniformity of the process. An effective mentoring program requires time and the commitment of qualified mentors to nurture and cultivate the capacity of novice teachers (Smith & Ingersoll, 2014). The responsibility of addressing the individualized needs of the teacher are passed on to the campus administrator and existing staff to ensure novice teachers are valued, supported, and retained.

**Teacher compensation.** Starting salaries in Texas are \$48,110, which is below the national average initial teacher salary of \$56,383 (National Education Association, 2013). In an online survey with 907 educators conducted by Sam Houston State University, Maninger et al. (2013) revealed that more educators are taking a second job to provide for their families. However, at the same time, educators reported they were spending an average of \$697 of their money on classroom supplies. This represented an increase of \$130 from 2010 (Maninger et al., 2013). Many novice teachers do not realize the recurring personal monetary investment in classroom supplies, student rewards, incentives, and curriculum materials that they will need to make. Consequently, teacher compensation is a critical factor to ensure teacher retention and job satisfaction (Boser & Straus, 2014).

**Teacher attrition.** The TEA (2013) defined attrition as “the loss of employees” (p. 1). In an independent longitudinal study monitored by the TEA (2013) conducted from 2007-2012 the attrition rate for teachers in NTSD averaged between 14%-18% over these 5 years. Furthermore, in 2013 the district experienced a 16% turnover of teachers (TEA, 2013). In 2014, elementary teacher attrition was 18%, with a loss of 410 teachers, junior high attrition was 21% with a loss of 225 teachers, and high school with a 19% attrition rate and a loss of 107 teachers (NTSD Human Resources, personal communication, September 25, 2014). A substantial number of teachers left the school, district, or the teaching profession (TEA, 2013).

A constant influx of teachers makes it difficult to build teacher and instructional capacity and increase student achievement (Darling-Hammond, 2010). Donaldson and Johnson (2011) explained that a high turnover rate creates a loss of stability within a learning community. Furthermore, students need consistency with educators who develop relationships with students, families, and the community. In addition, when teachers leave, this prohibits a sharing of educational data to ensure student learning is cohesive from year to year (Donaldson & Johnson, 2011; Ingersoll, 2004). Students deserve educators who are highly qualified to provide at least a year’s growth (Ingersoll, 2004).

States, districts, and schools scrutinize budgets carefully. Consequently, large school districts cannot afford the billions of dollars lost to teacher training and salaries because of teacher turnover (Darling-Hammond, 2010; Ingersoll, 2004). Furthermore, at

risk students cannot afford to lose learning time as a “revolving door of inexperienced teachers” comes in and out of public schools (Ingersoll, 2003, p. 11).

Few scholars have examined novice teacher resilience and the factors that promote retention and resiliency in at-risk schools. New teachers enter the profession from the university with a comparable education, support, guidance, and professional development opportunities. However, when faced with difficult students either academically or behaviorally, a challenging colleague, administrator, disagreeable parent, or an overabundance of paperwork, meetings, and additional responsibilities, the less resilient teacher will decide the teaching profession is too challenging to endure. Beyond all of the challenges the educational system presents, is the reality that high performing educators are required to improve the educational outcomes of students in at-risk schools.

### **Evidence of the Problem from the Professional Literature**

All students deserve highly qualified educators who are prepared to meet the students’ needs in diverse classrooms. This is particularly true in at-risk urban districts where low socioeconomic and minority students often have the least experienced educators prepared for the challenges (Forlin & Chambers, 2011; Goldhaber et al., 2010; Lorenz et al., 2011). Gujarati (2012) indicated teacher quality as the greatest indicator influencing student achievement. Additionally, Ronfeldt et al. (2012) claimed that teacher turnover had a detrimental influence on reading and math achievement in at-risk learning communities serving low performing and minority students. Many new teachers to the profession leave because of negative experiences during the first year of teaching (Johnson et al., 2012; Lorenz et al., 2011). Departing teachers with additional years of

experience take with them extensive knowledge, skills, and experience (Buchanan, 2010; Darling-Hammond, 2010).

Persistent turnover ensures at-risk students do not have the privilege to have experienced teachers who are equipped to meet the individualized needs of the students (National Commission on Teaching and America's Future [NCTAF], 2014). Highly qualified and experienced teachers have greater success with at-risk students (Ronfeldt et al., 2012). These teachers have developed dispositions, knowledge, skills, and experiences within the profession. Each year, 30% of new teachers to the profession leave teaching (Darling-Hammond, 2010; Schaefer et al., 2012). In at-risk schools, there is about a 50% turnover of teachers (Darling-Hammond, 2010; Heineke et al., 2013). Consequently, teachers with less than 5 years of experience (NCTAF, 2014) lead many classrooms. Highly qualified educators require 5 to 7 years to develop the skills necessary to ensure students reach their greatest potential (Aguilar, 2013; Gladwell, 2008; Waddell, 2010). Therefore, because of the high rate of novice teacher turnover, many students do not have the opportunity to work with master teachers.

Teachers are leaving the profession for a variety of reasons. Numerous researchers noted teacher isolation, low salaries, a lack of administrative support, and job dissatisfaction. Additionally, researchers explained that a rise in student discipline referrals, overcrowded classrooms, and an increase in accountability have led to further teacher attrition. Moreover, teachers are leaving because of an absence of opportunities to participate in collaborative working environments, or to advance in their career, a lack of recognition for educator achievements, and a lack of student motivation and



engagement (Berry et al., 2010; Curtis, 2012; Hong, 2012; Ingersoll & May, 2011; Morrison, 2012).

### **Definitions**

*At-risk students:* Students who are at-risk of dropping out of school (TEA, 2013).

*At-risk schools:* Schools that serve a high percentage of minority and low-income students who often demonstrate poor student achievement (National Partnership for Teaching in At-Risk Schools, 2005).

*Attrition:* A loss of employees (TEA, 2013).

*Experienced teachers:* Teachers who have more than 5 years of teaching experience (Kim & Roth, 2011).

*New teachers:* Teachers who are new to teaching (United States Department of Education, 2008).

*Novice teachers:* Teachers who have taught 2-5 years (Pogodzinski, 2012).

*Resilience:* The ability to use skills, knowledge, and strengths to adapt to stress, adversity, and cope with challenges (Richardson et al., 1990, p. 34). Gorden et al. (1995) explained resiliency is “an ability to succeed, mature, and gain competence in a context of adverse circumstances or obstacles” (p. 1). Additionally, Everall et al. (2006) described resilience as “an adaptive process whereby the individual willingly makes use of internal and external resources to overcome adversity or threats to development” (p. 462).

## Significance

Under the best circumstances, the teaching profession is challenging, demanding, and complex. The environment is turbulent for veteran teachers, and is particularly difficult for novice teachers to traverse (Beltman et al., 2011). Some teachers are able to navigate, survive, and thrive in the teaching profession better than others (Hong, 2012; Peters & Pearce, 2011).

Teacher attrition and retention are not new topics in education. The most effective teachers frequently leave at-risk schools, the students, and often the profession (Goldhaber et al., 2010; Rice, 2010; Sass et al., 2010). Teachers are the most critical element in student performance (Darling-Hammond, 2010). Furthermore, at-risk students require consistency and high performing, experienced teachers to meet the increased needs of a diverse learning community.

Teacher resiliency in an educational climate presents an additional dimension to the retention of novice teachers. Why some teachers remain and teach in at-risk schools needs further investigation. Administrators, principals, and colleagues need to understand and cultivate the development of resiliency in novice teachers if they are to find success in teaching and influence student achievement (Buchanan et al., 2013). When teachers abruptly leave the school or the profession, the consequences negatively influence student achievement, the campus culture and climate, and the economic stability of the school and district (Plunkett & Dyson, 2011; Ronfeldt et al., 2012).

Recruiting new teachers to the profession is not as difficult as retaining novice teachers (Ingersoll, 2007; Taylor, 2013). However, retaining novice teachers will require

the knowledge and skills to understand how to nurture and empower teachers to reach their potential. With an increasing environment of teacher accountability and pressure to move all students forward, district and school administrators need to understand how to provide and cultivate the school culture and stability new teachers require and students deserve.

Few qualitative researchers empower novice teachers to speak out on the topic of resilience. In this project study, I focused on those teachers who have developed the resilience to persist and achieve success in at-risk elementary schools. Furthermore, I sought to understand why some teachers thrive in the face of adversity and have the resiliency to teach which is critical to the academic future of the students who they educate (Henry et al., 2012). This study has the potential to create positive social change by providing a voice for novice teachers and to identify and understand the factors that empower teachers to continue to teach in at-risk elementary schools beyond their first year.

### **Guiding/Research Questions**

Teacher recruitment and retention are important topics in education around the globe. Scholars have indicated that 20%-50% of all new and novice teachers leave the profession within the first 5 years (Aud et al., 2010; Darling-Hammond, 2010; Ingersoll, 2007; Le Cornu, 2013; Roness, 2011; Taylor, 2013). Numerous scholars outline the factors that contributed to the mass departure (Beltman et al., 2011; Hong, 2012; LeCornu, 2012; Leroux & Theoret, 2014; Mansfield et al., 2012; & Theobald, 1990).

However, what is not apparent is why some teachers decide to remain in the teaching profession.

The research questions that guided this exploratory phenomenological study focused on the factors that empower teachers to continue to teach in at-risk elementary schools beyond their first year. The first research question is the following:

1. What factors empower novice elementary teachers (2-5 years) to demonstrate the resiliency to succeed in at-risk elementary schools in NTSD?

If districts and schools are to retain teachers to the profession, educational leaders need to understand and look beyond all the reasons teachers are leaving and focus on why teachers are choosing to remain in the teaching profession despite all of the challenges. Educational leaders need to recognize why some teachers have the resiliency and stamina to achieve success personally and professionally with colleagues and with students. Districts and schools need an initiative and organizational model to understand and improve novice teacher resilience and retention. The second research question is the following:

2. How do resilient novice teachers perceive the role of administrators and colleagues to cultivate novice teacher resiliency and build capacity?

Teachers who work in at-risk schools are under pressure to ensure that all students are successful (Beltman et al., 2011). When the teaching profession is stressful, resiliency empowers teachers to “sustain their motivation, commitment, and effectiveness in the profession” (Day, 2008, p. 256). Masten et al. (1990) described, “Resilience is the

process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances” (p. 425). Leroux and Theoret (2014) revealed that teachers who seem to endure the stress, pressure, and demands of the classroom have learned how to focus on solutions instead of problems. If teachers believe that they have the autonomy to provide positive changes for their students, they have a tendency to demonstrate greater resilience (Hong, 2012). At-risk schools need teachers who accept the challenges and are committed to ensuring student success despite overwhelming adversity and pressures. Understanding teacher resiliency, and why some teachers decide to stay may provide opportunities to retain new teachers in the profession (Beltman et al., 2012). The rigorous demands of teaching in at-risk schools require teachers to have the resilience to persevere and flourish in a challenging environment. The third research question is as follows:

3. What recommendations do resilient novice elementary teachers in at-risk schools have to promote novice teacher resiliency to improve teacher retention in NTSD?

### **Review of the Literature**

At-risk schools present challenges for the experienced teacher (Buchanan et al., 2013; Leroux & Theoret, 2012; Smyth et al., 2010). Novice teachers may understand the challenges from a theoretical perspective (Buchanan et al., 2013). However, theory and practice are seldom synonymous. Nor does theory prepare the novice teacher for a profession where there is no room for error (Buchanan et al., 2013). Teaching requires the novice teacher to assume immediately the responsibility (in isolation) of the education

of 22 to 30 young people and their futures on the first day. Teachers learn on the front lines and in the trenches every day and the risks are high (Buchanan, 2010). Teachers cannot afford to have an off day. The futures of students are too important.

Sass et al. (2010) conducted a study in North Carolina in a school where 70% to 100% of the students qualified for free or reduced lunch. Sass et al. (2010) revealed that at-risk schools predominantly hire teachers with less than 3 years of teaching experience. Rice (2010) added that there is an uneven distribution of new teachers to the profession employed in at-risk schools. Darling-Hammond (2010) agreed that at-risk students would have a greater opportunity to achieve academic success with an experienced teacher (a teacher with at least 5 years of teaching experience). Additionally, an experienced teacher, certified in the content he or she is hired to teach in has the potential to decrease the achievement gap by 25% for students who attend at-risk schools (Darling-Hammond, 2010). As teachers gain experience, they have a greater potential to increase student achievement (Rice, 2010). However, public schools and students are losing teachers before they have the opportunity to gain experience (Buchanan et al., 2013; Leroux & Theoret, 2012; Smyth et al., 2010).

In the literature review, I outline a synthesis of the existing research, and provide the foundation for the project study. I examined the current research on resiliency in education, the innate characteristics of resiliency some new teachers bring to the profession, and the indication that resiliency can be nurtured or learned. Furthermore, I examined factors that inhibit or promote resilience. Finally, the conceptual framework

based on Henderson and Milstein's (2003) theory of resiliency in educators guided the project study and provided a foundation and understanding of novice teacher resiliency.

To present a comprehensive analysis of the current research (since 2010) on novice teacher resiliency and retention, I searched the following databases: Google Scholar, ProQuest Central, Walden University Dissertations, Education Research Complete, Sage Premier and Eric. In an effort to find related research, the following keywords were included: *novice teachers, teacher attrition, beginning teacher retention, and teacher resiliency, working conditions, external and internal factors that influenced or discouraged teacher retention, leadership and novice teacher retention, teacher job satisfaction, teacher turnover, teacher stress, and novice teacher induction and mentoring.*

### **Resiliency in Education**

Retaining novice teachers to the profession is a concern for districts, schools, and students (Beltman et al., 2011). Despite all of the research on novice teacher attrition, retention has not improved significantly. Consequently, it was critical to examine what factors encourage resiliency and empower novice teachers to remain in the profession, find success, and satisfaction within the learning community (Beltman et al., 2011).

Higgins (1994) explained that resilient teachers cultivate personal and professional relationships, are life-long learners who confront the challenges of teaching with a positive outlook, and are change agents in their learning community. Additionally, resilient teachers are realists who focus on solutions instead of difficulties and create

plans instead of excuses (Hong, 2012; Leroux & Theoret, 2014). Teachers who understand the challenges of at-risk schools and believe that they can overcome them will take control and have greater opportunities to cultivate resiliency to remain in the profession (Hong, 2012). Not all adults have the innate qualities that foster resiliency. However, learning communities can encourage, nurture, and promote these qualities in their teachers (Castro et al., 2010; Higgins, 1994). Aguilar (2011) added that administrators and teachers should understand how to promote and cultivate resiliency so teachers can be more effective in the classroom and find greater job satisfaction.

Identifying, understanding, and promoting resilience will provide an opportunity to develop policies and practices to employ and retain novice teachers and increase student achievement (Beltman et al., 2012). Hong (2012) added that comprehending and cultivating resiliency in novice teachers would offer an awareness of what motivates and sustains teachers in a challenging profession. Districts and schools must address teacher resiliency if they are going to retain novice teachers. Resiliency and survival are not synonymous (Johnson et al., 2012). Resiliency is learning and developing the skills and knowledge to become the dedicated professional educators students require (Castro et al., 2010; Johnson et al., 2012). Consequently, the early years of a teacher's career are critical to long-term success, retention, and student achievement.

Bullough and Hall-Kenyon (2011) explained that with additional experience in the classroom, the well-prepared teacher would be equipped to face the difficulties that arise daily and meet the individualized needs of the students. With further experience come greater confidence, improved self-esteem, and the ability to do what is best for the



students (Hong, 2012). Leroux and Theoret (2014) added that if teachers believe that they have the power to influence change and make a difference in a child's life they will exhibit greater resilience and job satisfaction.

Too many teachers abandon the profession before they are able to gain the necessary knowledge, skills, and confidence to be successful personally and professionally (Bullough & Hall-Kenyon, 2011; Cross & Hong, 2012; Darling-Hammond, 2010). Rice (2010) added that after gaining teaching experience, teachers who remain in the profession often leave at-risk schools and transfer to schools with fewer challenges and less poverty. Teachers are the critical component to student success (Buchman et al., 2013; Darling-Hammond, 2010; Goldhaber et al., 2010; Plunkett & Dyson, 2011; Torres, 2013). Therefore, it is imperative to comprehend why some teachers have an innate resilience to continue teaching in at-risk schools, while others develop resiliency on the job, and finally why others leave the teaching profession.

### **Professional Relationships and Novice Teacher Resiliency**

An important element of novice teacher resiliency is cultivating and sustaining quality relationships within the learning community (Johnson et al., 2012; LeCornu, 2013). LeCornu (2013) revealed that relationships with novice teachers needed to be nurtured based on “mutual trust, respect, care, and integrity” (p. 2). Furthermore, cultivating relationships with students, colleagues, administrators, parents, and the community decreased isolation and fostered self-confidence and a positive “teacher identity” (LeCornu, 2013, p. 13; Murray, 2005). Cross and Hong (2012) added that teachers need a safe environment to share their concerns about students without fear of

reprisal from colleagues or administrators. The worries and doubts that teachers share regarding their students' abilities and their capacity to improve student outcomes are normal for novice teachers (Cross & Hong, 2012). Positive relationships with colleagues and parents contributed to a sense of belonging whereas negative relationships resulted in anxiety and a need for self-preservation (Sahlberg, 2010). When teachers sense there is a lack of support, this perpetuates a loss of hope and confidence. Both of these are necessary attributes for teachers in at-risk learning communities.

Novice teachers need an opportunity to collaborate with teammates to share realistic expectations and insights and to gather support from veteran colleagues and administrators (Castro et al., 2010). Honest and open communication combined with reassurance and beneficial strategies encourage new teacher resiliency and ensures that teachers feel valued (Buchanan et al., 2013). Veteran teachers have a responsibility to assist and support novice teacher induction and mentoring to encourage and sustain new teachers to the profession. Furthermore, novice teachers who demonstrate resilience, adaptability, and excellence in knowledge and skills in teaching should have opportunities to mentor new teachers. Novice teachers should have an occasion to share advice and recommendations on situations that new teachers struggle with daily. The relationships nurtured between novice teachers may have the capacity to grow and sustain teachers in the profession (Catapano & Huisman, 2013). Lorenz et al. (2011) cautioned that mentoring and induction programs take some time to occur. Therefore, if teachers leave the profession too soon, schools may never see the results of their investment (Lorenz et al., 2011).

### **Challenges to Resiliency in At-Risk Schools**

It is difficult to retain novice teachers in at-risk schools when the novelty of teaching wanes and the reality of the profession replace the idealism (Day & Gu, 2010). According to Merrow (1999) “the teaching pool keeps losing water because no one is paying attention to the leak” (p. 48). Teachers enter the profession with the belief that all students can be successful and learn. However, the reality is that teaching is a stressful and difficult career (Johnson et al., 2012; Peters & Pearce, 2011). At-risk schools are predominately composed of high poverty and minority students who have language, behavioral, or academic deficits (Cross & Hong, 2012). Teachers experience excessive levels of stress and frustration, which leads to emotional exhaustion (Cross & Hong, 2012). This reality leads to job dissatisfaction and often a departure from the teaching profession (Cross & Hong, 2012; Lee & Yin, 2011; Peters & Pearce, 2011). Continually restructuring personnel perpetuates the achievement gap among low performing and minority students (National Commission on Teaching and America’s Future, 2014).

Scholars indicated that teachers who enter teaching with their eyes open and understand the challenges and risks are better prepared to meet the diverse needs of the students (Cross & Hong, 2012; Leroux & Theoret, 2014). Furthermore, teachers who have strong beliefs that all students deserve a rigorous education with qualified educators will have confidence that students have the capacity to be successful (Cross & Hong, 2012). Hong (2012) explained that resilient teachers find strategies to respond to stressful situations optimistically. This included meeting the needs of challenging

students academically, behaviorally, or conflicts with difficult parents, colleagues or administrators (Hong, 2012).

The question arises if novice teachers to the profession are sufficiently prepared through pre-service teacher educational programs to meet the challenges of diverse learning communities. The National Council on Teacher Quality (2014) acknowledged teachers agreed teacher preparation programs lack rigor in providing knowledge for the realities of the classroom. Furthermore, teachers confirmed that a university education did not prepare them for all of the additional responsibilities and demands outside of teaching (National Council on Teacher Quality, 2014).

Consequently, what qualifications should human resource personnel and principals be considering when reviewing pre-service experiences and teacher candidate dispositions? Additional research is required to determine if there are indicators or potential questions to determine if teacher candidates have the resiliency to persevere and succeed in challenging at-risk schools.

Principals have an obligation to nurture novice teachers. Ironically, novice teachers to the profession often get the largest classes with the most challenging students. Furthermore, novice teachers seldom have an opportunity to improve their knowledge and skills. Before novice teachers have an opportunity to become an expert in any area, principals often change their teaching assignment. Under the best of circumstances, this would be difficult for the most experienced teacher. Principals should reduce risk factors for new teachers to the profession in hopes of cultivating resilience and improving retention (Beltman et al., 2011). Administrators and colleagues need to ensure that

novice teachers have an optimal learning and teaching environment to build capacity, resilience, and retention. Ultimately, resilience is an individualized paradigm that is dynamic and requires customized interventions to promote and retain novice teachers (Beltman et al., 2011). Therefore, induction and mentoring programs cannot rely on a one-size-fits-all program to meet the needs of novice teachers.

### **School Culture and Novice Teacher Resiliency**

Resiliency can be cultivated within a supportive school culture (Beltman, 2011; Buchanan et al., 2013; Plunkett & Dyson, 2011). Plunkett and Dyson (2011) determined that strong school cultures help to retain novice teachers to the profession and promote resiliency. DeAngelis and Presley (2010) added this is also true for veteran teachers. Conversely, a discouraging school culture can overwhelm, inhibit teachers, perpetuate negative attitudes, and reduce retention.

Torres (2013) conducted a study to determine why novice teachers leave the profession and learned high turnover made it difficult to develop a cohesive and supportive school culture. Torres (2013) added that novice teachers value positive interactions, constructive feedback, communication, and collaboration with colleagues and administrators. A strong school culture must support mentoring and collaboration to promote new teacher retention. Furthermore, honoring and recognizing teachers' accomplishments and successes builds self-esteem, perseverance, and resilience in novice teachers (Johnson et al., 2012; Torres, 2013).

The school community needs to embrace novice teachers by providing a safe and supportive environment for teachers to learn and grow. Novice teachers need to feel

valued and appreciated. Furthermore, teachers require practical support and knowledge so that they can quickly adapt to the culture of the school. A feeling of community, loyalty to students, colleagues, and administrators, and a resilient school culture will sustain teachers when the daily demands of the profession become overwhelming.

### **Retaining High Performing Teachers**

Districts and schools need to determine how to retain high performing teachers who are providing the greatest gains educationally for at-risk students. The New Teacher Project [TNTP] (2012) pointed out that the retention crises indicated a teacher shortage but more importantly a failure to retain high performing teachers. Each year schools lose valuable teachers who have the capacity to meet the needs of diverse student populations emotionally and academically. For reasons that learning communities could avoid, these exceptional teachers leave the campus, district, or profession.

TNTP (2012) estimated that each year 10,000 exceptional teachers leave large urban school districts. On the contrary, 100,000 low-achieving teachers remained in the profession (TNTP, 2012). The implication here is that school leaders are not retaining high performing teachers. Focused efforts on building best practices among the best and brightest teacher candidates may ensure more teachers within the school may develop the resiliency needed to achieve job satisfaction and student success. Additionally, principals and academic coaches need to provide assistance for teachers who are not demonstrating success in the classroom. However, if ineffectual teachers do not demonstrate growth, principals may need to dismiss teachers who are low performing (TNTP, 2012).

Continuing to retain low performing teachers impedes the vision and mission, decreases student achievement, and damages the morale of the learning community.

### **Factors That Promote or Inhibit Novice Teacher Resilience**

#### **Administrative Support and Leadership**

Novice teachers to the profession need extensive administrative support to persevere and become effective teachers during the early years (Rice, 2010). Peters and Pearce (2011) indicated principals should develop a personal rapport with new teachers. These relationships can build trust, confidence, self-esteem, professional dispositions, knowledge, and skills (Peters & Pearce, 2011). Furthermore, administrators who focused on the well-being of the whole teacher help to cultivate resilience in novice teachers (Aguilar, 2013; Peters & Pearce, 2011).

Buchanan (2010) conducted a study from the perspective of novice teachers that left the profession and revealed that lack of administrative support and poor leadership was a determining factor in their decision. Torres (2013) added teachers often leave the profession because administrators rarely acknowledge accomplishments of teachers or students. It is important to establish and maintain traditions and celebrations within the learning community. Educational communities need celebrations to recognize the hard work, determination, and perseverance of staff and students. Leaving novice teachers in isolation and not recognizing the hard work and dedication provides too many opportunities for self-doubt. Novice teachers to the profession need to feel they are a part of a supportive school family.

Much of the current literature does not discuss the significance of the principals' accountability for teacher retention and resilience. Beltman et al. (2011) pointed out the most resilient teachers have strong support groups. This includes strong leaders, beneficial mentoring and induction programs, colleague support, and purposeful professional development. This support contributes to resiliency. Individualized interventions need to be in place to support teachers and build capacity (Beltman et al., 2011). Additional research should investigate how principals, colleagues, academic coaches, and mentors influence novice teacher resiliency, self-esteem, emotional well-being, and retention.

### **Job Satisfaction**

Researchers indicated some teachers pursue a career in education because they consider teaching a calling (Bullough & Hall-Kenyon, 2011; Hong, 2012). These teachers establish rigorous goals for themselves as educators and for their students. Furthermore, they have beliefs, values, passion, and a work ethic that they share with their colleagues and students regarding the value of an education (Hong, 2012). Teachers need the learning community to respect and honor these basic principles. Otherwise, there is dissension that will result in serious implications for the teacher's well-being and future career (Sahlberg, 2010). Consequently, it is critical to understand a teacher's intrinsic motivation and the connection to the physical and mental well-being of the teacher (Sahlberg, 2010).

When encouraging teachers, it is important to appeal to the sense of why they initially entered the teaching profession (Bullough & Hall-Kenyon, 2011). It is essential



to preserve the passion, drive, and idealism new teachers bring to the profession (Bullough & Hall-Kenyon, 2011). These characteristics are the building blocks of teacher resiliency and self-confidence that the learning community must nurture. Hong (2012) noted it is important to understand why some teachers react differently to similar situations. This may provide insight as to why some teachers exhibit the resiliency to persevere and rise above the challenges and why others leave the profession. Administrators need to understand and empathize with the challenges new teachers experience, and provide support through coaching, mentoring, training, to cultivate resilience, self-confidence, and retention (Fullan, 2011; Hong, 2012).

### **Student Accountability**

Student demographics change considerably each year. Yet, the expectations are educators have the knowledge, skills, and dispositions to teach all students. However, novice teachers may not be prepared to meet this challenge. Students require resilient high performing educators who are qualified to meet the unique needs of the students.

Lavigne (2014) conducted a study of teachers' beliefs about their students during the first 5 years of teaching. The study showed that teachers who enter the profession believing all students have the capacity to learn and be successful generally remain in the profession (Lavigne, 2014). However, the teacher's desire to improve society and make a difference in the lives of children may fade when confronted with the demands and the realities of the profession or an unsupportive learning community (Aguilar, 2013).

Teachers are under constant pressure to improve student achievement of an increasingly diverse learning community. Educational communities have a tendency to

focus on the negative and are punitive in nature (Bullough and Hall-Kenyon, 2011). There are threats to close schools and terminate teachers based on accountability ratings. Furthermore, the standardization of tests, teaching, and curriculum leaves little room for autonomy, creativity, or meeting the individualized needs of the students. The challenges teachers face become more demanding each year and the stakes become higher. Subsequently, teachers who feel they have no control in the decisions that directly affect their classroom and students often leave the profession (Bullough & Hall-Kenyon, 2011).

### **Opportunities to Engage in a Collaborative Environment**

Morgan (2011) conducted a study to determine the influences that contribute to novice teacher resilience and studied how novice teachers recover from difficulties. The study revealed that novice teachers, considered as experts often work in isolation from the beginning of their career (Morgan, 2011). Morgan (2011) found that teachers in this study stated there is a perception that “colleagues do not share a sense of collective responsibility” for the success or failures of teammates or students (Morgan, 2011, p. 101). Furthermore, the participants shared to cultivate resiliency novice teachers need assistance in developing personal and professional dispositions, coping strategies, and professional networks (Morgan, 2011). With years of experience in the classroom, these knowledge and dispositions are learned. Klassen and Chiu (2010) specified with additional years of teaching experience comes improved coping skills to overcome adverse situations. Furthermore, Durlak et al. (2011) clarified resiliency is nurtured and learned within a supportive environment. Additionally, there is a positive association

between a collaborative environment, a strong commitment to teaching, and novice teacher resilience (Morgan, 2011). Burke et al. (2013) conducted a longitudinal study to determine why some teachers leave the profession and why others choose to remain. On the subject of a collaborative environment, teachers revealed they valued opportunities for collaboration, mentoring, and colleague and administrative support. However, some teachers added that they do not have a need to engage with colleagues outside of the school day (Burke et al., 2013).

### **Student Discipline**

Novice teachers to the campus are often uninformed about the recurring discipline problems of their students and behavioral strategies to assist these students. Furthermore, novice teachers do not have the prior experiences, background knowledge, or tools to address chronic and disruptive student behaviors (Ferlazzo, 2014). Additionally, novice teachers in at-risk schools who are not accustomed to the inherent characteristics and behaviors of students living in poverty do not understand why their students act out. Consequently, novice teachers depend on colleagues, counselors, and special education teachers to guide them in developing knowledge, dispositions, and strategies to help students grow personally and achieve academic success.

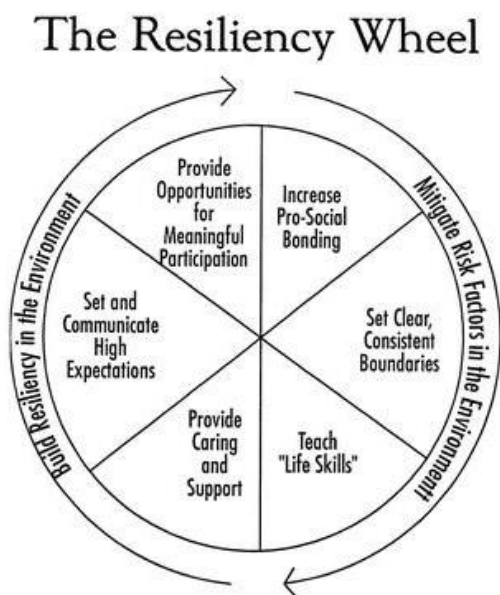
Shernoff et al. (2011) explained that teachers constantly confronted with disruptive students fall behind in instruction. This causes stress and anxiety for teachers. Novice teachers need support from administrators who provide firm and consistent school wide norms and policies for students who prevent their peers from learning in a conducive classroom environment. Consequently, training in social-emotional learning

prepares novice teachers to build relationships with their students and develop a consistent intervention plan to promote student success (Ferlazzo, 2014).

### **Conceptual Framework**

Henderson and Milstein's (2003) theory of resiliency in educators is the conceptual framework that guided this project study. The authors explained that students who come from at-risk homes require resilient, stable, established, and confident educators as role models, if they are to achieve academic success (Henderson & Milstein, 2003). Increased pressures and accountability on teaching and learning often make it difficult to develop, nurture, and maintain resiliency. The authors defined educator resilience through a visual model: the resiliency wheel (see Figure 1). The resiliency wheel outlines characteristics for building resiliency within the educational community. The steps in the resiliency wheel for educators are increase pro-social bonding, set clear and consistent boundaries, teach life skills, provide caring and support, set and communicate high expectations, and provide opportunities for meaningful participation (Henderson & Milstein, 2003).

Figure 1. The Resiliency Wheel



*Figure 1.* The Resiliency Wheel. Adapted from “Resiliency in Schools: Making it Happen for Students and Educators” by N. Henderson and M. M. Milstein, 2003, p. 45.

### **Increase Pro-Social Bonding**

Henderson and Milstein (2003) clarified that educators often spend their day in isolation with little or no adult interaction. Professional learning communities provide opportunities for educators to plan, observe colleagues teach, and provide mentoring opportunities to improve pro-social bonding within school communities and increase educator resiliency (DuFour et al., 2008; Henderson & Milstein, 2003). Fullan (2011) agreed that building and nurturing quality relationships with administrators, colleagues, mentors, coaches, students, parents, and the community is key to building novice teacher resilience and retention. Furthermore, developing a culture of trust, support, and collaboration builds confidence, capacity, and resiliency in teachers (Fullan, 2011).

School leaders need to make the effort to get to know their teachers on a personal level and include them in the goals and outcomes of the learning community to increase organizational citizenship. Zeinabadi (2010) defined organizational citizenship as a commitment that influences teachers to go beyond the required expectations of the learning community to meet the needs of all stakeholders. Runhaar et al. (2013) added that with additional accountability in meeting the academic needs of an increasing diverse learning community come greater pressures on teachers to justify their teaching methods or conform to a scripted curriculum. Unfortunately, teachers often equate an absence of autonomy with the administrators' lack of confidence in their teaching abilities and dispositions to move students forward. This often leads to decreased job satisfaction and teacher confidence. Consequently, some teachers may decide to leave the district, school, or the profession (Runhaar et al., 2013).

### **Set Clear and Consistent Boundaries**

Educators who know, understand, and help establish the campus “norms, rules and policies” will feel more secure within their learning community (Henderson & Milstein, 2003, p. 41). The authors explained norms, rules, and policies need to be clear, consistent, and in writing, to ensure changes are understood (Fullan, 2011; Henderson & Milstein, 2003; Johnson et al., 2012). Furthermore, teachers need to understand the purpose for the policies and procedures to attach a meaning, value, and importance. Administrators and colleagues cannot assume that novice teachers know or understand the policies, procedures, and expectations (Johnson et al., 2012).

**Teach Life Skills**

Educators need to have an opportunity to participate in school embedded and district wide professional development that is personally and professionally relevant. Professional development classes deemed beneficial by central office and campus administrators are often required for novice teachers (Henderson & Milstein, 2003). There needs to be a balance of opportunities available to meet the individualized needs of the educator derived from administrator observations and the educator's need to increase knowledge and skills.

Educational leaders must provide resources, professional development, support, and a healthy school culture so novice teachers can develop the knowledge, skills, self-esteem, confidence, and resilience to be successful (Henderson & Milstein, 2003). Fullan (2011) added novice teachers want to feel confident about what they are teaching in the classroom as student expectations and standards change rapidly. Consequently, novice teachers need rigorous professional development focused on navigating the professional standards and dispositions, curriculum standards, content and teaching strategies. Additionally, novice teachers need professional development on meeting the individualized needs of diverse student populations, classroom management, and building relationships with colleagues, students, and parents.

**Provide Caring and Support**

Henderson and Milstein (2003) explained to develop resilience, novice teachers need to work in learning communities where they feel appreciated, supported, and that communicate clearly the requirements and expectations for success. Reducing isolation,

valuing new ideas and perspectives, developing a culture of investigation to encourage taking risks, and providing opportunities to assume leadership roles and responsibilities are essential (Johnson et al., 2012). Furthermore, teachers need encouraging feedback and praise from all stakeholders when they are performing well, meeting, or exceeding expectations within the educational community (Henderson & Milstein, 2003).

When there is a need for difficult conversations, novice teachers require constructive criticism and opportunities to brainstorm ideas to meet the needs of the teacher and the students. Administrators need to be available to work with struggling teachers in their classrooms to improve their teaching skills. Additionally, educational leaders need to have customs and traditions in place to recognize teachers' outstanding accomplishments, contributions, and hard work within their learning community (Henderson & Milstein, 2003; Johnson et al., 2012).

### **Set and Communicate High Expectations**

Henderson and Milstein (2003) advocate novice teachers need to know they are valued and honored within the educational community. Teachers who are new to the school culture need to know the established expectations within the learning community. Furthermore, educational leaders need to communicate effectively what is required to meet and exceed these expectations, while providing the maximum time available for on-task activities directly related to improving student achievement (Henderson & Milstein, 2003). Consequently, the learning community needs to review, edit, and revise the mission and vision for the school when new teachers join the learning community



(Henderson & Milstein, 2003). Furthermore, teachers must feel that they can depend on their principals for guidance in instructional decisions and that the needs of the teachers will be addressed through differentiation; meeting teachers where they are to meet the diverse needs of the teaching staff. Ultimately, teachers need to feel that they are a part of something larger than they are, and that they are doing something important so that they feel connected and invested within their learning community (Personal communication, September 25, 2014). It is the responsibility of the school leadership team to effectively communicate and collaboratively set the standards and expectations for the campus as well as celebrate the successes of all teachers and staff.

### **Provide Opportunities for Meaningful Participation**

Novice teachers come to the profession and the learning community with excitement, motivation, and passion (Henderson & Milstein, 2003). Sometimes novice teachers feel that there is no room for new viewpoints, philosophies, and ideas. Therefore, knowledge, skills, and enthusiasm are not cultivated within the novice teachers (Henderson & Milstein, 2003). When educators have an opportunity to contribute to their learning community skills and knowledge outside of their assigned role, their resiliency and job satisfaction improves. Furthermore, building capacity and providing opportunities for novice teachers to develop new skills promotes leadership responsibilities, encourages motivation, loyalty, and enthusiasm (Henderson & Milstein, 2003). Novice teachers need to be aware of the opportunities for professional growth within their campus and district to increase engagement, build resiliency, capacity, and to increase retention.

## **Implications**

Throughout the literature review, I provided an understanding of the current conditions of teacher attrition, teacher retention, and the potential influences of educator resilience in public schools. Teachers leaving the district, school, or profession provided a variety of reasons. When teachers resign, inexperienced teachers replace them, resulting in increased gaps in student learning. It is imperative to understand why teachers are staying and develop programs, practices, and policies to retain novice teachers. The topic and study of novice teacher resilience is an emergent field of inquiry. I identified some insight into why some teachers have the resiliency to endure in at-risk learning communities and why others do not.

My project study may offer district and campus leaders a better understanding of the reasons some at-risk schools with comparable demographics are able to retain novice teachers. With this knowledge, district leaders could shape policies, programs, and the development of an organizational model, which focuses on precise concerns in at-risk schools, thereby ensuring greater efficiency in addressing the underlying causes of attrition to improve new teacher resiliency and retention.

## **Summary**

Each year 30% of new teachers to the profession leave teaching (Schaefer et al., 2012). Before the end of the first year, nearly 10% will exit the classroom (Ingersoll & Perda, 2010). In at-risk schools, there is roughly a 50% turnover of teachers (Heineke et al., 2013). Therefore, teachers with less than 5 years of experience lead many classrooms (National Commission on Teaching and America's Future, 2014). To develop the skills

necessary to ensure students reach their greatest potential highly qualified educators require 5 to 7 years (Waddell, 2010). Consequently, because of the high rate of teacher turnover, many students do not have the opportunity to learn with master teachers. Goldhaber et al. (2010) indicated high performing teachers have greater success with at-risk students. These teachers have had an opportunity to develop dispositions, self-confidence, and greater assurance of their capacity to build relationships with students and increase student achievement (Bullough & Hall-Kenyon, 2011; Cross & Hong, 2012).

All students deserve highly-qualified educators who are prepared to meet the students' needs in diverse classrooms. This is particularly true in large at-risk urban districts where low socioeconomic and minority students often have the largest number of novice teachers with the least amount of experience (Goldhaber et al., 2010). Ronfeldt et al. (2012) revealed teacher turnover had a substantial and detrimental influence on reading and math achievement in at-risk learning communities. Gujarati (2012) agreed teacher stability, quality, and experience are the greatest indicators influencing student achievement among at-risk students.

Departing teachers take with them extensive knowledge, skills, and experience (Buchanan, 2009; Torres, 2013). Consequently, teacher turnover impedes student achievement and increases the achievement gap particularly effecting low achieving and minority students (Ronfeldt et al.; Torres, 2013). This reality has become a concern as the student demographics in United States public schools become "majority minority" (Maxwell, 2014, p. 1). Currently, the number of Hispanic, African American, and Asian

students surpasses the number of Caucasian students in K-12 classrooms (Maxwell, 2014). With the focus on closing the achievement gap, there is an emphasis on improving the academic achievement of African American and Hispanic students in Texas. These two ethnic groups comprise 65% of public school enrollment (TEA, 2013). This is a challenge for all teachers. At-risk learning communities require invested, committed, and supported teachers to meet the diverse needs of their students.

A review of the scholarly literature outlined many reasons for novice teacher attrition. The origin of this issue often begins at the district and campus level when teachers are disciplined because they are not as knowledgeable and do not perform as well as veteran teachers. Consequently, novice teachers who lack resilience, self-confidence, or the emotional aptitude to survive in a challenging environment become overwhelmed, burned out, and leave teaching. Yet, there are novice teachers, who are proactive, demonstrate resiliency, with a matured disposition of personal self-confidence. These teachers continue to thrive and succeed in at-risk schools and are the champions for at-risk students who achieve academic success.

In section 2 of this proposal, I described the chosen methodology to answer the research questions in Section 1. My study employed an exploratory, qualitative, phenomenological research design to describe the factors that contribute to teacher resilience that empower novice teachers in NTSD to continue to teach in at-risk elementary schools beyond their first year. The exploratory, phenomenological, research design focused on semistructured interviews with novice teachers to identify themes that provided responses to the research questions.

## Section 2: The Methodology

### **Introduction**

In Section 1, I examined the problem of novice teacher attrition, retention, and the consequences for districts, schools, educators, and students. An analysis of novice teacher retention and attrition in NTSD substantiated a need for this study. According to study data, the teacher turnover in the district is significant when compared to regional and state data (National Center for Education Statistics, 2013). A review of the scholarly literature provided an understanding and evidence that the problem exists at local, national, and international levels and is a significant concern for all stakeholders. Researchers offered insight, clarification, and various causes regarding why the problem exists, potential interventions, and recommendations from current research and educational professionals to improve novice teacher retention and cultivate resiliency.

In this section, I establish a connection between the research, the problem, and the research questions. The literature provided the foundation and justification of the design choice. Then, I examine why other research designs would be less beneficial for this project study. Next, I discuss the research sample, including the sampling strategy and the criteria for participant selection, gaining access to the participants, the researcher-participant relationship, and procedures for the ethical protection of the participants' rights. Additionally, the data collection method, role of the researcher, and the data analysis procedures are defined, described, and justified. Included are the evidence of measures to ensure accuracy, credibility, and the procedures for discrepant cases.

Finally, assumptions, limitations, scope, and delimitations are outlined while data analysis, the findings, and a summary of the research methodology close Section 2.

### **Research Design and Approach**

The purpose of this project study was to investigate and describe the phenomenon associated with novice teachers and the factors that contribute to novice teacher resilience and retention in at-risk schools. The intent was to understand and describe the phenomenon of the lived experiences of the participants in order to understand what sustains, empowers, inspires commitment, and the capacity to succeed in novice teachers.

To describe this phenomenon, an exploratory qualitative phenomenological research design was used to describe the lived experiences of the participants (Morrell & Carroll, 2010). An exploratory phenomenological research design permitted me to describe the phenomenon under investigation and how the participants made sense of their lived experiences. Merriam (2009) explained that phenomenological researchers attempt to describe the essence of the participants' experiences, which helps to construct meaning from the experiences. Furthermore, phenomenological researchers attempt to describe how individual experiences shape the individual and how the individual perceives their experiences (Merriam, 2009). Husserl (1970) explained the reader could only comprehend what is known to be true from personal experiences. Therefore, only through revealing the individual lived experiences of the participants can I describe what sustains, builds resilience, capacity, and confidence in novice teachers who choose to teach in at-risk elementary schools.

The fundamental element of phenomenological research is to describe (Groenewald, 2004). Patton (1990) concurred that phenomenological research focuses on describing what the participants experience and how the participants experience what they experience. According to Bogdan and Biklen (2007) phenomenology begins with actively listening to the participants in an attempt to describe the world through their experiences. The reality of teaching, thriving, and succeeding may be different for each participant. How the participants construct meaning allows me to answer the research questions. An “interpretation of the lived reality” may provide useful information for the district and campus leaders to improve novice teacher induction and retention (Bogdan & Biklen, 2007, p. 27). Consequently, understanding this lived phenomenon through the rich descriptions of the teachers might offer an insight into novice teacher resiliency, retention, job satisfaction, and student success.

The purpose of this project study was to identify the factors that enable novice elementary teachers in urban at-risk elementary schools in North Texas (NTSD) to demonstrate resiliency and succeed as professional educators. The rationale for selecting exploratory phenomenological research was that this research method would assist in uncovering and describing how novice teachers perceive through their experiences, the effectiveness, or ineffectiveness of current practices on teacher retention. Additionally, I wanted to understand the phenomena from the point of view of the participants and how these experiences are interpreted (Lodico et al., 2010). Creswell (2007) indicated that the outcome of a phenomenological study is a “composite description that presents the essence of the phenomenon” (p. 62). Therefore, the reader of a phenomenological study

should understand the reality of the lived experiences of the participant, in this case the novice teacher (Merriam, 2009). A phenomenological research design provided an opportunity to honor teachers' voices and thick-rich experiences from the field, which help to encourage policies, procedures, and a model for novice teacher retention.

In contrast to a phenomenological research design, ethnographers seek to understand the culture with an emphasis given to the relationship and interpretations of culture and behavior (Merriam, 2009). Additionally, ethnographers describe a culture's characteristics in an attempt to understand how actions reflect the culture of the group. Long-term relationships or living with the participants provides an interpretation of the participant's cultural practices and norms (Merriam, 2009). Conversely, grounded theory is used to derive a theory from the inquiry (Lodico et al., 2010). Grounded theory seeks to understand how human actions and interactions influence one another (Bogdan & Biklen, 2007). A case study research design enables the participants to illuminate their perspectives and facilitate an understanding of the phenomenon within its natural setting (Merriam, 2009). A case study is applicable when the researcher wants to describe in depth the point of view of an individual, groups of people, or an institution (Morrell & Carroll, 2010).

The goal of qualitative research is to increase insight and examine the depth, richness, and intricacy of the phenomenon through the descriptions of the participants (Lodico et al., 2010). The objective of this exploratory phenomenological study is to examine the uniqueness of novice teacher retention from the participants' lived experiences, and to provide insights from novice teachers who have demonstrated



resiliency to promote and foster novice teacher retention in NTSD. An exploratory phenomenological design was selected over above-discussed qualitative designs as it helped describe the lived experiences of the participants to gain insight into novice teacher retention and resiliency in at-risk elementary schools. In this project study, I described the lived experiences of novice teachers. Furthermore, I described how these experiences influenced resiliency and teacher retention in NTSD.

### **Participants**

**Population.** This study took place in an urban school district in North Texas (NTSD). The criterion for selection was that the participants were novice teachers who were perceived as proficient, thus demonstrating the resiliency to teach successfully in at-risk elementary schools in NTSD. The population of interest was novice teachers, who had taught from 2-5 years, and were selected from the 25 at-risk elementary schools in NTSD. Human resources (HR) identified 158 teachers who meet the criteria (elementary teachers, K-6, who have completed 2-5 years of teaching in any of the 25 at-risk schools in NTSD) and could provide essential information for the project study. HR provided that list in an Excel document.

**Sampling strategy and sample size.** Patton (1990) explained that the selected sample includes the participants of interest. Therefore, I used a purposeful stratified sampling strategy to select eight participants before data collection began. I selected this strategy because I wanted to include participants who could provide rich insights and in-depth knowledge of the specific phenomenon under investigation and answer the research questions (Bogdan & Biklen, 2007; Creswell, 2012). A purposeful stratified sample

ensured that the participants represented the range of teaching experiences of 2-5 years. The desired outcome of the study was an “in-depth exploration” of the phenomenon (Creswell, 2012, p. 144). Consequently, a purposeful stratified sampling strategy provided “information rich” participants who described in detail the factors that affect novice teacher retention in at-risk elementary schools in NTSD (Patton, 1990, p. 169).

To determine the list of potential participants, I eliminated all of the teachers who I knew, or have worked with in any capacity within the district. Consequently, because I am a teacher in the district, I had to ensure that my relationship in the subgroup did not affect the individuals’ participation in the study. Once I eliminated everyone I knew there were 97 potential participants located throughout the 25 at-risk elementary schools in NTSD. Next, I divided the Excel spreadsheet of participants apart and separated the teachers into subgroups based on number of years of experience. Subsequently, there were four groups, one for each of the years 2 to 5. I took those subgroups, printed them, cut them apart, and put them into four bowls labeled with years of experience and pulled two names of potential participants from each bowl. As a result, I stratified the sample to include a representation of both experienced and less experienced participants for an interview. Next, I sent a personal e-mail invitation to each potential participant whose name was selected asking to participate in the study (See Appendix D). All of the identified participants agreed to participate. For security, I placed the remaining 89 names into labeled envelopes (2-5 years) and locked them in my file cabinet at home. If one of the participants withdrew during the study for any reason, I could select another

participant based on years of experience. The teachers who chose to participate in the study were eight novice teachers who had taught in an at-risk elementary school in NTSD for 2-5 years, and were proficient to respond to the research questions. Table 1 displays the eight participants' years of experience.

Table 1

*Participants' Experience*

<b>Participant</b>	<b>Years of Teaching</b>
A	2
B	2
C	3
D	3
E	4
F	4
G	5
H	5

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*Note.* Participants' from interviews conducted in February 2015.

**Gaining access to the participants.** Before I gained access to the participants and collected data, NTSD had to approve my request to conduct the study. To obtain approval, I completed the district's application and requested a letter of cooperation (See Appendix C). Before access was gained, I clarified that interviews would be conducted outside of the school day. Additionally, the school district and the potential participants

should understand how the data is used, reported, and the potential benefits in terms of novice teacher retention for the district, schools, teachers, and students. Finally, before I gained access to the participants and collected data, approval from Walden's Institutional Review Board (IRB) was required. Walden University IRB granted approval on February 13, 2015 (IRB approval number 02-13-15-0286995).

**Researcher-participant relationship.** Maxwell (2013) indicated that in qualitative research studies, "the researcher is the instrument of the research" (p. 91). Consequently, the researcher-participant relationship is essential to providing descriptive data to answer the research questions and foster an instrument of change to benefit all stakeholders (administrators, teachers, support staff, students, parents, and the community) at NTSD. It was important for me to develop a trusting relationship with the participants so that they could tell their story and I could report it.

After NTSD approval and IRB approval, and HR recommendations, the potential participants received a personal e-mail invitation. Included in the e-mail was the purpose of the study, procedures, expectations, risks, and benefits. The e-mail explained that the research was personal for my doctoral degree, and the study is not associated with any district initiatives. Furthermore, the e-mail indicated that participation in this project study is voluntary, the participants may withdraw at any time, and pseudonyms for the district and the participants will ensure data confidentiality. I assured the participants that I would not use their names or any personal information in the research findings. The only information included in the study's findings are the participants' number of years of teaching experience. For the purpose of this study, I assigned a letter of the alphabet as a

pseudonym. I, as the researcher, am the only person who has access to further information.

After I established the group of participants, I arranged to meet in person with the participants individually and within the participants' schedule to explain the consent form (See Appendix E). Before the participants signed the consent form, I explained the purpose of the study, procedures, expectations, risks, and benefits of the study. Furthermore, I clarified that participation is voluntary, the participants may withdraw at any time, no compensation will be provided for participation, and confidentiality will be protected by using a pseudonym for the district and the participants' instead of their real names (Creswell, 2012). Informed consent required that the participants understand enough about the research study to "freely volunteer" (Seidman, 2006, p. 61). Through respect for the participants, their time, the site, and open communication, I built trust with each of the participants (Creswell, 2012).

Qualitative research is interpretative research with the researcher as the primary instrument who gathers information (Creswell, 2009). Consequently, it was important that I identified my personal biases and background as a teacher in NTSD. Furthermore, it was critical to develop a good relationship and rapport with the participants. This relationship was essential to obtaining detailed descriptions of their lived experiences with the goals to understand, improve, and promote novice teacher resilience and retention in NTSD.

**Ethical protection of participants.** Respect for persons, beneficence, and justice are three ethical considerations for the protection of the participants' rights (Belmont

Report, National Institute of Health, n.d.). I took several measures to ensure the ethical protection of the participants. First, I minimized the risks and maximized the benefits associated with the study by respecting the autonomy and dignity of the participants. As such, the research study (interviews with the participants) occurred outside of the school day. This allowed the participants to keep their focus on the business of teaching and avoided any conflict of interest between the teachers and myself. Additionally, the research study did not include participants from my home campus. This prevented researcher's bias toward a potential outcome regarding the study's results. Consequently, selection of the participants for the research study were without bias, and meet the criteria of novice teachers who are perceived as demonstrating the resiliency to succeed in at-risk elementary schools in NTSD, and were not under my supervision. Additionally, to avoid a breach of ethics or potential bias, I did not include teachers I work with in any capacity in the district. This further avoided a conflict of interest between the participants and myself as the researcher.

Before the interviews began, the participants fully understood from the consent form and our discussion what participation means. Furthermore, procedures were in place and explained to ensure confidentiality and integrity of the data and the identities of the participants. It was important that the participants understood the limits of confidentiality. The identification of the participants was by pseudonyms. For the simplicity of identification, I selected letters of the alphabet. Therefore, school names, gender, age, or ethnicities of the participants were not included. The purpose of conducting this study was to explore a local problem and propose a solution to that

problem. Therefore, I “bracketed any preconceived experiences, prejudices, and assumptions,” viewed the topic of new teacher resiliency and retention through the descriptions and lived experiences of the participants (Merriam, 2009, p. 25).

Finally, all project study data in electronic format (Word and Excel) was stored on a password protected hard drive and flash drive and will be deleted within 5 years after the completion of the study. I am the only person who had or will have access to the flash drive, the files, and the flash drive will remain locked in a file cabinet in my home and all data will be stored on a password-protected computer.

### **Data Collection, Instruments, and Procedures**

The primary data collection method for this study was individual semistructured audio recorded interview. This allowed the participants to describe their lived experiences regarding the factors that promoted resiliency and retention among novice teachers in at-risk elementary schools in NTSD. A structured approach was ensured through the interview protocol (See Appendix F) that was the same for each participant. However, the interview approach was flexible in that it used probes that encouraged individual participants to provide details, elaborate, and explain (McNamara, 2009). The participants were encouraged to provide as many details as possible so that the reader could experience their passion and intense emotions. An exploratory phenomenological research design relies on the participants’ describing the phenomenon under investigation from their lived experiences in depth so that the reader can fully understand the meaning (Englander, 2012).

The development of the interview protocol was derived from the published literature on new teacher retention and resiliency in at-risk schools (Beltman et al., 2011; Buchanan, 2010; Buchanan et al., 2013; Bullough & Hall-Kenyon, 2011; Burke et al., 2013; Cross & Hong, 2012; Henderson & Milstein, 2003; Hong, 2012; Johnson et al., 2012; Le Cornu, 2013; Leroux & Theoret, 2014; Peters & Pearce, 2011; Taylor, 2013; Torres, 2012). Through the literature review, I provided research and studies on novice teacher retention, which enabled me to write the interview questions to answer the research questions. Each of the interview questions allowed me to explore the experiences and or knowledge of the participants in order to gain maximum data from the interviews (Turner, 2010).

The participants established the location and the time of day for the interview. Before the interview began, each participant received a copy of the consent form, and we read over it together. I explained the purpose of my research study ensuring that each participant understood the consent form. I explained that the research is for my doctoral degree. Furthermore, I clarified that participation is voluntary, and the use of pseudonyms respected confidentiality. Consequently, no identifiable names, school, grade level, or content associated with the participants are included in the data analysis. Before each participant signed the form, I asked if the participants had any questions or concerns. Once the participants signed the consent form, the interview was audio recorded. I honored the participants' time, and the interviews lasted 30-40 minutes.

Each of the interview questions and probes were written to answer the research questions, to explore and describe the lived experiences, and to ensure the participants'



voices were heard and honored (Creswell, 2012). I recorded the date, place, and time of each interview. My interview protocol provided standard procedures to follow for each participant (Creswell, 2009). At the conclusion of each interview, I thanked the participants for their time and participation (Creswell, 2009).

The data were stored securely in a password-protected file on my personal flash drive and my home computer. I locked my flash drive, hard copies of my work, and my reflective journal in my file cabinet at home. I am the only person who has access to the data derived from this study. As a courtesy, and upon their request, the participants will receive a final copy of my study.

**Research log and reflective journal.** Thomas and Clark (2011) discussed the value of the research log and reflective journal to reduce interviewer biases and focus on objectivity that qualitative researchers need to bring to their study. Therefore, I kept a reflective journal and documented observations, personal reflections, or concerns about objectivity, personal insights, and interpretations. To bracket any personal experiences, I prudently followed the interview protocol and recorded my assumptions in my reflective journal. This added to the credibility of my exploratory phenomenological study as each researcher brings personal experiences to the research setting.

**Role of the researcher.** Within NTSD, I have never served in a supervisory capacity. Consequently, I did not have a conflict of interest with any of the novice teachers who participated in this study. However, I have been a teacher in this school district for 5 years with a total of 20 years of public school experience. I have a bachelor's in elementary education, masters in administrative leadership, with a K-12

principal certification in Texas. As a doctoral student, I am a novice researcher who was excited to investigate a topic that is a concern for NTSD and other school districts across the country. My hope was to add to the existing literature with the participants' detailed descriptions of what sustains them and cultivates resiliency as a professional educator in at-risk learning communities.

I have had the opportunity to mentor new and novice teachers in NTSD and neighboring districts, serve as a cooperating teacher for student teachers, and I currently serve on a task force for teacher retention. Consequently, I have observed teacher attrition as well as retention, and was interested to understand why some teachers demonstrate the resiliency to remain in a profession that gets more challenging each year. The goal of this exploratory phenomenological research was to understand the phenomena of the participants' lived experiences, peeling away the layers until arriving at the essence or core of their experiences (Merriam, 2009).

Creswell (2009) discussed the implications of conducting studies within the researcher's school district and with colleagues. Consequently, the researcher may feel that revealing certain information might compromise a relationship with the participant or the participants' reputation within the district. Since I have served as a mentor, cooperating teacher, and on the task force for teacher retention I strived to examine and understand the participants' experiences from their point of view and to understand what meaning the teachers make of their reality in terms of novice teacher retention. Because NTSD currently has an initiative in place to examine and explore teacher retention, all NTSD employees are familiar with this topic. Ultimately, I strived to understand the

meaning of novice teacher resilience from the perspective of the participants.

Therefore, the participants might interpret similar experiences in a variety of ways. It was my responsibility to present the participants' descriptions in an unbiased manner to educate, inform, and empower.

### **Data Analysis**

Bogdan and Biklen (2007) explained the process of data analysis is “working with the data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important, what is to be learned, and what to tell others” (p. 159.) Through data analysis, I decided to employ an emergent data analysis strategy and make meaning from the data (Simon, 2011). As a result, an emergent data analysis strategy enabled the method of analysis to follow the data naturally (Morell & Carroll, 2010).

Data coding and analysis conducted by hand began immediately following the first interview, and was an ongoing process. The first step was to organize the data and prepare it for data analysis. As part of this step, I transcribed the interviews verbatim (typewritten in a Word document). Next, I immersed myself in the data as I read the transcripts to thoroughly familiarize myself with the data and get a sense of the potential for answering the research questions. During this process, I added notes in the margin of the Word document to record my first impressions of the data and some preliminary codes. Each time I conducted an additional interview, I also reread through the previous interviews to document new ideas and identify patterns and themes.

At the conclusion of all of the interviews, I read all of the data again thoroughly and then organized it formally. At this point, the process of coding the data began by using broad general categories. I displayed the data visually on chart paper in my home office. I wrote each research question at the top of the page and added a list of the code categories that arose from reading the transcripts. Under each heading, the information obtained from the data including participant quotes were included.

The coding process included three parts. First, open coding allowed me to arrange the data into categories to facilitate the development of emerging themes. These tentative codes were the descriptors or labels that provided meaning to the “descriptive or inferential information” gathered throughout my study (Miles & Huberman, 1994, p. 56). During this initial process, participant descriptions were included to substantiate the emerging themes. For easier identification, a variety of colors identified the different codes and the correspondence to the participants’ words from the interviews. I went back repeatedly, reread the data, and assigned codes to the different sections. Next, axial coding allowed me to recognize the relationships and connections between the various codes that were consistent across the participants’ interviews. Finally, selective coding enabled me to determine the main variables that encompassed all of the data. Throughout the process, I read and reread the transcripts to look for ideas, topics, statements, and phrases pertaining to the phenomenon under investigation that could answer the research questions and provide thick-rich participant descriptions that were consistent across the data. This process continued with each subsequent interview. Through coding by hand, I identified individual and collective themes that emerged from the data to identify the

factors that enable novice elementary teachers in urban at-risk elementary schools in North Texas (NTSD) to demonstrate resilience and succeed as professional educators.

Through the alignment of the identified codes and the combining of comparable codes, I generated themes that provided the answers to the research questions. Themes from the participants' lived experiences and detailed descriptions attempted to answer the proposed research questions (Lodico et al., 2010; Morrell & Carroll, 2010). Finally, a table summarized the major themes and sub themes. For easier identification, I continued with color-coding by participants and additional color codes for themes. I included quotes from the interview transcripts to substantiate the themes. I repeated this process for each participant. I checked and verified themes and quotes based on the participant transcripts.

My goal was to present the phenomenon of novice teacher resilience through the lived experiences of the participants. Throughout this process, I began to make interpretations from the data and present the findings by research questions (Lodico et al., 2010). I identified patterns, commonalities, and evidence to make sense of the data that "supported or refuted my theory" and to construct a deeper understanding of the participants' lived experiences (Miles & Huberman, 1994, p. 278). Consequently, if conflicting themes arose it was my responsibility for documenting the different perspectives. I repeated all of the steps exploring the full meaning of the participants' experiences from the data (Lodico et al., 2010).

## **Research accuracy and credibility**

**Dependability.** In qualitative research, dependability refers to implementing research methods that are acceptable to the reader as authentic methods of collecting and analyzing data (Lodico et al., 2010). Furthermore, dependability in research means another researcher can follow the “decision trail” of the researcher (Thomas & Clark, 2011, p. 53). Consequently, accurate records were preserved. I documented the process of data collection, analysis, and described how the findings emerged from the data in detail (Maxwell, 2013). In addition, I ensured that the analysis of the data illustrated what was actually occurring in the field (Morrell & Carroll, 2010). I anticipated that the data gathered would contribute to the knowledge base on novice teacher resiliency and retention. Therefore, the data analysis included an audit trail. This consisted of a complete report so that the reader will know how the data was collected and analyzed so the study could be repeated or the findings transferred to another setting (Bogdan & Biklen, 2007).

Additionally, dependability means providing a voice for the participants to share their experiences. If the data gathered were opposing, inconsistent, or discrepant it was because the data reflected the lived experiences of the participants’ (Creswell, 2012). It was my responsibility to present the findings in an accurate, objective, and systematic manner so the reader can understand the phenomenon through the lens of the participants (Merriam, 2009). As such, I ensured that my report was unbiased and not subjective. Furthermore, it was important that I recognized any personal biases. I wanted to honor and respect the participants’ experiences and describe the phenomenon from their point

of view. Audio recording and immediately transcribing interviews verbatim ensured that I described the perspectives and different realities of the participants accurately and reliably (Morrell & Carroll, 2010). Finally, detailed descriptions by the participant provided an opportunity for me to demonstrate accuracy within the study (Morrell & Carroll, 2010).

**Credibility.** The purpose of this project study was to identify the factors that enable novice elementary teachers in urban at-risk elementary schools in North Texas (NTSD) to demonstrate resilience and succeed as professional educators. Every effort was made to present accurately the participants' perceptions within this exploratory phenomenological project study. I attempted to understand how the participants think, feel, and the actions that enabled them to find success within a difficult and challenging learning community (Lodico et al., 2010). As such, I documented how long I spent with the participants, and how we developed a trustful and working relationship. Finally, I set aside all preconceived notions and bracketed my personal experiences and perspectives (Creswell, 2012).

To ensure the data collection, analysis, and findings were accurate and credible, the study utilized member-check and constant comparison analysis. Member-check permitted the participants to review the accuracy of a summary of the transcribed interviews, validate my descriptions of the data, correct errors, and offer additional information (Creswell, 2012). As soon as I transcribed the interviews, each participant received a summary of the transcription of the interview to review for accuracy, to

clarify, or explain any misconceptions. No revisions were necessary, and the participants approved the summarized transcripts.

Additionally, as a novice researcher, peer review ensured the credibility of my findings. I solicited the expertise of a colleague who has her doctoral degree to assist me in the reviewing of the findings. Peer reviewing occurred after identification of the main themes, which included citations from the participants' interviews. This enabled the peer reviewer to verify that the identified themes support the participants' responses. I asked the peer reviewer if she wanted to meet in person in a private location, or if she would like me to e-mail my work. E-mail was preferred to respect the time of the peer reviewer. All of the materials that the peer reviewer received were anonymous by removing any information that would allow the peer reviewer to identify the participants. Only pseudonyms represented the participants and the district. This ensured that the constant comparison analysis produced acceptable findings from the perspective of an external reviewer. The peer reviewer returned my study promptly and shared

“The methodology is clear and it is easy to understand how you obtained your data; and why you chose to use particular procedures. I have to admire the teachers you interviewed. They sound very committed to teaching. I think you found some valuable ideas and themes for novice educators” (Peer reviewer, personal communication, March 14, 2015).

**Discrepant cases.** Maxwell (2013) explained that it is important to plan for discrepant cases, which are a part of “validity tests” in qualitative research (p. 127). Phenomenological research is rooted in uncovering the participants' individual



interpretations of their lived experiences. The eight participants in this study were at various stages in their novice careers. Consequently, there could have been discrepant realities presented of a similar phenomenon. Lodico et al. (2010) suggested revisiting the themes and supporting evidence to determine if there were participants' data that were misinterpreted, misunderstood, or ignored. I revisited the themes and the participants' transcripts often to ensure that there was not any evidence of discrepant cases among the participants. All participants shared similar experiences as novice teachers in NTSD, and there were no discrepant cases.

### **Assumptions, Limitations, Scope, and Delimitations**

#### **Assumptions**

The objective of this study was to provide insight into those novice teachers who have remained in the profession to develop a greater understanding of policies and procedures to nurture and retain high performing teachers. For this project study, I assumed that the teachers who were identified as proficient and successful (by their completion of 2-5 years in an at-risk elementary school in NTSD) and who have demonstrated resiliency to teach in at-risk elementary schools in NTSD would want to participate to share their lived experiences. Secondly, I assumed that the participants perceived as resilient are actually resilient and therefore appropriate participants for this study.

#### **Limitations**

Qualitative research occurs in a natural setting. Consequently, it is hard to duplicate studies (Maxwell, 2013). Furthermore, the sample for this project study

included eight participants. Therefore, it will be difficult to generalize the results to a larger population outside of NTSD. However, the findings should be transferable to other learning communities with or without similar demographics (Anderson, 2010). Beltman et al. (2011) explained through further research on novice teacher resiliency and retention we can hope to uncover why some teachers are able to find success in challenging at-risk learning communities and others cannot. Therefore, it was imperative that I developed authentic relationships with the participants so that they would share detailed descriptions of their lived experiences. Consequently, I bracketed all personal biases, preconceived notions, probed for details, and was a good listener (Anderson, 2010). During the interviews, each of the participants willingly and openly shared their lived experiences with me in detail as a novice teacher in NTSD.

### **Scope**

The scope of this study focused on novice teachers who are perceived as having developed and demonstrated the proficiency and the resiliency to teach in at-risk elementary schools in NTSD. The objective of this project study was to offer district and campus leaders a better understanding of the reasons some at-risk schools with comparable demographics are able to nurture and retain novice teachers. With this knowledge, district and campus leaders could shape policies, programs, and the development of an organizational model. This model could focus on precise solutions for teacher retention in at-risk schools, ensuring greater efficiency in addressing the underlying causes of attrition to improve novice teacher retention and resiliency.

## **Delimitations**

This study did not focus on teacher attrition or the reasons why teachers are leaving NTSD, a particular campus, or the profession. The goal of this project study was to examine a problem at the local level and provide opportunities for all stakeholders to understand why some teachers are able to develop the resiliency to succeed in at-risk elementary schools in NTSD. Understanding this phenomenon and the lived experiences at various stages in the careers of the teachers will provide an opportunity to educate district leaders, campus administrators, and educators on areas of improvement or strategies to nurture resiliency and novice teachers.

## **Data Analysis Results**

The purpose of this qualitative exploratory phenomenological study was to identify the factors that enabled novice elementary teachers in urban at-risk elementary schools in North Texas (NTSD) to demonstrate resilience and succeed as professional educators. Eight novice teachers agreed to participate in an interview and openly described their lived experiences, which have cultivated and nurtured their resiliency, skills, and dispositions to continue teaching in at-risk schools. Following data analysis, the results explain, support, and provide responses to the study's research questions. A synthesis of the participants' detailed experiences and direct quotes allowed me to understand their lived experiences through the lens of the novice teacher. The dialog with the participants illuminated patterns and themes thereby providing insight into the participants' lived reality. Furthermore, the data collected through individual interviews supported the development of the study's findings. The organization of the study's

findings is grounded in the three research questions that shaped the framework for this study. The presentation of the themes is a rich-thick narrative substantiated by the participants' verbatim quotes of their lived experiences.

### **Research Question 1**

The first research question focused on understanding the factors that empowered and sustained novice elementary teachers to demonstrate the resilience to succeed in at-risk elementary schools. The participants began their interviews by describing their experiences as a new teacher. Furthermore, the participants shared what it means to be a resilient educator in a challenging learning community. The participants described the indispensable support they received and from whom at their schools. Additionally, participants described their participation in a mentor program and their evaluation of professional development to build teacher capacity with the curriculum and classroom management. Finally, the participants identified the significant factors that contributed to their continued career, commitment, and resiliency as a teacher in an at-risk school.

**Support for novice teachers within a collaborative culture.** Novice teachers encounter a range of challenges early in their careers. How teachers navigate these challenges often sets the tone for career implications, longevity, and student achievement. The majority of the participants in this study indicated that the support they received from instructional specialists played a critical role in their continued success and resilience as a teacher in an at-risk learning community. There was a consensus among the participants that this assistance within a collaborative culture was essential to sustain and empower novice teachers to push past the challenges they encountered daily in an at-risk learning

environment. The participants reiterated that a supportive culture emphasizes a collective responsibility among colleagues and a shared commitment to teachers and students. Therefore, the participants shared that a strong support system helps novice teachers build capacity and develop the resiliency to find success and job satisfaction. Consequently, numerous patterns and trends emerged when describing the various support systems available in at-risk schools to sustain and empower novice teachers. The following themes that emerged from the participants' responses are detailed in the ensuing paragraphs.

***Beneficial instructional support.*** During their interviews, some of the novice teachers shared that the support, guidance, and the feedback that they received from their campus support staff was critical to their personal success as an educator and to their students' achievement. Participants A and B concurred that their schools provide content specialists who work closely with the grade level team and novice teachers. Both teachers shared that this support was critical for building their capacity and confidence. Additionally, the participants shared that the specialists provide assistance with disaggregating data and helping novice teachers determine the best course of action when planning lessons and for the remediation or enrichment of students. Furthermore, they provide content knowledge and behavioral strategies novice teachers in at-risk schools need to find success with their students. Participant A described the depth of the support that was needed to develop the capacity to succeed in a challenging learning community: "At my school, novice teachers get a lot of quality support, which is critical. I know that I would not have made it without the support of my specialists." Participant B elaborated

on the value of instructional support provided at the campus level, which inspired and provided the capacity to find success as a novice teacher: “Knowing that I could depend on the specialists at my school was very important to me. The stress never became so overwhelming that it made me second-guess my decision to become a teacher.”

The participants all agreed that without the instructional support that they received as a novice teacher, their students might not be as successful. Additionally, many of the participants stated that they might have left teaching early in their careers. Participant A clarified, “Without the support of my instructional specialist, I know that I would not still be teaching.” Participant B concurred, “My specialist provided me with the confidence to know that I had chosen the right career, the right school, and the right group of students.”

Instructional specialists cultivate the resiliency that novice teachers need to work in at-risk learning communities. Participant D described: “I receive tremendous support from my campus specialists. All I need to do is ask for support and they are there. They will do anything I need to help me, which ultimately ensures that the students achieve success.” In addition, to supporting teachers in meeting the diverse needs of their students, instructional specialists ensured that novice teachers have the support network that they needed to develop the confidence and skills they require to achieve job satisfaction and professional success. Participant F summarized the importance of instructional support and guidance for novice teachers in at-risk schools: “A strong support staff is important. Sometimes you need someone to talk to, someone to share

experiences with and to validate that you are meeting the needs of your students. A support system is critical to novice teacher success.”

All of the novice teachers interviewed agreed that support from instructional specialists was a key factor that empowered novice teachers to develop the capacity to succeed in an at-risk learning community. The participants felt more confident knowing that there was support available to model lessons and pull small groups to help them with instruction. Participant A shared that “the relationships that I have built with the support staff at my school has provided a sense of belonging and commitment I would not have acquired without their support.” Participant G explained: “The specialists are amazing; they are always in the trenches working with teachers and students.” Participant F elaborated: “The specialists know our students, and what they need to help the students achieve success. The specialists will often have a strategy to help you find success with your students.”

Consequently, the participants shared without the support and guidance with lesson planning, curriculum and content, classroom management, and navigating the policies, procedures, and expectations of the school and district, many would not still be teaching.

***Grade level team.*** The majority of the participants described the grade level team as being a critical factor associated with novice teacher resiliency and retention. The novice teachers shared that the relationships that they had with their teammates was essential to building capacity, resiliency, and retention within novice teachers. Most of the participants shared that early in their careers they were not sure that they would make

it through the first days, months, or year. Others indicated that without the support, guidance, and the commitment of their team and their collaborative relationships that they would have left teaching altogether. For example, Participant A discussed the importance of team support for novice teachers: “I know that I would not have made it without the support of my team. Without a strong and cohesive team, I know that I would not still be teaching.” Participant B explained the importance of a collaborative team: “You have to have a strong collaborative team that you can trust and go to for support and guidance.” Most of the participants shared the same beliefs that team support is critical to novice teacher resiliency, commitment, and success. Furthermore, that trust was very important for novice teachers. Novice teachers expressed it was important to know that they could talk with their team members in confidence, and receive the support that they needed without being judged. Participant F added: “We support each other and back each other up. Collaboration and trust with colleagues is critical to novice teacher success.”

Participants C and E further discussed the significance of team support and the stability it offered for novice teachers. The teachers explained that there are so many policies, procedures, expectations, and deadlines that they need experienced colleagues to support and guide them in the early years. The participants echoed that assimilating yourself into a school culture is very difficult. Participant G shared: “Team support is critical. At-risk schools require strong teams who work well together to support the teachers and the students. Without a strong team it would be nearly impossible to be successful.” Furthermore, Participant C described the importance of team support for



novice teacher success: “One of my team members have been here for a long time. If I receive detailed directives that I do not understand, my teammate breaks it down for me into manageable information and helps me prioritize the tasks.” Similarly, Participant E further elaborated on the significance of team support, trust, confidentiality, and retention: “My teammate is the reason why I am still here. New teachers need a person who they can count on, someone who they can trust to help them, and keep things confidential.”

In contrast to the need for support and a collaborative relationship, Participant H, who is not on a grade level team, described an opposing viewpoint: “I am not on a team. As a rule, I hardly ever go to anyone for help. It is not in my nature to ask for help.” This participant has found success within the learning community without a grade level team. However, Participant H did require and had support in the classroom to meet the diverse needs of the students.

Most of the participants overwhelmingly agreed that a strong team was critical to their success and to the success of their students. The novice teachers relied on their teammates to guide them as they sought to familiarize themselves with their new career, the students, and to the culture and climate of the district and school. Participants shared that the grade level team helped build capacity, confidence, and the resiliency that was necessary to be successful in an at-risk learning community. Furthermore, the participants shared that the grade level team provided colleagues who they could depend on and trust to help them become successful educators.

*Mentors.* All of the participants described their experiences with a mentor program as a novice teacher. One of the key factors associated with novice teacher satisfaction, commitment, and retention is mentor support from a mentor within the same grade level who teaches the same content.

Unfortunately, within this study, seven of the novice teachers explained that they did not have positive experiences with the mentor program in NTSD. The participants described their experiences with their mentor and how they adapted to adversity.

Participants C and G shared similar mentoring experiences. Participant C explained:

I did not have a successful mentoring experience. A mentor was provided in my second year in the district. Yet, I had already figured many things out on my own. My team leader has been my unofficial mentor, which has worked well.

Participant G described further the mentoring experience:

I really needed a mentor that was on my grade level and in my hall. I am a mentor now. I find it beneficial to ensure that new teachers start well with someone who they can trust and come to for guidance and support.

Participant B described the importance of having a qualified mentor for novice teachers: "I am a teacher mentor this year. A new teacher needs someone that first year who will listen and help them through those first year experiences." Participants D, E, and G explained that often the experienced teachers assigned to mentor novice teachers are struggling themselves. Consequently, they are not capable of meeting their own needs and certainly not the needs of a novice teacher. Regardless of their experiences, each of these participants sought out an unofficial mentor to guide and support them in

the early years. They described the relationships that they built with their mentors were critical to their success and to the success of their students.

Lastly, Participant H shared the importance of having a mentor who teaches in the same grade level or content area by saying: “I was given a mentor, but I really did not have a mentor experience. The person who mentored me did not teach in my content area. This person could not relate to my experiences.” Participant H added, “I am a mentor for a new teacher. However, I cannot relate to my mentee as we also teach in different content areas. Unfortunately, I do not know how to help.”

Participant A shared a contrasting experience regarding the mentoring experience, “I would not have made it through my first 2 years without my mentor. I feel that I can trust my mentor teacher to provide advice and suggestions without judging me.” The experience that Participant A described is what the novice teachers expressed that they were looking for to ensure that they had an opportunity to develop the resiliency to succeed as a classroom teacher. Participant E indicated during the interview that the district has very high expectations for all of the teachers. Consequently, it is only reasonable that novice teachers expect to receive experienced mentors so that they have a chance to find success as a novice teacher.

**Opportunities for professional development for novice teachers.** All of the teachers who were interviewed expressed that they require the necessary content knowledge, strategies, and classroom management tools to meet the diverse needs of their students in at-risk learning communities. During the interviews, the participants were asked if professional development (PD) cultivates knowledge, skills, and dispositions

with curriculum and classroom management to ensure success for novice teachers in at-risk learning communities? Furthermore, does PD provide opportunities to develop resilience within novice teachers?

The majority of the participants acknowledged they did not receive PD designed to meet the needs of a novice teacher in an at-risk learning community. Additionally, the participants explained that they experienced adequate teacher preparation at the university level. However, their classroom experiences were limited to student teaching. Some shared that they student taught in an at-risk learning community. However, others did not have that experience. Consequently, their toolbox of strategies in curriculum, content, lesson planning, behavior management, and motivating students was limited. As such, the novice teachers expressed that they expected excellent PD when they began their teaching career, which they could apply immediately in the classroom, and with continuous follow-up to ensure that they are implementing their new learning effectively.

Participant D described opportunities for PD in NTSD as follows: “The PD here seems to be targeted toward particular demographics [other than at-risk]. When I attend PD, it does not always meet the needs of my students.” The teachers shared that meeting the diverse needs of their students is critical to student success and therefore they need strategies to engage their students to create a learning environment that is conducive to teaching and learning. Participant D continued: “I have to create anchors for the students’ learning so that they remember when I did this we were studying this... I have to know how my students learn and how to teach the material effectively.” These skills and dispositions are difficult for novice teachers and require PD opportunities on campus

and at the district level to ensure that they can create a classroom environment where teachers can teach and students can learn.

When discussing the PD program and the need for follow-up in NTSD, Participant F explained: “I really think follow-up to PD is very important. You need an opportunity to talk with people about what worked, or did not work; did I do it right, and what could be done differently?” Novice teachers are required to attend many classes depending upon their grade level and the content that they teach. Consequently, the follow-up is critical for teachers and students. The purpose of PD is to improve the teachers’ knowledge, dispositions, and skills in a particular area to increase student achievement. Many of the participants shared that they need to know if they are implementing the new knowledge and skills correctly to meet the needs of their students. Consequently, this requires the follow-up that many of the teachers indicated is missing in the PD cycle.

In contrast, Participants A and C agreed that sometimes they found PD beneficial and that occasionally they could take the ideas that they learned back into the classroom to benefit their students. Furthermore, Participant G noted that recently, it felt like there has been a shift in PD to differentiate and meet the needs of teachers at various points in their careers, or that can meet the needs of a particular school, or group of students. The Participants explained, “that the shift to differentiate was curriculum or content based and did not address the needs of a responsive classroom focused on the social and emotional learning of the whole child within an at-risk learning community.”

The participants suggested a need for the following PD classes within NTSD: lesson planning, managing stress, meeting the academic, behavioral, and emotional needs of disadvantaged students, behavioral strategies, and building relationships with students, colleagues, administrators, and parents.

Overwhelmingly, the eight participants agreed that PD for classroom management, implementing behavioral strategies, and social emotional learning were integral factors to developing and retaining resilient teachers. However, all of the participants indicated that there was an absence of PD classes offered through the district to assist novice teachers with these critical skills. Some of the participants described campus wide programs that were in place and the PD offered on campus with the principal or a guest speaker facilitating. However, they all believed they needed additional PD in this area to have the tools, knowledge, and dispositions necessary to meet the needs and challenges of students in at-risk learning communities. The participants also agreed that a district wide program on classroom management, which includes the responsive classroom and social emotional learning, would benefit the students because of their increased mobility within the district. This would improve consistency and structure within the school, classroom, and the district.

Participant A and B explained the need for PD classes on classroom management and student discipline for students in at-risk learning communities. Participant A shared that, “college did not prepare me at all for the realities and importance of classroom management, student discipline, and the correlation to student achievement.” Participant B elaborated on the need for PD in the areas of classroom management, student

discipline, and building a classroom community that is conducive to teaching and learning by saying: “Classroom management is difficult for novice teachers in at-risk schools. You have to have a special kind of love for the behavior that these kids demonstrate. Teachers need to learn how to help the students self-regulate.”

Not all of the novice teachers who participated in this study come from at-risk backgrounds themselves. Therefore, those teachers shared that it is difficult for them to understand the emotional baggage that many of their students bring to school. Participant C explained: “I do not come from an at-risk background. Subsequently, I need to understand the issues that my students have.” Participant F emphasized how important classroom management is to novice teacher success by saying: “Classroom management is the first thing that a novice teacher needs to learn. There was nothing provided specifically on my campus to establish classroom management expectations, policies, and procedures.”

Many of the interviewed teachers shared that they learned by observing other teachers, and took the ideas of others to develop their procedures and expectations to meet the needs of their students. However, the teachers shared that they would have preferred to have a campus-wide classroom management program in place and PD opportunities to support them as novice teachers. For example, Participant G summarized: “I learned with experience how to adapt classroom management strategies to match the personalities and the needs of my students. There is a need for professional development opportunities in this area for novice and experienced teachers.”

In conclusion, the participants indicated that over time they learned how to manage their classrooms in a fair and equitable manner. However, each of the participants disclosed stories of trial and error and walking a fine line between being friends with the students and being an authoritative teacher. The participants shared that the complexity of classroom management and building a responsive classroom community requires teachers to cultivate relationships with their students so that they can bring out the best in them academically and behaviorally. Consequently, it is critical that NTSD provide novice teachers with PD to provide them with the necessary training and strategies to ensure that their students achieve success in the classroom and in life.

**The passion for teaching in at-risk schools.** All of the participants shared their passion for working with students in at-risk learning communities. Each of the participants spoke whole-heartedly about their reasons for teaching in at-risk learning communities. As Participant A explained, “I believe in the power of education and how it can change our students’ circumstances and their lives.” Several of the participants understood that teaching in at-risk learning communities is difficult and that it takes a special teacher. For example, Participant B elaborated on the passion that is required for teaching in an at-risk learning community: “I feel strongly that every student is entitled to a good education, not just a free education, but the best education they can get. It is my duty to ensure that they get the best available.” Often the students’ behavior choices prohibit them from taking advantage of their education as indicated by Participant B: “I have to remember that there is a reason for the students’ behaviors. However, I have to



impress upon the students that an education will break the poverty cycle and they can have different choices for a brighter future.”

Participants D, E, and H realized the capacity they have as educators to serve as role models and fill the gaps for some students who are missing the consistency and support at home required students to be successful in school. Participant D explained this responsibility as follows, “My ability to build relationships with my students is key. I have made a commitment to these students and to their future.” Participant H also shared the need to ensure that highly qualified educators teach in an at-risk learning community: “I teach in an at-risk school because the students need a good role model. They also need a strong capable presence in their lives because they often do not have stability at home.” In addition, Participant G described the significance of teaching in an at-risk school: “To be a successful educator in an at-risk school, you have to want to be here. I stay because the students deserve consistency within the teaching staff.” Many of the participants expressed the need to create a school community that provided consistency and stability for the students. Participant G continued: “At-risk schools often have a high teacher turnover rate. Our students deserve well-qualified teachers. A good education is essential for the students to ensure they have a chance at a good life.”

Participants E and F could relate to their students from a more personal perspective. They both understood the challenges their students face daily and the need to empower their students to change their circumstances. Participant E explained the reasons for teaching in an at-risk school: “I came from a low-income family, so I understand what the students are experiencing. I want the students to have a role model

who looks like them so they recognize that they can be successful.” Participant F further described the importance of teaching in an at-risk school: “I come from a similar economic background as my students. I had great teachers when I was in school and I loved school. I want the students here to know what they can achieve with a good education.” Consequently, the participants shared that investing in their students’ success is critical to teacher retention and student achievement.

The passion that the participants shared for teaching in at-risk elementary schools was a significant factor that motivated these teachers, which helped to develop the participants’ resiliency, built capacity, and commitment to their students, school, and to the profession. The teachers understood the importance of preserving a stable and structured learning community for their students’ education and their colleague’s morale.

**Summary of Findings Associated With Research Question 1.** The novice teachers described in detail their lived experiences regarding how critical support is for the development of novice teacher resilience and to increase retention in at-risk schools. Each of the participants revealed the people that have served as a lifeline for their personal development as an educator. From the instructional support staff, teammates, and official or unofficial mentors, all of these people have inspired the novice teacher. Furthermore, they have helped to build their capacity and encouraged the resiliency necessary to find success in challenging learning communities. However, within the core of each of these educators is a loving heart which is needed to inspire, nurture, and educate the minds’ of many students who come to school facing monumental challenges.

When discussing PD opportunities, the participants showed great interest in the district providing additional PD opportunities or job-embedded PD to understand the culture and challenges of the students within their unique learning environment. The participants discussed the significance of increasing novice teachers' capacity through professional learning opportunities, PD follow-up, and a collaborative culture designed for teaching at-risk students. All of the interviewed teachers shared their determination and passion to meet the needs of their students and feel inspired and empowered by their colleagues and teammates to meet the diverse needs of their students.

### **Research Question 2**

The second research question strived to understand how resilient novice teachers perceived the role of administrators to encourage and nurture novice teacher resiliency. The participants in this study described the relationships that they have with their leadership team and how some of these relationships have inspired them to assume leadership roles at their school. Furthermore, some of the participants discussed how their administrators influenced their job satisfaction and commitment. Additionally, the interviewed teachers described how they have adapted to the challenges of an increasingly demanding profession. Furthermore, they described their experiences with autonomy and what this meant to them as an educator. The final area of focus in this research question was the participants' experiences that have encouraged and empowered them to continue their career in at-risk elementary schools.

The themes that surfaced during the interviews were: the importance of leadership opportunities, professional growth, learning to adapt to the demands of teaching, and the

importance of teacher autonomy in cultivating resilient educators. Finally, the participants described the intrinsic motivation, which promotes a sense of hope, optimism, and commitment with educators and students in at-risk learning communities. The following section will describe the themes from the participants' perspectives.

**Leadership opportunities.** Some of the novice teachers who participated in this study confirmed that being offered leadership opportunities demonstrated that the leadership team had faith in them as educators. This in turn inspired greater commitment to the profession, school, their students, and increased confidence in their ability to be an effective educator. Participants B, C, and F explained why leadership opportunities for novice teachers are essential to job satisfaction and commitment. Participant B indicated that leadership opportunities, “makes me feel appreciated and valued. I am continuing my education so it is important that my leadership team has confidence in me and recognizes that I have the ability to make a greater difference.”

Novice teachers equated leadership opportunities with the leadership team demonstrating that they had faith in their abilities. Furthermore, the participants believed the leadership team believed that they had something of value to contribute to the school community. Participant C explained the importance of being a teacher leader: “As a novice teacher, my administrators let me be in charge of a school wide curricular event. Consequently, I feel like they have a lot of trust and faith in me. They trust my professional judgment as an educator.” Additionally, Participant F reflected on the topic of leadership: “As a novice teacher, I have grown into leadership roles. This enables me

to feel like I am more of a stakeholder in my school, with the students, and with my colleagues.”

Conversely, not all of the participants were ready for additional responsibilities outside of the classroom. However, they did express the importance of feeling valued as a colleague, which in turn increased their commitment to their school and their students. For example, Participants A and D shared their thoughts on the importance of administrator respect and the need to feel valued for their contributions. Participant A revealed: “One of my administrators really respects the effort and energy I put into my teaching. I feel that is important as it makes me feel valued. There is a mutual respect here.” Participant D described confidence in the leadership team: “To me the leadership team is critical to overall success. It is important for teacher satisfaction and commitment as well as student success.”

All of the participants expressed the importance of having the support and confidence in their leadership team. Furthermore, they shared that the support they receive builds capacity, promotes resiliency, and creates a commitment to their colleagues, school, and their students.

**Adapting to the demands of teaching.** All of the novice teachers who participated in the study shared their insight into their ability to adapt in lieu of a very demanding profession. They expressed that the number of challenges early career teachers face puts them at a greater risk for teacher burnout and attrition. Consequently, it was important to understand what builds capacity within the teachers who have the resiliency to remain in the profession. Participant A, B and G shared their experiences

and advice for adapting to the increased demands of teaching. Participant A noted from personal experience: “I am very task oriented and organized. When asked to do something, I do it. I plug away and get it done. I feel I adapt well to challenges, it is in my nature.” Furthermore, because of this adaptability, Participant A has been able to reach out and help other novice teachers. “With so many changes, new policies, and procedures the increased expectations can be very overwhelming! I am happy to assist new teachers with these challenges”

Participant B elaborated on adapting to the increased demands of teaching and the importance of novice teachers being in control: “I am a list person; I like to organize, and prioritize. I like to rank the expectations in terms of how much I can do to influence student achievement.” Overall, the participants shared that it is difficult not to take the demands and challenges of teaching in an at-risk community personally. Participant H explained that novice teachers work long hours and many times the administrators are unaware of the commitment that they are making to their schools and to the students. Participant G described the demands and challenges of teaching in an at-risk school: “The expectations are high in at-risk schools. Our students do not test well, and it appears that they are not growing academically and that we are not doing a good job.” As a result, the participants discussed the importance of setting goals with their students and focusing on student growth to help them see their students’ progress.

Some of the other participants acknowledged that they were rule followers who had methods in place to assist them with the demands of policies, procedures, and paperwork. Participant C added: “I am a rule follower. I know that there is a reason

behind it, I follow directions, and do what I am told.” On the other hand, Participant F included, “I need to know the expectations and the steps I need to take to achieve the goal. Once I know what steps need to be taken to accomplish the tasks then I am comfortable.” Despite the challenges they faced, these novice teachers had resources in place to assist them with the increased expectations. Consequently, what was evident were the positive attitudes that were expressed when the teachers spoke of the increasing responsibilities teachers face. With adequate support and an understanding for the student and teacher expectations, the novice teachers felt confident that they could make a difference in the lives of their students.

All of the participants conveyed that communication is very important to novice teachers. The participants shared that it cannot be assumed that novice teachers know or understand the policies, procedures, or the expectations of the district and school. Furthermore, more experienced colleagues, mentors, and school leaders must accept the critical role of ensuring that novice teachers have the opportunity to cultivate resiliency, achieve success, and job satisfaction. The participants all conveyed that they want to meet the expectations of their colleagues, teammates, and administrators. However, sometimes they are drowning in all of the requirements outside of the classroom that they cannot keep up. In addition, there were so many district-wide initiatives that the novice teachers felt they were not able to satisfy all of the requirements well. There was a somber consensus among the teachers who were interviewed that the fear of burnout is eminent for all teachers.

**Teacher autonomy.** The participants who believed that they have an opportunity to make a difference in the lives of their students exhibited a commitment to their students and school that promoted novice teacher resilience and retention. Furthermore, those teachers who expressed that they came to the profession because they believe teaching is a calling shared that they believe they will have an opportunity to make a difference in the lives of their students. These teachers explained that this was important to developing the resiliency, which teachers need to find success in at-risk schools. Furthermore, the participants shared that having a voice in their teaching practices is fundamental to their success and to the retention of educators. As Participant D suggested, “these are not concerns that require any additional funding. This is easily fixed by establishing a collaborative school community that works together to meet the needs of the stakeholders.”

Some of the participants felt that they had a degree of autonomy to make or participate in educational decisions for their students. Others explained that they took the autonomy they needed to meet the needs of their students as Participant A explained, “We can make decisions based on the needs of our students. We do have support to help us make the best decisions. However, I feel that our leadership and instructional team trusts and supports us as professional educators.” Additionally, Participant B discussed the importance of autonomy for teachers, “Our leadership team will listen to the teachers. Consequently, they respect our input and judgment when it comes to our students. The leadership team lets us try different strategies to ensure student success.” Participant D’s statement was in agreement with that view: “My administrators let me meet the needs of



my students. I have demonstrated success with my students. As a result, I have some latitude to do what I need to do to move my students forward.”

The participants were very concerned about the need to have autonomy in the classroom to meet the needs of their students. All of the participants taught in at-risk learning communities. However, each school is different and the students have a variety of needs. Participant F stated: “I believe that I am provided autonomy. If I have an idea, I feel comfortable talking with my administrators to let them know this is what I am thinking and why. I feel confident that they will support me.” Participant H revealed: “My administration trusts me to do what is needed to meet the needs of my students. I think that is extremely important. I love that I can make decisions in the best interest of my students.” Additionally, Participant G shared what their team is doing to cultivate resiliency, autonomy, and demonstrate the belief they have in their students: “We take autonomy to celebrate student growth. In an at-risk learning community, we need to recognize that our students are making progress. This is our motivation and our justification to show that we are increasing student achievement.”

Many of the participants described their passion and importance of autonomy in the classroom. Unfortunately, the interviewed teachers shared that when teachers feel that they do not have autonomy or control over their classrooms, they will often leave teaching. It was clear from the discussions with the participants that they must believe that they have a voice and that they are trusted to meet the needs of their students. All of the participants felt either they had the autonomy to meet the needs of their students, or they took the initiative to do what was best to meet the needs of their students. The

participants shared that the autonomy they were provided or that they appropriated ensured their students' success and promotes teacher commitment and retention.

**Intrinsic motivation and commitment.** Some of the participants shared the intrinsic motivation, commitment, and resilience they have to teach in an at-risk learning community. Many of the participants were passionate about their motivation to teach in an at-risk learning community. Furthermore, they shared that increased intrinsic motivation and a sense of commitment can assist to sustain novice teachers in at-risk learning communities. As Participant B explained, "teaching at-risk learners is the only experience that I have ever had. However, in all honesty, my pre-service training did not prepare me for the diversity or the wide range of needs." Participant E added: "I love teaching in an at-risk school! What keeps me here are the kids. The kids put a smile on my face. I see myself in the kids." Consequently, all of the participants shared the need for highly qualified teachers in at-risk learning communities. Participant F indicated: "Our students need highly qualified teachers who are here for the long term to ensure student success and achievement. The rewards are sometimes few and far between, but when at-risk students are successful it is amazing!" Participant C shared: "My students demand a dedicated teacher. Furthermore, they require a lot of support from me because their families cannot support them academically or emotionally." Each of the participants shared a genuine love and commitment for the students who they serve. Each one was not hesitant to explain that teaching in an at-risk learning community is very difficult and requires a tremendous commitment from the teacher. Yet, all of the

participants shared that the teachers and the students deserve a collaborative and responsive classroom community focused on meeting the diverse needs of the students.

**Summary of Findings Associated with Research Question 2.** The participants described the importance of leaders who value their contributions and their voice within the school community and to their learners. The faith and confidence their administrators demonstrated for their novice teachers encouraged some of the participants to assume leadership roles within their learning community. Furthermore, it inspired some participants to rise above and adapt to an increasingly demanding profession by making a greater commitment to their school, students, and community. All of the participants shared the importance of autonomy and the trust that their administrators have in their novice teachers to make sound educational decisions for their students.

### **Research Question 3**

The last research question asked the participants to share their recommendations to promote novice teacher resiliency and to improve teacher retention in NTSD. The themes that resonated with the participants were a supportive learning community to cultivate collective responsibility, the capacity to foster resilience in novice educators, and the importance of relationships to support teachers with the challenges of teaching and learning in at-risk learning communities. These themes are discussed from the perspective of the participants to promote novice teacher resiliency and to improve teacher retention in NTSD.

**Supportive community to cultivate collective responsibility.** All of the participants agreed that support is fundamental in at-risk learning communities. The participants reiterated the need to have effective mentors to collaborate with novice teachers in the early years. Participant A suggested: “Novice teachers need a lot of support and a collaborative culture. The school needs to feel like a family. You have to be able to trust people and know that people are not judging you.” Most importantly, the interviewed teachers explained that they want their administrators’ guidance and they want them to share their knowledge with them as educators. Participant A elaborated:

I enjoy when my principal comes into my classroom and sits down with my students. I get to observe a master teacher interacting with my kids!

Consequently, when I have a problem, my principal knows exactly whom I am talking about and collectively we can make an intervention plan to help our student.

Participant B concurred with Participant A regarding the importance of a collaborative and supportive learning community in developing the resiliency novice teachers need: “With support, you gain confidence. Furthermore, you have someone encouraging you, a collective responsibility, and other people are providing the belief that supports the knowledge that you have to keep going.”

Each of the participants echoed the need for all of the learning community’s stakeholders to take a collective responsibility for teachers and students in at-risk learning communities to build capacity in teachers and students. Participant C described the

importance of a supportive learning community to nurture collective responsibility by stating:

I have been very lucky with my colleagues and my team. If I did not have that support system, I probably would not still be here. It is critical to build relationships with your colleagues because they provide the experience that you need.

Additionally, Participant F explained why support is critical to novice teacher success: “Collaborating with your colleagues is important. Supportive colleagues will let you know what you are doing well and where you can improve to do even better to meet the needs of the students.”

During the interviews, the participants shared that novice teachers need to understand the depth of the expectations required for teaching in an at-risk school. As Participant G elaborated: “Teachers are hired to teach in at-risk schools without an understanding of the challenges they may encounter. We deserve to know the truth and adequate support should be provided to meet the needs of the teacher and the students.” The participants explained that a false sense of expectations is not fair for teachers or students. Unfortunately, many of the interviewed teachers shared they have known many novice teachers who have experienced the sink or swim mentality. Participant G added that “without adequate support, novice teachers quit. Our students are low-performing, but they are great kids and they deserve qualified and dedicated educators who are willing to take a chance on them and invest in their future.”

**The capacity to foster resilience in novice educators.** All of the participants described what it means to be a resilient educator and the significance of resiliency for achieving success and retention in an at-risk learning community.

Participant A explained that a resilient educator:

Does not run away from a challenge or quit, but maintains a commitment to their school and the students. Furthermore, because college did not prepare me for the realities of an at-risk classroom, resiliency is very important to my success.

Participant C suggested that it is important to “keep your focus and do not get overwhelmed by things that do not matter” and Participant D reflected that “novice teachers need to know that they are appreciated. Sometimes they just need a pat on the back from someone who acknowledges that they are doing a good job.” Finally, Participant E disclosed: “Teachers need time to explore their passion. Time to do what is best for the students. I often feel like my hands are tied and I cannot do what I need to meet the needs of my students.” Primarily, the participants felt that they needed support and the knowledge that their administrators were available to encourage and build their capacity to ensure that they had an opportunity to develop the resilience to become a tenured educator.

The participants indicated that there are many passionate educators in at-risk schools. These educators are working very hard to ensure that their students overcome their challenges so that they can be successful. Furthermore, these educators look for the positive in their learning communities, and do not dwell on the negative experiences.

Participant F elaborated on fostering resiliency in novice educators:

Instead of focusing on the negative, a resilient educator looks for ways to fix things, and you push past the problems, and look for solutions. The students deserve highly qualified teachers to ensure student success, achievement, and a brighter future.

All of the participants agreed that resiliency was necessary to their success as a teacher and to the success of their students. It was interesting that the participants were extremely vocal and emphatic in their description of a resilient educator in an at-risk learning community. District and school leaders, as well as colleagues, were instrumental in ensuring that the needs of novice teachers are met to build resiliency, capacity, to ensure job satisfaction, and retention.

**The importance of relationships.** Throughout the interviews, the participants have mentioned the importance of building collaborative relationships, cultivating a nurturing learning community, and valuing the contributions of all stakeholders. Different levels of support were provided for teachers throughout NTSD. However, veteran administrators and colleagues were the key to novice teacher success. Participant G shared on the significance of relationships with administrators in at-risk schools, “administrators should develop strong relationships with novice teachers. They cannot assume that novice teachers understand the policies, procedures, or the culture of the school. Nor can it be assumed that their team will help them.” Throughout the interviews with the participants, the topic of teams and mentors repeatedly surfaced. Participant G shared: “Novice teachers need support, a strong team, and a dedicated mentor. Additionally, novice teachers need to meet to share challenges and celebrations

to encourage stability, resiliency, and build capacity.” Participant H also reflected on relationships: “I would like to have opportunities to meet with teachers who teach in my content area. We need an opportunity to support and collaborate with each other in an unstructured environment. We need to share experiences, learn, and grow.”

Interestingly, each of the participants understood that it requires a supportive and collaborative learning community to ensure teacher and student success. The teachers openly discussed the importance of collaborative and trusting relationships with students, teachers, and administrators. Several of the participants mentioned that their decision to stay and teach often is because they do not want to leave the students or their teammates. As Participant A stated: “The bond I have established with my instructional specialist, my team, and the students is why I return to teach each day.”

**Summary of Findings Associated with Research Question 3.** All of the participants shared insights into their lived experiences that help them find success and stability within at-risk learning communities. They revealed that a supportive learning community and a collective outlook bonds teachers and students together to look for ways to increase student achievement. Furthermore, they suggested that NTSD could design support for novice teachers to ensure that they are retaining highly qualified educators. The participants echoed that our schools and the students that we serve cannot afford to lose teachers who in desperation and frustration give up on the profession. NTSD has many dedicated professionals who strive daily to meet the needs of a challenging and diverse learning community.



## **Conclusion**

The purpose of this project study was to identify the factors that enable novice elementary teachers in urban at-risk elementary schools in NTSD to demonstrate resilience and succeed as professional educators. In section 2, I outlined a description of the design choice. Furthermore, I provided justification for using an exploratory phenomenological research design to examine the lived experiences of novice teachers who have demonstrated proficiency and resiliency to succeed in at-risk elementary schools in NTSD. Additionally, the sample size, criteria for participant selection, gaining access to the participants, the researcher-participant relationship, and procedures for the ethical protection of the participants' rights are reviewed. Furthermore, the method and procedures of data collection were outlined which consisted of semistructured individual interviews. The presentation and explanation of data analysis using thematic coding is included. Encompassed in Section 2 was evidence of measures to ensure accuracy and credibility as well as procedures for discrepant cases. Finally, included are assumptions, limitations, scope, and delimitations.

The primary focus of Section 2 was to present thick-rich narrative descriptions of the study's findings from the interviews of the participants. Furthermore, to describe the factors that contribute to novice teacher resilience and retention in at-risk schools. The purpose of this study was to describe what sustains, empowers, inspires commitment, and the capacity to succeed in novice teachers and to construct meaning from their lived experiences. Following data analysis, and with the support of thick-rich descriptions provided by the participants' insight into resiliency and retention, a project is identified to

address a gap in the development of novice teachers' resilience and retention in NTSD. A comprehensive professional development plan for inducting novice teachers (CPDP) will contribute a practical response to increase novice teacher resiliency and to improve retention.

In Section 3, I will outline the development of the project and demonstrate how a CPDP addressed the gap in novice teachers' capacity to develop the resilience to increase teacher retention in at-risk learning communities.

## Section 3: The Project

### **Introduction**

In Section 3, I present the project, a Comprehensive Professional Development Plan for inducting novice teachers (CPDP; See Appendix A) to the participating school district of the study. The project culminates a synthesis of the research, the conclusions based upon the findings, and recommendations for a CPDP for inducting novice teachers designed to attract teachers to the district, build capacity, increase resiliency, and improve job satisfaction and retention.

Section 3 includes the description and goals of the project, rationale, a literature review that provided the foundation for the development of the project, implementation plans, project evaluation, and implications for social change.

### **Description and Goals**

Based on the results from the data gathered in semistructured interviews from eight novice teachers, the project focused on the need for a CPDP designed to meet the unique needs of novice teachers. All stakeholders (central office administrators, campus administrators, content specialists, and colleagues) must adopt a collaborative and highly structured plan focused on comprehensive professional development to ensure that novice teachers develop the resiliency to manage the intellectual and emotional challenges of teaching (Kang & Berliner, 2012; Richer et al., 2013). Furthermore, a CPDP must ensure opportunities for novice teachers to improve content knowledge, instructional pedagogy, lesson planning and implementation, and classroom management skills (DeAngelis, Wall, & Che, 2013). The objective of this project is to present a framework to assist the

participating school district in attracting and supporting novice teachers and retaining highly qualified educators. A CPDP for inducting novice teachers will provide a foundation to cultivate resilience, skills, knowledge, and dispositions educators require becoming tenured.

### **Rationale**

According to the results of the study, novice teachers valued support from instructional specialists, colleagues, and administrators. However, the participants revealed that from their experiences, the mentor program had not been beneficial. Additionally, the participants valued collaboration and a campus culture that nurtured collective responsibility and a shared commitment to build capacity and resiliency within teachers and students.

Additionally, the participants shared the need for purposeful professional development (PD) with follow up to support novice teachers who teach in at-risk learning communities. Teachers would like PD opportunities available for topics that cover managing stress; classroom management; behavioral strategies; creating a responsive classroom environment; and meeting the academic, social, and emotional needs of disadvantaged students. Furthermore, the participants explained they would like PD classes on building relationships with students, colleagues, and parents, as well as curriculum and content knowledge, and lesson planning and implementation designed to increase student achievement in unique learning environments. Teachers indicated the need to participate in instructional rounds so colleagues could provide constructive feedback on their teaching, as well as the opportunity to observe master teachers.

The purpose of this project is to communicate the study's findings and to present a CPDP for inducting novice teachers. Through the interviews, the participants described the factors that sustained, empowered, and inspired commitment and the capacity to succeed. A replication of these positive experiences is essential. Most importantly, the students deserve highly qualified, experienced, and invested educators who can ensure they can reach their greatest potential.

### **Review of the Literature**

Novice teachers are leaving the classroom before there is time to prepare them to become highly qualified educators. In Texas, 28.8% of beginning teachers leave teaching within 5 years (TEA, 2014a). In 2012, 35,800 Texas teachers left teaching (TEA, 2014b). This perpetuated a cycle of low teacher morale, a dissatisfied school culture, and poor student achievement, which influences state, district, and school finances (Sass et al., 2012). Smith and Ingersoll (2014) indicated that high teacher turnover could be attributed to inadequate preparation and lack of support. Additionally, retaining teachers in at-risk learning communities is not a recruitment problem, but it is a retention problem (Gallant & Riley, 2014; Morrison, 2013; Richter et al., 2013; Smith & Ingersoll, 2014).

In 2013, the endorsement of Texas House Bill (HB) 2012 established a committee to investigate the current induction process for novice teachers and make recommendations. It was determined that a comprehensive system of support and purposeful PD is critical to novice teacher retention. Furthermore, a CPDP for inducting novice teachers facilitates the transition from new, to novice, to experienced teacher, cultivates resiliency, and builds capacity (Gujarati, 2012; Miller, 2010).

An effective CPDP for inducting novice teachers recognizes that learning to teach is a process. Novice teachers come to teaching with content and pedagogical knowledge from a theoretical perspective. However, they do not come to teaching with the practical knowledge to establish classroom expectations necessary to create a conducive educational environment. Furthermore, novice teachers do not know how to establish routines, procedures, or how to respond to a disruptive student. They do not know how to differentiate to meet the educational and emotional needs of a diverse learning community. Without ever having their own classroom from the first day of school, it is unrealistic to think that an idealistic novice teacher is prepared to face the challenges and demands of an at-risk learning community. As a result, the first years of teaching are stressful. Novice teachers report experiencing emotional and physical exhaustion, and they tend to leave the profession at a higher rate than experienced veteran teachers (Gallant & Riley, 2014; Morrison, 2013; Richter et al., 2013).

Consequently, a CPDP for inducting novice teachers is required to ensure that novice teachers receive the comprehensive support they require in the early years of their career. Well-designed programs include specific roles for all stakeholders. Therefore, districts with successful CPDP for inducting novice teachers have the propensity to attract, develop, and retain highly qualified teachers. Furthermore, effective CPDP help novices teachers mature and grow into successful and satisfied teachers who remain in the profession long enough to demonstrate a positive influence on student achievement (Kang & Berliner, 2012).

To present a complete analysis and reach saturation of the current research (since 2010) on comprehensive professional development programs, comprehensive induction programs, mentoring, novice teacher retention, attrition, and resiliency, I used the following databases: Google Scholar, ProQuest Central, Walden University Dissertations, Education Research Complete, Sage Premier, and Eric. In an effort to find related research, the following keywords were included: *teacher retention, teacher attrition, recruitment, teacher induction, comprehensive induction, school leadership, novice teachers, early career teachers, beginning teachers, mentors, mentoring programs, mentor support, professional development, comprehensive professional development programs, school climate, state policies, teacher resilience, teacher persistence, teacher beliefs, teacher commitment, job satisfaction theory, intrinsic and extrinsic motivation, and teacher effectiveness.*

### **Conceptual Framework**

Herzberg's two-factor theory (1966) which is grounded in Maslow's hierarchy of needs human motivational model, suggested that job satisfaction and retention is influenced by "intrinsic factors or motivators" that are parallel to the person's profession (p. 75) and by "extrinsic factors or hygienes" associated with the individual's "work environment" (p. 75). Herzberg (1996) defined intrinsic factors or motivators that lead to job satisfaction as accomplishments, appreciation, responsibility, and promotions. The participants in this study revealed that intrinsic factors or motivators is the satisfaction teachers feel when their students are successful academically, or when they are recognized for their contributions to the learning community, or given leadership

responsibilities. Furthermore, the participants found satisfaction in the positive and collaborative relationships they built with students and colleagues within their learning community. On the contrary, examples of extrinsic factors were compensation (salary and benefits), relationships with colleagues or bosses, company policies or expectations, or their job. The participants in the study provided examples of extrinsic factors, such as the numerous additional responsibilities required of all teachers outside of the teaching day and negative relationships with administrators or colleagues. Additional extrinsic factors are a lack of communication within the district or school, or the changes in policies and expectations at the district or school with little or no notice, and multiple initiatives that are required during the school year.

According to the two-factor theory, a teacher's higher order needs must be fulfilled to ensure job satisfaction and the motivation to achieve fulfilment within the learning community. Concurrently, the identification of extrinsic hygiene factors will reduce job dissatisfaction (Herzberg, 1966). Consequently, a teacher's degree of job satisfaction, commitment, and resilience to remain in teaching may be a primary indicator of teacher retention.

When examining teacher retention, providing a school culture that cultivates resiliency, builds capacity, and nurtures satisfied teachers who are intrinsically motivated should be a priority. Shah et al. (2012) revealed that when teachers are satisfied with their work environment and the level of support they are provided, they find their job meaningful, satisfying, interesting, and are more likely to stay. Public school teachers



who said they were satisfied with their jobs stated they valued intrinsic motivators, which further increased job satisfaction, commitment, and retention (Shah et al., 2012).

In conclusion, meeting the individualized needs of teachers through meaningful work with students and colleagues within a supportive and collaborative learning community will ensure job satisfaction, increase resiliency, and build capacity within teachers (Shockley, Watlington, & Felsher, 2013). Consequently, a CPDP for inducting novice teachers must identify and address teacher motivational factors to ensure teacher motivation, job satisfaction, and retention (Shockley, Watlington, & Felsher, 2013). Furthermore, a CPDP must meet the PD needs of novice teachers to create an environment that is conducive to teaching and learning.

### **Comprehensive Professional Development Induction Programs**

University courses in education are only the first step to becoming an educator. Learning to become a highly qualified teacher in an educational climate of increased accountability requires teachers to develop additional knowledge, skills, and dispositions on the job (Birkeland & Feiman-Nemser, 2012). Yet, from the first day of school, administrators and colleagues assume that most novice teachers are experts in their field. Additionally, administrators hold the novice teachers to the same level of high expectations as their veteran colleagues. Because these are unrealistic expectations for novice teachers, many are leaving teaching. Novice teachers require supportive professional cultures that are prepared to make an investment in their future and the future of the students (Birkeland & Feiman-Nemser, 2012).

Ingersoll (2012) added that teaching is a challenging and demanding profession. Moreover, pre-service programs rarely provide the necessary foundation to ensure novice teachers are prepared to teach in challenging learning communities. Ingersoll (2012) described the experiences of novice teachers who are often isolated in their classrooms to “sink or swim” or situations where novice teachers receive the largest, most difficult, and challenging classes resulting in a “trial by fire” (p.47). Today, more and more novice teachers make up the teaching staff in many schools, and they are not staying (Ingersoll, 2012). The turnover rate for teachers is 4% higher than other professions. Unfortunately, students pay the highest price when teachers leave the profession as teacher turnover directly effects student success (Feiman-Nemser, 2012; Ingersoll, 2012).

Ingersoll (2012) indicated the top reasons that teachers cite for leaving teaching:

- Planning time is monopolized for reasons other than teacher planning
- Heavy teaching load
- Salary and benefits are too low
- Class sizes are too large
- Student behavior
- Little to no teacher autonomy
- Lack of parental support
- No opportunities for career advancement
- Not enough time to collaborate with colleagues

Ingersoll (2012) explained that at-risk learning communities have a higher teacher turnover rate. Consequently, 45% of teacher turnover occurs in 25% of low-performing schools. Additionally, the teacher transfer or mobility rate is also higher in at-risk schools. Teacher transfer or mobility is also a form of teacher turnover that influences student achievement, teacher and staff morale, the campus culture, climate, and the community.

The New Teacher Center (2011) outlined the criteria, which are essential to include in a CPDP for inducting novice teachers. The following is a summary of the criteria for Texas:

- Texas does not have standards for teacher induction.
- Currently, Texas *does not* require induction support for teachers.  
However, the policy states that schools *may* assign a mentor to a teacher with less than 2 years of experience in a grade or content area.
- Texas requires that mentors have three years of teaching experience and evidence that the mentor has increased student achievement.
- Texas requires that mentors participate in “research-based” professional development training (p. 1).
- Texas requires that the mentor teach in the same school, grade, and content.
- Comprehensive professional development programs must be research-based.

- The implementation of a comprehensive professional development plan for inducting novice teachers must include the following elements: beginning teacher development, purposeful professional development that includes analyzing data, classroom management, pedagogy, content, student achievement, and regular observations. Additionally, release time for mentors and training for administrators should be included.
- For mentor programs, the mentor must participate in an orientation, have weekly meetings with the mentee, document activities, attend trainings, and provide support to novice teachers in desegregating and analyzing data, classroom management, and lesson planning.

The purpose of a CPDP for inducting novice teachers is to improve the performance, retention, job satisfaction, and the resiliency of novice teachers. As such, it is the responsibility of the district and the schools to provide the environment and culture where novice teachers can learn how to teach, achieve success, and job satisfaction while improving student growth and achievement (Smith & Ingersoll, 2014). Duncan, Secretary of Education (2010) added: “Teacher attrition will continue to rise over the next decade” (para. 6). In an attempt to reduce attrition, schools need to implement a CPDP for inducting novice teachers to meet the needs of the teachers (Duncan, 2010). Researchers indicated the first 3 to 5 years are the most critical to develop teacher resilience, success, and retention (Lowrey, 2012; Shockley, Watlington, & Felsher 2013;

Smith & Ingersoll, 2014). Consequently, a CPDP for inducting novice teachers should be provided for 3 to 5 years to improve teacher retention in NTSD.

### **Comprehensive Professional Development Model**

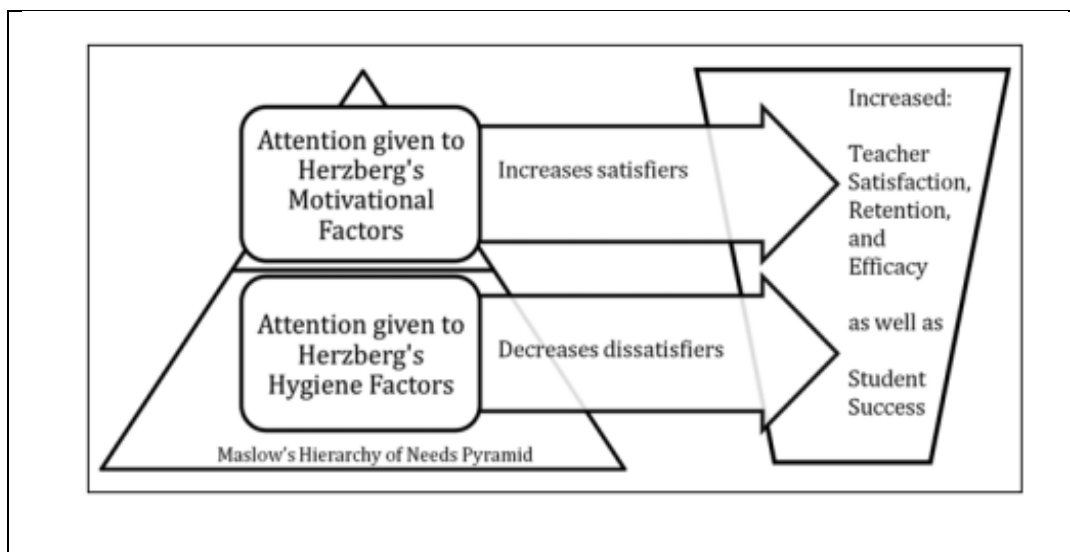
Shockley, Watlington, and Felsher (2011) conducted a meta-analysis of the empirical research on the efficiency of a CPDP for inducting novice teachers within the last 10 years that have shown an improvement in teacher retention resulting in increased student achievement. Unfortunately, much of the current research into a CPDP for inducting novice teachers focused more on program evaluation than the correlation between the program elements and teacher retention (Shockley, Watlington, & Felsher 2013). However, the findings of the meta-analysis provide data for district and school leaders to develop a CPDP for inducting novice teachers to improve novice teacher resilience, retention, and increase student achievement (Shockley, Watlington, & Felsher, 2011).

Additionally, Kang and Berliner (2012) explained that four induction elements influenced retention: instructive communication, purposeful professional development, a common planning period, and additional classroom support. The authors revealed as the study's limitations the inclusion of only a survey with only *yes* or *no* responses. Therefore, novice teachers did not have an opportunity to elaborate on their perspectives, benefits, and the limitations of the comprehensive induction program. Furthermore, as Smith and Ingersoll (2014) stated, research has shown that a CPDP for inducting novice teachers that include multiple support systems beyond mentoring improve teacher job satisfaction and increase retention. Furthermore, it was determined that at-risk learning

communities require CPDP for inducting novice teachers that focus on the positive constructs for motivating teachers while offering the maximum support resulting in increased job satisfaction (Smith & Ingersoll, 2014).

Shockley, Watlington, and Felsher (2013) proposed the weighted balance satisfier model (See Figure 2) that demonstrated that concentrating on novice teacher “job satisfiers” is key in an effective a CPDP for inducting novice teachers (p.16). Thus, reducing job dissatisfaction, which improves teacher retention and increases student success. Current research has not identified the required timeframe for novice teachers to participate in a CPDP. Yet, researchers have indicated that the first 3 to 5 years are the most critical for teacher success and retention (Kearney, 2014; Lowrey, 2012; Shockley, Watlington, & Felsher, 2013).

Figure 2. The Weighted Balance Satisfier Model



### **The Essential Elements of a Comprehensive Professional Development Plan**

*Note.* The Weighted Balance Teacher Satisfiers Model: A theoretical model for the design of teacher induction programs based on Herzberg’s two-factor theory of motivation. Reprinted from “The Efficacy of Teacher Induction: Surprising Results From a Qualitative Meta-Analysis” Shockley, Watlington, and Felsher, 2011, p. 21.

Experts in the field define a CPDP for inducting novice teachers as a structured program, which includes orientation, support, collaboration, professional development, and supervision for novice teachers (Ingersoll & Strong, 2011). Wong (2004) explained induction for novice teachers requires a systematic comprehensive professional development plan that “continues for 2-3 years” developing into a pattern of “lifelong professional development” and the improvement of the teacher’s content and pedagogical knowledge to increase student learning (p. 42).

CPDP for inducting novice teachers creates a culture of support among all stakeholders, which is critical to cultivating novice teacher resiliency, job satisfaction, and improving retention (Miller, 2010). Kang and Berliner (2012) concluded that the most successful CPDP are structured, focused on purposeful professional learning, and the development of a collaborative school culture. Kearney (2014) indicated there are elements of a CPDP for inducting novice teachers that have proven to be more beneficial than others are in developing novice teacher resiliency and improving retention.

The following elements identified from Kearney’s (2014) international research, exemplify best practice, and have been shown to increase novice teacher retention, improve resiliency, and encourage job satisfaction:

- Orientation
- Beginning Teacher Institute (professional development) that includes designing an effective learning community for learning, a responsive classroom model, social and emotional learning, planning, policies, procedures, and expectations for the first day, week, and month, positive classroom management, responsive

classroom environment, building relationships and partnerships with parents and students, lesson planning, curriculum, and assessment

- A 2-3 year program that focuses on teacher learning and appraisal (Optimal program length would be between 3-5 years)
- Mentor who teaches the same content and has a common planning time
- Collaboration with mentor, team, administrators, other novice teachers
- Classroom support and coaching with content specialists the first year for content, classroom management, lesson planning and implementation, and problem solving
- Structured observations, feedback, and reflection from mentors, content specialists, and administrators
- Participation in focused professional development designed to meet the needs of novice teachers in challenging learning communities
- Professional networking
- Common planning time for mentor meetings and planning with content specialists
- Reduced responsibilities outside of teaching
- Time for reflection
- Networking with colleagues on the campus and within the district

Kearney (2014) concluded that successful CPDP for inducting novice teachers have the ability to retain 84-94% of their novice teachers. Conversely, Smith and Ingersoll (2014) determined from their research that effective CPDP could increase teacher retention by 50%. Effective plans are defined in terms of the preparation,



support, and ongoing teacher appraisals and reflection that are critical in the successful induction of novice teachers (Kearney, 2014). DeAngelis, Wall, and Che (2013) concluded from their research that mentoring alone was not sufficient in improving novice teacher attrition. Consequently, a CPDP for inducting novice teachers was required.

Furthermore, data revealed that successful CPDP are differentiated based on the quality of the teacher's preservice training (DeAngelis, Wall, & Che, 2013). Scholars have explained when planning for novice teachers, administrators must provide teaching assignments that are appropriate (Feiman-Nemser, 2012; Gujarati, 2012; Kang & Berliner, 2012). The following considerations should ensure that novice teachers do not have the following challenges within the first 2 years:

- Classrooms that are lacking any of the necessary elements for the teacher and the students' needs for teaching and learning
- Large class sizes
- Students with severe behavior problems or extreme learning challenges
- Multiple class preparations
- Extracurricular activities outside of the teaching day

### **The Role of Purposeful Professional Development in Novice Teacher Induction**

Research-based PD has the potential to influence teaching and learning. However, it requires a substantial investment to prepare novice teachers with the knowledge, skills, and dispositions to influence instruction and improve student achievement (DeMonte, 2013; Desimone, 2011). DeMonte (2013) and Desimone (2011)

explained that there are only a few rigorous studies on PD. Yet, Demonte (2013) and Desimone (2011) have indicated that high-quality PD has five characteristics, which have been shown to influence teaching and learning:

- PD is aligned with the state and district standards and assessments. Furthermore, PD is focused on how students learn the content.
- PD focuses on modeling teaching strategies in core content instruction. Effective PD classes are scheduled throughout the school year, and should include at least 20 hours a semester.
- PD provides multiple opportunities for active learning (not lectures) of new teaching strategies. This includes observing veteran teachers and providing feedback, analyzing student work, or making presentations on new learning.
- PD provides opportunities for the participants to collaborate and form a cohort of learners. These groups should be content and grade level based so that the teachers can create a collaborative learning community.
- PD should include the follow-up and feedback cycle for all new learning.

Novice teachers rely on PD to increase their understanding of the necessary knowledge and skills that are required to improve their teaching practices and meet the needs of their students. Desimone (2011) explained that effective PD can be presented at the district level or could be job embedded. Furthermore, PD could include co-teaching, mentoring, reflecting on teaching and student learning, a book study, an online cohort, blog, or discussion group. Regardless of the PD format, the purpose of PD is to improve teacher effectiveness and to increase student learning.

Desimone (2011) described a conceptual framework for successful PD. Following this framework will enable teachers to determine whether the PD opportunities are beneficial. Presenters and teachers need to ask, are the participants learning? Have the participants changed their practices, and has student achievement increased because of the PD opportunities? The following are Desimone's (2011) criteria for successful PD:

- Teachers experience PD classes in a variety of acceptable formats
- The PD improves the teacher's knowledge, skills, and dispositions
- PD effects the teacher's attitudes, beliefs, or both
- Teachers apply the new knowledge, skills, attitudes, and beliefs to enhance their instruction, pedagogy, or both thereby improve student learning

DeMonte (2013) outlined components of CPDP for novice teachers that have proven to increase student achievement:

- PD for novice teachers is sustained and provides regularly scheduled activities
- PD for novice teachers is job embedded
- PD provides opportunities for novice teachers to collaborate about improving the art of teaching
- PD provides coaching opportunities for novice teachers
- PD for novice teachers uses technology to meet the individualized needs of the teachers

This project study will focus on a 3-day PD plan to introduce novice

teachers to the response classroom and social emotional learning (See Appendix A). In addition, Appendix B proposes a long-range plan, which outlines the need to invest in PD to empower, inspire commitment, increase resiliency, and improve the capacity of novice teachers.

### **Role of the Stakeholders**

To ensure a CPDP is successful and beneficial for the participants, school leaders require the capacity to be supportive and build relationships with novice teachers (Marinell & Coca, 2013). Experienced leadership is fundamental to novice teacher induction and retention (Langdon et al., 2012). Furthermore, it is critical to establish a culture of support, trust, and collaboration (Shockley, Watlington, & Felsher, 2010).

District and school leaders and administrators, colleagues, and the instructional specialists within the school community need to understand the vital role they play in the CPDP for induction novice teachers. The success or failure of novice teachers is the responsibility of all staff within the learning community (Langdon et al., 2012).

Waterman and He (2011) determined that by improving PD, increased support, and job satisfaction, novice teachers would elect to remain at their school or in the profession.

The proposed long-range plan for a CPDP for inducting novice teachers will define the roles and responsibilities of the central office administrators, community members, school administrators, mentors, novice teachers, and veteran teachers (See Appendix B).

### **Sustaining Comprehensive Professional Development**

District leaders and school administrators are directly responsible for ensuring novice teachers have the support, time, and resources they need to develop the skills, knowledge, and dispositions to find success and job satisfaction. The goal is to ensure that novice teachers do more than just survive. The objective is to ensure that novice teachers have an opportunity to become highly qualified teachers who are satisfied with their career, develop resiliency, and remain in the profession with the students who they serve (Scherer, 2012).

Gallant and Riley (2014) revealed one of the primary reasons novice teachers leave is an “absence of emotional support” from school administrators (p. 575). Subsequently, a lack of support resulted in an increase in job dissatisfaction, low self-esteem, a lack of confidence, and feelings of isolation (Gallant & Riley, 2014). Morrison (2013) added that early career experiences are critical to the development and well-being of novice teachers. Therefore, district and campus leaders, and colleagues have a shared responsibility for ensuring that novice teachers have a positive and supportive school culture where they can learn how to teach. Langdon et al. (2012) concluded that school principals must assume a pivotal role in promoting professional growth through a CPDP for inducting novice teachers. Consequently, success depends on the school leadership and the development of a collaborative and supportive school culture (Ingersoll & Strong, 2011). Finally, Richter et al.’s (2011) longitudinal study found that novice teachers who participated in collaborative discussions and reflection of their teaching practices with administrators and colleagues found that these opportunities were beneficial to the

development of novice teacher's motivation, instructional capacity, professional growth, and job satisfaction.

Birkeland and Feiman-Nemser (2012) outlined a list of the elements that are necessary to increase novice teacher retention and to the sustainability of a CPDP for inducting novice teachers:

- A dedicated, knowledgeable, and supportive school leadership team
- Early hiring for the school year
- Summer PD classes and orientation
- Early access to the curriculum and teaching resources
- Opportunities to collaborate with colleagues
- Opportunities for support and PD from administrators, instructional specialists, mentors, and colleagues

Lieberman (2012) explained that the first 2-3 years are critical for the PD of novice teachers. Consequently, the novice teachers who have been the most successful are provided with the support and guidance to reduce isolation and promote collaborative relationships with colleagues.

Ingersoll (2012) concluded through his research of 15 empirical studies that there is a variety of CPDP for inducting novice teachers, and their success varies by state, district, and school. However, the more CPDP for inducting novice teachers had a better effect on teacher commitment, retention, job satisfaction, and improved instruction. Consequently, the teachers who participated in a CPDP keep students on task, designed, and implemented engaging lessons, asked higher-level questions, and increased student

achievement. Additionally, the novice teachers could differentiate to meet the needs of a diverse student population and displayed strong classroom management skills, which focused on the whole child.

In order for structural changes to be successful, they must be systemic and supported by a professional culture that values shared understandings of an effective and beneficial CPDP (Birkeland & Feiman-Nemser, 2012). The long-range CPDP for inducting novice teachers will outline the necessary elements to sustain a CPDP and the roles and responsibilities of the participants (See Appendix B).

### **Implementation**

The project, a CPDP for inducting novice teachers will include three days of PD in developing the responsive classroom and social and emotional learning to create a classroom culture and community to meet the needs of at-risk learners (See Appendix A). Interviews with the novice teachers and a review of the literature provided the foundation, criteria, and the steps for designing the 3-day PD sessions and a long-range CPDP (See Appendix B).

### **Potential Resources and Existing Support**

The potential resources for the development and implementation of a CPDP begin with the existing supports and human resources that are currently available within the district. The district has a knowledgeable and progressive school board and superintendent who understand the correlation between a successful CPDP and its influence on teacher quality, retention, and student achievement. In addition, the district has skilled and experienced professionals as well as highly qualified administrators,

teachers, and support staff at the campus level who are available to support and sustain a CPDP to attract teachers to the district, build capacity, increase resiliency, and improve retention.

### **Potential Barriers**

The potential barriers for the project are the commitment of time, training, fidelity, and the financial and human resources that will be required to maintain and sustain a CPDP for inducting novice teachers. Birkeland and Feiman-Nemser (2012) revealed that two of the elements of an effective CPDP for inducting novice teachers are the early hiring and training of new teachers. This requires that principals offer new teachers positions as early as possible, offer orientation and PD in the summer, provide support, curriculum materials, and lesson planning expectations so that new teachers can begin preparing for the following school year. This would require that new teachers be on the payroll in June instead of August if the district plans to provide that level of support and if new teachers are prepared to make the commitment to teaching. Furthermore, veteran teachers would need an extended contract to facilitate in the professional development of the CPDP for inducting novice teachers during the summer.

Additionally, all stakeholders (administrators, instructional specialists, and colleagues) must be prepared to demonstrate a commitment of time to the improvement of the school culture, stability of the school community, and the growth of novice teachers. Richter et al. (2013) conducted a study on the effects of mentoring, one of the components of a CPDP for inducting novice teachers. The authors concluded that many mentors do not have enough time to mentor novice teachers effectively because they have



their own classroom. Additionally, the authors explained that mentors require preparation and ongoing training to meet the educational and emotional needs of their mentee. Research has demonstrated that without the proper training and supervision, mentoring programs can even have a negative effect on novice teacher retention (Richter et al., 2013). Few studies have collected data to determine the effectiveness of mentor training and the aptitude of the mentor (Waterman & Ye, 2011). Yet, mentoring programs that fail to adequately train mentors and provide release time for mentors and mentees to collaborate, also fail to meet the needs of novice teachers (Richter et al., 2013).

The ideal environment for novice teachers is a collaborative school culture that provides many supportive, experienced, and positive role models who are available as mentors in different capacities during the first several years. Without this collaborative environment, novice teachers rarely develop the skills, disposition, confidence, and the resiliency that they require to be successful in an at-risk learning community. Therefore, all novice and veteran teachers need to be open to personal and professional growth and life-long learning through purposeful professional development (Birkeland & Feiman-Nemser, 2012; Ingersoll, 2012; Kearney, 2014).

### **Proposal for Implementation and Timetable**

The development of a CPDP for inducting novice teachers will require a collaborative effort of the part of central administration, campus administrators, content specialists, and teachers. Consequently, the planning phase would begin in the summer and require the majority of a school year to plan and prepare. As such, the proposed

long-range CPDP (See Appendix B) would involve several stages with implementation beginning in the summer and continuing during the school year. Once the CPDP is developed, novice teacher orientation, a Beginning Teacher Institute, and PD would begin in the summer, and would continue throughout the year at the district and campus level for existing and newly hired teachers. Researchers indicated that CPDP for inducting novice teachers require 3-5 years to meet the needs of novice teachers (Birkeland & Feiman-Nemser, 2012; Ingersoll, 2012; Kearney, 2014). The proposed long-range plan (See Appendix B) outlines suggestions for PD over a 3-5 year period. However, this project will include the most critical elements that novice teachers described in their interviews.

The participants explained that they would like a district wide plan to meet the social and emotional needs of at-risk learners. The participants added that they needed strategies and tools to create a classroom community that were conducive to teaching and learning. Consequently, for the purpose of this project study, I have designed PD to address these concerns. A detailed outline and the PowerPoint Presentation of the 3-day PD classes on the responsive classroom, the morning meeting, and social and emotional learning are included (See Appendix A).

### **Roles and Responsibilities**

To ensure that a CPDP for inducting novice teachers meets the needs of the teachers that it serves, it will require the support and participation of the school board, superintendent, and the central office. Furthermore, school administrators, teachers and staff, novice teachers, Parent Teacher Organizations, parents, and the community must

take an active role. The best scenario would be that there are many colleagues (administrators, leadership team, school mentor, and district mentor) within the learning community who are prepared and willing to assume the responsibility of nurturing and the guidance of novice teachers. It will take a dedicated professional learning community willing to provide novice teachers with a supportive and positive environment where these teachers can refine their instructional skills and professional dispositions to meet the needs of their students who they serve. A detailed outline of the roles and responsibilities are included within the CPDP (See Appendix B).

### **Project Evaluation**

#### **Comprehensive Professional Development Plan for Inducting Novice Teachers**

I will use an evaluation to determine the effectiveness and the value of the 3-day PD classes. This evaluation will follow Guskey's (2002) levels of evaluation for professional development (See Table 2). The elements and a description that ensure a successful project evaluation are:

- The participants' satisfaction
- The participants' learning
- Organizational support and change
- The participants' use of the knowledge and skills
- The impact on students' learning outcomes

Table 2

*Levels of Evaluation for Professional Development*

<b>Levels of Evaluation</b>		
<b>Evaluation Level</b>	<b>Questions to address</b>	<b>Indicators</b>
<b>1. Participant Satisfaction</b>	<ul style="list-style-type: none"> <li>• Were participants satisfied with the <b>quality</b> of the topic, presenter, facility, and food?</li> <li>• Were the information and materials <b>useful</b>?</li> <li>• Were the information and materials <b>relevant</b>?</li> </ul>	Participants indicate initial satisfaction of the quality, usefulness, and relevance of professional development
<b>2. Participant Learning</b>	<ul style="list-style-type: none"> <li>• Did participants learn what they were intended to learn?</li> </ul>	Acquired knowledge and skills of participants
<b>3. Organizational Support and Change</b>	<ul style="list-style-type: none"> <li>• Was implementation advocated, facilitated and supported?</li> <li>• Was support public and overt?</li> <li>• Were problems addressed quickly and efficiently?</li> <li>• Were sufficient resources available?</li> <li>• Was success recognized and shared?</li> <li>• Was the organization impacted?</li> </ul>	Organizational advocacy, support, accommodation, facilitation, and recognition
<b>4. Participant Implementation</b>	<ul style="list-style-type: none"> <li>• Did participants effectively implement new knowledge and skills?</li> </ul>	Degree and quality of implementation
<b>5. Student Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• What was the impact on student cognitive outcomes (performance or achievement)?</li> <li>• What was the impact on student affective outcomes (physical or emotional well-being)?</li> <li>• What was the impact on student psychomotor outcomes (skills and behaviours)?</li> <li>• Is student attendance improving?</li> <li>• Are graduation rates increasing, dropouts decreasing?</li> <li>• Are student post school outcomes improving?</li> </ul>	Increased student learning outcomes

*Note.* Reprinted from: Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press

Guskey (2002) explained that the participants' satisfaction rely on their thoughts about the PD classes. Consequently, the participants will be provided with questionnaires immediately following each session. Alternatively, questionnaires can be administered

electronically. Scale-rated items and open response items will be included on the questionnaires. These questions provide an opportunity for the participants to share their thoughts on the program, if they found it beneficial, and if the format and atmosphere were conducive to learning. Desegregation of the data will allow the facilitators to make modifications for future PD sessions that are outlined on the long-range plan.

The next level is the participants' learning. This measures whether or not the participants acquired the necessary information from the PD classes. It is critical that professional learning provides opportunities for the novice teachers to acquire new knowledge that they can take back into the classroom to improve teaching, student learning, and student achievement (Kearney, 2014). Guskey (2002) explained that this information could be gathered through demonstrations, portfolios, and reflections. Additionally, facilitators and participants can exchange ideas and reflections through a blog or other on line format to determine the knowledge acquired by the participants during the training. This format is also good for follow-up, which is critical for the success of PD (Archibald et al., 2011; Demonte, 2013; Guskey & Yoon, 2009).

The third level is organization support and change. This area determines if the school supports the new learning that the novice teachers acquired during the PD sessions. Often novice teachers walk away with tips and tools that they want to use in the classroom. However, when they return to their schools they find that they do not have the support or the follow-up that is needed to implement their learning (Demonte, 2013; Guskey, 2002). Consequently, the CPDP for inducting novice teachers must be aligned

to the vision and mission of the district and the schools. Guskey (2002) explained that gathering and analyzing information at this level is more difficult. It may require “providing questionnaires, interviewing participants and school administrators, follow-up sessions, or examining school records” (p. 47). The information gathered at this level will help to improve organizational support and promote change within the organization as needed to meet the induction needs of the novice teachers.

The participants’ use of the knowledge and skills is the next level. The participant is measuring the application of the newly acquired knowledge and skills. Furthermore, did the new learning make a difference for the students who they serve? This information must be gathered after the participants have had the time to implement the new learning into the classroom. Furthermore, there must be time to determine if the new learning was beneficial for the students. Consequently, follow-up is critical at this stage to determine the effectiveness and value of the CPDP (Demonte, 2013; Guskey, 2002). To measure the participants’ depth of knowledge of the material, facilitators can use questionnaires, structured interviews, reflections, and observations (Guskey, 2002). A blog or another online format can also be used to measure the participants’ knowledge at this stage.

The final level is students’ learning outcomes. Ultimately, a CPDP for inducting novice teachers should affect the students’ learning. Guskey (2002) explained that the participants must determine if the CPDP affected student achievement. This can be measured by examining student performance, the physical or emotional health of the

students, or the students' confidence and motivation with the content. The participants must determine the positive effects of the CPDP in terms of student achievement.

Shockley, Watlington, and Felsher (2011) concluded that a program evaluation is critical to assessing the overall effectiveness of the CPDP for inducting novice teachers. Additionally, Brachman-Snyder (2005) revealed that most CPDP do not put much effort into program evaluations or measuring the outcomes of the participants. Consequently, an evaluation of the CPDP will determine if the plan meets the needs of the novice teachers, increasing teacher resilience, job satisfaction, retention, and student performance. Therefore, qualitative measures focusing on teachers' on-going experiences of the components of the CPDP are necessary to the improvement and success. Additionally, quantitative data to review teacher retention rates and student achievement would be another factor in determine the value of the CPDP. Once the data are gathered and disaggregated, the information will determine the necessary modifications to improve the CPDP to meet the induction needs of the novice teachers.

For this project study, I have included in the PowerPoint presentation opportunities for novice teachers to share and collaborate with their colleagues throughout the 3-day session. Furthermore, the teachers will have time embedded in the sessions to work collaboratively to design lessons and morning meetings to meet the needs of their students. Additionally, the teachers will have a chance to reflect on their learning individually, as a table, or as a group. Moreover, the teachers will evaluate the PD daily and at the end of the 3-day sessions (See Appendix A). All of these

opportunities will provide data for the presenter to determine if the sessions met the needs of the participants. Finally, follow-up PD sessions will enable the presenter to determine the additional information that is required of the novice teachers and their students to

### **Implications Including Social Change**

#### **Local Community**

This project focuses on the local problem of novice teacher resiliency and retention in at-risk learning communities and the need for a CPDP for inducting novice teachers. The PD plan for designing and implementing a CPDP addresses the need to recruit highly qualified teachers to the district, build capacity, increase resiliency and teacher job satisfaction, and improve retention. The goal is to provide a plan that will nurture and foster a school culture that retains highly qualified teachers who can respond to the diverse community of learners.

#### **Far-Reaching**

Novice teacher resiliency and retention is a concern that effects school districts worldwide. Researchers indicated the more comprehensive the professional development plan with additional opportunities for support; the greater the retention rate, increased resiliency, teacher's job satisfaction, and improvement in teaching and learning (Ingersoll, 2012). There are many districts across the country that have successfully implemented CPDP for inducting novice teachers (Lieberman, 2012). The goal is to attract highly qualified teachers, improve professional practices, build a collaborative professional learning community, and increase student achievement.



## **Social Change**

The intent of a CPDP for inducting novice teachers is to communicate the study's findings and to encourage a change in district policies and practices for novice teachers. Through their lived experiences as novice teachers, the participants described the factors that sustained, empowered, inspired commitment, and the capacity to succeed. Social change will occur through the development of a CPDP to meet the induction needs of novice teachers. School districts, leaders, and colleagues have a responsibility to ensure that novice teachers have a collaborative learning community that provides support, builds capacity, and promotes retention of highly qualified educators. Districts across the nation and world are experiencing a retention crisis. CPDP for inducting novice teachers have the capacity to improve learning communities for teachers and their students.

## **Conclusion**

In Section 3, I outlined the project, including a literature review that provided the framework for the project. Included within are an implementation plan, potential resources, barriers, implementation, and roles and responsibilities. In the last section, I will address reflections and conclusions.

## Section 4: Reflections and Conclusions

### **Introduction**

The purpose of this study was to identify the factors that enable novice teachers to demonstrate the resilience to succeed as professional educators. An exploratory phenomenological study design permitted me to describe the lived experiences of eight novice teachers in NTSD. Individual semistructured interviews with the participants selected from the 25 at-risk elementary schools followed by data analysis revealed a gap in the local practice of novice teacher induction. Consequently, the project study proposed a CPDP for inducting novice teachers. Three-day PD sessions will be presented in Appendix A followed by a long-range CPDP in Appendix B.

In this section, I address the strengths and limitations of the project study and alternative recommendations to address the problem of novice teacher resiliency and retention. Next, I provide a comprehensive analysis of what I learned from conducting this study with respect to scholarship; project development; leadership and change; and myself as a scholar, practitioner, and project developer. Included are summative reflections on the importance of my work, what I learned from this experience, and implications for social change. Additionally, there is a discussion of the implications, applications, and directions for future research. In conclusion, a summary includes the key points of the work with my final thoughts.

### **Project Strengths and Limitations**

## **Project Strengths**

Based on the participants' lived experiences as novice teachers in NTSD, I recommended a CPDP for inducting novice teachers to address a gap in novice teacher induction. A CPDP for inducting novice teachers was proposed to meet the unique needs of novice teachers, which would include a cohort of learners and experts to build capacity and resiliency over a 3 to 5 year period. This plan includes specific PD opportunities for a 3-day class on the responsive classroom and social emotional learning to meet the needs of the novice teachers and the students who they serve (See Appendix A). Furthermore, a long-range plan (See Appendix B) includes resources combined with increased support systems to build capacity, increase resiliency, and improve retention in novice teachers (Breux, 2011; Liberman, 2012). Novice teachers must have intense supervision and support to avoid learning by their mistakes, thereby decreasing student learning opportunities (Ingersoll & Strong, 2011; Kearney, 2012). Cohen (2010) revealed that district and school leaders cannot assume that novice teachers can successfully navigate the classroom and learn to teach effectively without support. The long-term proposal for a CPDP for inducting novice teachers includes an organized program, which included an orientation, Beginning Teacher Institute and purposeful professional development. Furthermore, the proposal includes mentoring, a collaborative school culture, instructional rounds, and networking opportunities (See Appendix B).

Kearney (2014) explained that providing an organized support system for novice teachers with a focus on training, support, and retention is critical to novice teacher success and student achievement. Furthermore, teachers stay where they find job

satisfaction, support, and recognize they are valued and honored for the contributions that they make in their learning community (Birkeland & Feiman-Nemser, 2012; Ingersoll & Strong, 2011; Kearney, 2014; Richter et al., 2013; Waterman & Ye, 2011).

The participants shared that there have been a variety of programs available to support and build capacity in novice teachers. The district's goal has always been to maintain a highly qualified teaching staff to ensure that students have the best educational opportunities. However, as some of the participants from this study disclosed the initiatives look good on paper, but the follow through is often minimal, and is not consistent throughout the district. The gap in building capacity and resiliency within novice teachers was the absence of a CPDP for inducting novice teachers.

The novice teachers who participated in this study developed the resiliency to remain and teach. The participants revealed that they pursued intensive support and additional resources from administrators, instructional specialists, and colleagues. Yet, not every novice teacher is fortunate to teach in a collaborative learning environment that understands the power of building capacity and resiliency within novice teachers. Consequently, the proposed long range CPDP for inducting novice teachers will provide consistency and structure across the district to meet the individualized needs of the teachers (Birkeland & Feiman-Nemser, 2012; Kearney, 2014).

An additional strength of this CPDP for inducting novice teachers is proposing that the stakeholders take ownership of the vision, goals, and objectives of a comprehensive induction program. Creating, implementing, and sustaining a successful

CPDP requires a commitment from all stakeholders. This commitment ensures that the learning community is meeting the needs of the novice teachers. Furthermore, this commitment ensures that the students have a stable learning community to achieve academic success (Kearney, 2014). Ingersoll and Strong (2011) revealed that comprehensive induction has a positive effect on novice teacher resiliency, job satisfaction, and retention. Additionally, the teachers who participated in CPDP had a greater influence on student achievement. These are teachers who have made a commitment to the vision of their school, their colleagues, and the students who they serve. The proposed CPDP for inducting novice teachers provides the necessary induction components derived from previous research (Birkeland & Feiman-Nemser, 2012; Ingersoll & Strong, 2011; Kearney, 2014; Richter et al., 2013; Waterman & Ye, 2011). Therefore, all stakeholders must work together within a structured and organized CPDP to ensure job satisfaction, build capacity, and resiliency in novice teachers.

### **Project Limitations**

One limitation of this project study is that the CPDP was designed based on the data collected from eight teachers in at-risk learning communities who had a strong support system with instructional specialists. Teachers in other learning communities generally do not have this level of instructional support. Recommendations for future researchers would include a larger sample of participants who may or may not have access to instructional support at their school to generalize the results.

Secondly, because all of the teachers interviewed indicated that their mentoring experience had not been successful, this was a concern. A program evaluation of the

mentor program would determine its effectiveness. However, none of the teachers that I interviewed waited passively they sought out support. Any novice teacher within the district could do this. There are highly qualified administrators, teacher leaders, instructional specialists, curriculum experts, and content department heads who are always willing to provide support. Yet, novice teachers have to know whom to contact and they have to feel comfortable asking for help. Many novice teachers do not know where to find assistance or are uncomfortable asking for help and guidance as it indicates a weakness (Ingersoll, 2014; Kearney, 2014).

Another limitation to this CPDP was that it was designed to meet the needs of novice teachers who teach in at-risk schools in NTSD. Consequently, the CPDP meets the induction needs of eight teachers from one urban district in North Texas. Therefore, a larger qualitative study could determine if similar findings are prevalent and would meet the induction needs of novice teachers in other districts.

A final limitation is the development of a CPDP will require a great deal of time, human resources, and a generous budget to meet the individualized induction needs of the novice teachers across the district for 2 to 5 years.

### **Recommendations for Alternative Approaches**

A recommendation based on the findings for an alternative project approach would be a modest PD program designed to meet the induction needs of novice teachers. The participants revealed that they needed purposeful PD opportunities to support teachers who teach in at-risk learning communities. It was mentioned that PD seminars should be available to assist teachers develop skills and build capacity in classroom

management and behavioral strategies. Furthermore, the participants requested seminars to meet the academic, social, and emotional needs of students in diverse learning communities to increase student achievement. Additionally, novice teachers mentioned they need seminars in managing stress, fatigue, and building collaborative relationships with administrators, colleagues, students, and parents.

However, this level of PD would still require a commitment from a collaborative district and school culture to meet the individualized needs of novice teachers (Bishop, 2011). Therefore, if the district could not make the commitment with financial and human resources to increase the PD seminars for teachers, the district could purchase an online CPDP to meet the induction needs of teachers in various stages of their careers. Some of these programs are offered on line for no cost, while others charge a yearly fee per school or for a district license. These individualized programs may meet the induction needs of the participants, and could prove to be more cost effective for the district. Regardless of the program that the district selects, it is critical to implement follow-up procedures and opportunities to collaborate with colleagues to ensure that the teachers can apply the new learning and that it improves student achievement.

Ingersoll and Strong (2011) added that novice teacher induction promotes retention and the reduction of teacher turnover by 50%. Consequently, the investment in human and financial resources will be worth the improved retention rate and the increase of student achievement as novice teachers become more experienced in instructional practice, classroom management, and the navigation of the school culture and climate.

### **Scholarship, Project Development, Leadership, and Change**

## **Scholarship**

When I attended my doctoral residency, I did not have a topic for my dissertation. However, I learned that my study should revolve around a passion and desire to bring about social change within my local educational community. I am a passionate and dedicated teacher leader. I believe in collaboration and creating a strong professional learning community where teachers can work together to maintain a level of excellence for the school, colleagues, students, district, and community. I strive to share my passion with others in order to give meaning to the monumental task that lies before us. It is not enough for me to communicate the vision of the campus with my colleagues; everyone involved must have confidence in the road we are travelling. As a result, all stakeholders must have a voice in articulating the vision, goals, and the direction of the school and the district.

Therefore, I felt that this project study was my calling. I have observed too many novice teachers who had the ability to be successful, knowledgeable, and compassionate teachers walk away because they lost the enthusiasm, passion, empathy, and confidence they had when they started the school year. Consequently, it was necessary that I seek out novice teachers who have found the resilience to succeed in at-risk elementary schools across the district and honor their voices as I shared their lived experiences. Obviously, even the most successful and resilient teachers have days when they want to walk away. However, these teachers have a strong support system who they can rely on in those difficult moments. Building a community of life-long learners who want to



collaborate, grow, and develop in their profession is vital to the success and the stability of the learning community.

As a doctoral student and instructional specialist, I felt it was my responsibility to share my passion for teaching and learning with my colleagues. When my teachers had a question about best practice or we had a concern for a student's educational or emotional needs I immediately went to the research to provide resources. Educational decisions grounded in research integrate theory and practice. As a result, the scholar must be able to take research and incorporate theory into practical uses that positively influences teachers, student achievement, and the campus culture.

As a doctoral learner, I had a responsibility to my professional community to encourage discussions and promote change based on current research and best practice. As a teacher leader, I reflected on my practices daily, and tried to model the skills and dispositions necessary for novice teacher success. The goal was to cultivate a community of learners who worked together to meet the needs of the students within our diverse learning community and build capacity within my teachers to increase student achievement. Furthermore, as I read more research, I realized that I needed to advocate for novice teachers to ensure that as a school community we were finding ways to meet their individualized needs.

### **Project Development**

The goal of my project was to develop a CPDP to meet the induction needs of novice teachers and to increase student achievement. Throughout this study, I have cited a plethora of scholars who have indicated that this is an ideal solution to creating a

collaborative school culture, decreasing teacher attrition, and increasing student achievement.

This project began with a local problem, continued with extensive research of the literature, and the collection and evaluation of qualitative data. The findings formed the premise for the proposed solution and the literature provided the foundation for the recommended CPDP for inducting novice teachers.

In addition to the literature and the data collected during my study, it was critical to talk with administrators and colleagues to glean insight into the perspectives of others. As I shared my research informally in conversations, my colleagues shared with me their passion and ideas to improve teaching and learning for all stakeholders. This is one of the advantages of integrating professional and scholarly knowledge. As a doctoral student and a teacher, I have the advantage of being a practicing professional in the field that I am researching. Consequently, I had an opportunity to put scholarly knowledge into practice. Throughout this journey, I have been able to take the new knowledge, apply, and practice it within my professional learning community. As a result, I have had an opportunity to make a difference with the novice teachers on my campus and in the district.

Upon approval and implementation of the CPDP by the district, a project evaluation can occur. All teachers, administrators, and central administrators will evaluate the CPDP annually for effectiveness. The process will comprise a needs assessment, online questionnaires and surveys, individual and focus meetings, analyses of student achievement data, and year-end evaluations. Additionally, an analysis of

retention data may determine if the CPDP increased novice teacher retention.

The members of the CPDP for inducting novice teachers will collect data, analyze responses, and evaluate the information to ensure that the program is meeting the needs of those that it serves.

### **Leadership and Change**

Effective leaders strive to create a collaborative learning community where all stakeholders are determined to create an environment where leaders, teachers, students, parents, and the community work together toward student success. Within this professional learning community, all stakeholders should have a voice in articulating the vision, goals, and the direction of the school. Consequently, all teachers and instructional leaders must be clear in the vision for the campus and the district.

I am currently reading *Quiet Leadership: Six Steps to Transforming Performance at Work*, by David Rock. Rock (2006) based his leadership theories on brain research. He looks at change in leadership and the effects this has on organizational stability and student achievement. Rock (2006) proposed leaders should encourage teachers to think for themselves. Instead of leaders always having the answers to every problem, they need to provide support, become better listeners, and ask questions, which lead their teachers to self-discovery, reflection, autonomy, and greater power and stability within the organization. Rock (2006) revealed when faced with change, the brain tries to maintain stability. As such, the brain sends out a warning bell. Consequently, people experience these normal emotions in the face of change. However, leaders need to replace fear and uncertainty with supportive scaffolds, positive attitudes, and the

confidence that everyone in the organization has ownership and a responsibility to the vision, colleagues, and students. The goal is to improve teacher performance and student achievement, which requires a change in thinking and actions (Rock, 2006).

### **Analysis of Self as Scholar**

I have always considered myself a life-long learner. Taking this doctoral journey proves that position. In addition, throughout my educational career, I have taken it upon myself to assist and encourage my colleagues to become the best educator they can for their students and the professional learning community. When a question arises about how to meet the needs of a colleague or a student, I always rely on the literature, research, and best practice as the basis for my response and recommendations. My colleagues have always appreciated my insight, as have my parents, and students. Many of my colleagues have started sharing research with me as well to inform their professional decisions. Furthermore, my colleagues have encouraged me as I pursued my doctoral degree, and I have inspired others to take on the same challenge.

### **Analysis of Self as Practitioner**

I have always considered myself a teacher. I began tutoring my friends as a young student, volunteered to work with students with disabilities, and tutored college football players when I was in college. My parents were both teachers, my father a university professor, my mother a teacher, and an elementary school principal. Teaching was the only career choice when I became an adult. I was fortunate that my daughter Stephanie also became a teacher. She too shared my passion for teaching, learning, and

ensuring that students reach their greatest potential regardless of their personal challenges.

I have learned that administrators and teachers must be life-long learners who immerse themselves in proven educational research and professional learning opportunities to meet the needs of the teachers and their students. Educators must realize there is no one educational philosophy or theory that will work in every classroom. Just like there is not a one-size fits all curriculum or behavior plan that works for all students. Educators must put their personal perceptions and bias aside and focus on the students' needs to ensure all students achieve academic success. As such, administrators must nurture and build capacity within novice teachers.

I began this journey because I wanted to make a difference for teachers and students within the public school educational system. Despite current efforts, public school is not perfect and there are issues I would like to see addressed and changes I would like to see implemented. I have seen many programs and educational philosophies over the years, but what has not changed is the need for highly qualified teachers who can make a difference in the lives of the students who they teach. Consequently, I am passionate about providing comprehensive support for novice teachers to build capacity, resilience, retention, and ultimately influence student achievement. Along this journey, I have had to remind myself to stay focused and maintain my passion for teachers and students. If I am to be a voice for change, I had to have the education, knowledge, and practical experiences so that others will listen.

### **Analysis of Self as Project Developer**

As I approached the project, I wanted to honor the novice teachers who shared their lived experiences in at-risk learning communities. Each of the participants was open, honest, and transparent about who has helped them build capacity, resilience, and attain job satisfaction and success within their learning community. Some of the participants have returned to school to further their education so that they too can make a greater contribution to their schools, colleagues, and students. Others have accepted leadership roles and responsibilities to be a voice for change at the grassroots level. Regardless of their level of experience, each one of the teachers shared their passion and enthusiasm for making a difference within their learning communities and ensuring that their students have the best educational opportunities.

I enjoyed developing a CPDP for inducting novice teachers because this is how our district prioritizes objectives and actions related to initiatives within the district. This CPDP for inducting novice teachers focuses on the literature, research, and the needs of the community it serves. Consequently, it provides all stakeholders with an opportunity to guide current and future work to improve retention and build capacity and resiliency within novice teachers to improve student achievement.

### **Reflection on the Importance of the Work**

The long-range CPDP is only a proposal for the development of this program to meet the needs of novice teachers in NTSD. The development of a CPDP for inducting novice teachers provides an opportunity for all stakeholders to participate in the process of developing the CPDP through a professional development plan. My goal was to provide the components and suggestions for implementation based on a review of the

literature and the data collected in my study. Ultimately, it is the responsibility of the stakeholders to finalize a plan and decide how to implement the necessary components. Furthermore, I included many different activities listed under each component of a CPDP for inducting novice teachers. Novice teachers should select the activities with the assistance of their principal, instructional specialists, and mentor to meet the individualized needs of the teacher. The 3-day PD classes will meet the needs of novice teachers who expressed their desire to create a classroom community that is conducive to teaching and learning.

### **The Project's Potential Impact on Social Change**

This project has the potential to affect social change through improving teaching, learning, and building capacity, resiliency, improving job satisfaction and retention within novice teachers. Students deserve highly qualified teachers who can ensure they reach their greatest potential. Previous researchers indicated that CPDP for inducting novice teachers has the capacity to increase teacher effectiveness, retention, and encourage teacher leadership. Too many students experience a revolving door of teachers who are ineffective and unqualified. If this occurs concurrently, the students suffer too many instructional deficits and gaps in skills. Consequently, increased retention increases student achievement and improves the stability and morale of learning communities. Developing a collaborative culture where all stakeholders assume the responsibility of nurturing and building capacity within novice teachers improves the success of teachers and students.

### **Implications, Applications, and Directions for Future Research**

In this study, I described the lived experiences of eight novice teachers who have developed the resilience to teach in at-risk elementary schools in NTSD. It provided an opportunity for the participants to share their rich-thick descriptions of how they are inspired and supported to continue teaching in schools that test the limits of their stamina and perseverance every day. These teachers inspired me to continue my work so I could honor their voices. Furthermore, proposing a plan for a CPDP for inducting novice teachers ensures that more teachers can reach their greatest potential and in turn inspire students.

A potential direction for future research would be to examine the role of the principal and the leadership styles that promote novice teacher capacity, resiliency, and increase retention. Administrators set the vision for the school. Consequently, it would be important to examine the level of support provided to novice principals in terms of supporting, nurturing, and modeling best practices. Furthermore, it would be interesting to investigate the level of training principals receive to understand their role in the support and induction of novice teachers.

### **Conclusion**

Novice teachers come to the profession with a variety of strengths, weaknesses, and shortfalls in skills, just like the students that they serve. Nevertheless, the expectation is novice teachers will begin the first day of school with the knowledge, expertise, and assurance of a veteran teacher. Without adequate support and training, many will fail not only themselves, but also the students in their classrooms.



Scholars have demonstrated that CPDP for inducting novice teachers provided an opportunity for districts, schools, and colleagues to build capacity, increase resiliency and job satisfaction, and improve student achievement. The data revealed that novice teachers want a CPDP that is structured, consistent across the district, and differentiated PD to meet the needs of the teachers and their students. The initial cost in human and financial resources may be high. However, the high cost of teacher turnover in terms of student achievement is not measureable in monetary terms.

In Section 4, I presented the strengths and the weaknesses of my project and recommendations for an alternative project. I reflected on my doctoral journey and my experiences as a leader, scholar, practitioner, project developer, and social change agent. I closed by sharing my final thoughts on implications, applications, and directions for future research.

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## Appendix A: The Project

### **Comprehensive Professional Development Plan for Inducting Novice Teachers**

The results of the data gathered from semistructured interviews with eight novice teachers formed the foundation for this project. The teachers who have taught for 2 to 5 years in at-risk elementary schools described their experiences of fear, frustration, isolation, hope, support, success, job satisfaction, and resiliency. Nevertheless, all the teachers expressed that they wanted a structured comprehensive professional development plan (CPDP) for inducting novice teachers for the district, school, and teachers designed to meet the needs of novice teachers. Specifically, all of the teachers discussed the need for PD to create a responsive classroom environment to meet the social and emotional learning (SEL) needs of at-risk students. Furthermore, the teachers asked for tools to strengthen teaching and learning in the classroom to increase student achievement.

I am recommending a 3-day seminar on the responsive classroom, an introduction to SEL, and the morning meeting as a part of the Beginning Teacher Institute (BTI) to attract teachers to the district, build capacity, increase resiliency, job satisfaction, and improve retention. Furthermore, I am proposing that The Northeast Foundation for Children, the developer of the responsive classroom present the seminars for the Beginning Teacher Institute (BTI). The responsive classroom is research-based and has provided PD to more than 10,000 teachers in over 30 years. If the district accepts this proposal, an experienced classroom teacher who has completed a certification program that includes learning to implement the responsive classroom and learning to teach

responsive classroom principles and practices to adults will present the seminars. Furthermore, The Northeast Foundation for Children provides follow-up activities in a variety of formats to ensure that teachers are implementing the responsive classroom effectively. Eventually, training could be provided to NTSD teachers, who could continue the SEL seminars with additional teachers in NTSD. However, for this project, I am including a 3-day plan for the BTI as an introduction to the responsive classroom and SEL. Consequently, I could provide the training for this 3-day seminar.

Additionally, I am proposing a comprehensive long range CPDP (See Appendix B) for inducting novice teachers, which will include additional components of a CPDP that will build capacity, resilience, and job satisfaction. The objective is to improve instructional practices to meet the needs of the teachers and to provide a stable and responsive educational learning community for students to achieve academic success. This requires a comprehensive long-range plan.

From the participants' interviews, I concluded that novice teachers in at-risk learning communities frequently do not know how to create a responsive classroom environment that is conducive to teaching, student engagement, and learning. Consequently, they often find themselves in survival mode preparing for instruction one day at a time. Furthermore, they seldom have the depth of understanding required to comprehend state standards or student expectations. As such, novice teachers have trouble understanding the vertical alignment within the curriculum and are often teaching at the students instead of activating prior knowledge and teaching with the students.

Building relationships with students and classroom management in at-risk learning communities are critical to student success. However, it is often the least of the novice teachers' focus, which may lead to their demise as a classroom teacher. The responsive classroom will provide the foundation and the follow-up that is needed to ensure novice teachers are implementing the responsive classroom principles and practices to meet the needs of their students. Within this environment, teachers can create a learning community that meets the social, emotional, and academic needs of their students.

Additionally, to determine future PD needs of the incoming teachers hired for the 2016-2017 school year and the novice teachers, I am including a Professional Development Needs Assessment Survey. The following is an example of a Professional Development Needs Assessment Survey to determine how the CPDP can meet the induction needs of novice teachers. Since it is critical to have input from the committee members who will assist with the further development and the revisions of the long-range plan this is just a preliminary draft.

### **Professional Development Needs Assessment Survey for Novice Teachers**

**1. Please rate your interest in each of the following professional development formats and strategies:**

Presentation Format	Strong Interest	Some Interest	Little or No Interest
Break Out Sessions			
Collaborative Learning Activities with Colleagues			
Modeling/Coaching/Mentoring			
Direct Instruction/Lecture			
Blended			
Teleconference/Webinar			



Computer Based Training			
Book Study			
Make and Take Workshop			
Other- Please Specify			

**2. Please rate your interest in each of the following professional development topics:**

Professional Development Topics	Strong Interest	Some Interest	Little or No Interest
Lesson Planning and Implementation			
Academic Standards			
Curriculum and Instruction			
Instructional Strategies			
Small Group Instruction			
Questioning Strategies			
Cooperative Learning			
Using Data and Assessments to Improve Teaching and Learning			
Technology Integration			
Differentiated Instruction			
Special Needs Disabilities/Gifted			
Diverse Needs- ELL			
Classroom Management			
Student Accountability and Teacher Expectations			
Student Motivation and Student Responsibility			
Social Emotional Learning			
Home and School Communication			

Other- Please Specify			
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**3. I am interested in professional development classes in the following content areas. Select all that apply.**

Mathematics	
Reading	
Writing	
Science	
Social Studies	
Art	
Music	
PE	
Other- Please Specify	

**4. Which best describes your current teaching position? Please select.**

Pre-K	
Kindergarten	
First	
Second	
Third	
Fourth- Self Contained	
Fourth- Departmentalized	
Fifth-Self Contained	
Fifth- Departmentalized	
Sixth- Self Contained	
Sixth Departmentalized	
Specials (Art, Music, PE)	

**5. Please answer the following questions. Select only one.**

Questions:	Agree	Slightly Agree	Slightly Disagree	Disagree	Not Applicable
1. PD in NTSD has been relevant to my teaching assignment.					
2. PD in NTSD has improved my ability to teach the content.					
3. I am applying the strategies and content that has been presented in PD with my students.					
4. I have the necessary support on my campus to assist with the follow-up of PD training.					
5. My students have benefited academically from PD in NTSD.					

**Please Answer the Following Questions:**

1. The most effective/beneficial PD training that I have attended was:  
**(Be specific- list the name of the class/content/activity).**
2. Why was this class identified as the most effective or beneficial?
3. The least effective/beneficial PD training that I have attended was:  
**(Be specific- list the name of the class/content/activity).**
4. Why was this class identified as the least effective or beneficial?
5. Have you participated in any follow-up activities with your PD classes?
6. What type of follow-up activities have you applied?  
**(Demo lessons, coaching, video-based support, webinar, other- Please Specify).**
7. What additional PD would you like to see offered for novice teachers?

## Audience

The 3-day PD seminars will be a part of the Beginning Teacher Institute (BTI). I am proposing that the BTI be held in June. I recommended that these seminars include new, novice, and veteran teachers who are interested in developing a responsive classroom and SEL model. The CPDP for the induction of novice teachers will require support from all of the members of the educational community who recognize their responsibility and commitment to providing a CPDP for the induction of novice teachers. Additionally, funding will need to be allocated to pay the presenter and for follow-up visits.

<b>Day 1</b>	8:00- 8:15 8:15-10:00 10:00-10:15 10:15-12:00 12:00-12:30  12:30-1:30 1:30-3:00 3:00-3:30	<b>Introductions, Norms, Housekeeping</b> Session 1: Introduction to the Responsive Classroom <b>Break</b> Session 2: A Proactive Approach to Discipline in the Responsive Classroom/Planning Time with Colleagues Reflection: Gallery Walk/How does the Responsive Classroom benefit teachers and students. <b>Lunch On Own</b> Session 3: Interactive Modeling/Videos/Discussion/Planning Reflection: Is this model sustainable? What support will you need? <b>Evaluation</b>
<b>What is a Responsive Classroom Model?</b>		
<b>Day 2</b>	8:00- 9:30 9:30-9:45 9:45-11:15 11:15-11:30 11:30-12:30 12:30-2:00 2:00-3:15 3:15-3:30	Session 1: Introduction to SEL <b>Break</b> Session 2: The Brain Research of SEL/Shaping the Emotional Environment Reflection: Share thoughts on SEL <b>Lunch On Own</b> Session 3: Building Positive Relationships with Students Session 4: Teacher Presentations and Collaboration Reflection: How can the SEL model improve behavior, the culture, and climate of your learning community, and increase student achievement? <b>Evaluation</b>
<b>Introduction to Social Emotional Learning (SEL)</b>		

<b>Day 3</b>  <b>The Morning Meeting</b>	8:00- 9:30	Session 1: The Morning Meeting
	9:30-9:45	<b>Break</b>
	9:45-11:15	Session 2: The Components of the Morning Meeting
	11:15-11:30	Reflection: How will you implement the Morning Meeting?
	11:30-12:30	
	12:30-2:00	<b>Lunch On Own</b>
	2:00-3:15	Session 3: Planning for the Morning Meeting
	3:15-3:30	Session 4: Teacher Presentations and Collaboration Reflection: <b>Evaluation</b>

### **Timeline**

#### **Schedule of the Professional Development Training- Beginning Teacher Institute**

##### **Plan for Three-Days of Professional Development**

For the 3-day seminars, teachers will complete the PD with grade level colleagues. Consequently, the teachers will have an opportunity to discuss classroom scenarios, learn about the responsive classroom and SEL strategies, and plan daily. These opportunities are meant to be relevant, collaborative, and meaningful for the teachers and their students. Furthermore, the goal is for teachers to walk away with resources, tools, strategies, and lessons to implement with their students on the first day of school.

Each day, the PD seminars will begin at 8:00am and end at 3:30pm. Teachers will have a scheduled break in the morning and will take lunch on their own. There will not be a scheduled break in the afternoon. However, teachers may take breaks as needed in the afternoon. In addition, there will be two scheduled periods each day for reflection. The reflection will provide an opportunity for teachers to collaborate, network, and share their learning and ideas within their cohort and with the group.

The teachers will be asked to bring laptops (NTSD provides a laptop for each teacher with Internet access) to use during the presentation and the planning sessions with their colleagues. Each teacher will receive a copy of the PowerPoint so that the teachers can take notes. Additionally, each teacher will receive the PowerPoint in an e-mail. Consequently, the teachers will have access to the hyperlinks for videos and articles. I will also have the PowerPoint and resources on Goggle Drive so that the teachers can work with a cohort of learners to network and share resources throughout the school year. The teachers have asked for opportunities to form a cohort to share resources, ideas, lessons, concerns, and questions. These seminars will provide an opportunity for novice teachers to network and build a collaborative community of colleagues.

**Objectives:**

- The teachers should understand the responsive classroom and the SEL models, and how to implement the models in the classroom
- Thereby, improving the SEL of the students, students' social and emotional skills, behavior, attitude, motivation, and increase student engagement and achievement

**Materials:**

Attendance forms, pens, pencils, computer, books, handouts, PowerPoint, projector, projector screen, extension cords and power strips for laptops the venue with tables and chairs, coffee, juice, and water

**Day 1-What is a Responsive Classroom?**

8:00- 8:30 Introduction, Norms, and Housekeeping

Coffee or Juice Bar

Sign-in and pick up materials

Get technology ready for the day

Introduction and overview of the 3-day seminars

### Benefits of The Responsive Classroom Model

8:30-10:00 Session 1: Introduction to the Responsive Classroom-

10:00-10:15 Break

10:15-12:00 Session 2: The Seven Steps of Interactive Modeling

12:00- 12:30 Reflection

12:30-1:30 Lunch on Own

1:30-3:00 Session 3: Planning for the responsive classroom and interactive modeling.

The presenter will facilitate a planning session for the teachers so that they can prepare to implement the practices of a responsive classroom.

3:00-3:30 Reflection and Evaluation

### **Day 2- Introduction to Social Emotional Learning**

8:00- 9:30 Session 1: Objectives of Social Emotional Learning (SEL)

9:30-9:45 Break

9:45-11:15 Session 2: The Brain Science of the SEL model and Shaping the Emotional Environment

11:15-11:30 Reflection Share thoughts on SEL

11:30-12:30 Lunch on Own

12:30-2:00 Session 3: Brain Science of SEL and Building Positive Relationships with Students

2:00-3:15 Session 4: Planning for the SEL Classroom/Collaboration

3:15-3:30 Reflection and Evaluation

### **Day 3- The Morning Meeting**

8:00- 9:30 Session 1: The Morning Meeting

9:30-9:45 Break

9:45-11:15 Session 2: The Components of the Morning Meeting

11:15-11:30 Reflection How will you implement the Morning Meeting?

11:30-12:30 Lunch on Own

12:30-2:00 Session 3: Planning for the Responsive Classroom and the Morning Meeting

2:00-3:15 Session 4: Teacher Planning, Collaboration, and Presentations

3:15-3:30 Evaluation

## PowerPoint Presentation



Welcome Slide





Session 1: 5 minutes

Go over the norms with the participants so that they will understand the expectations of the day.

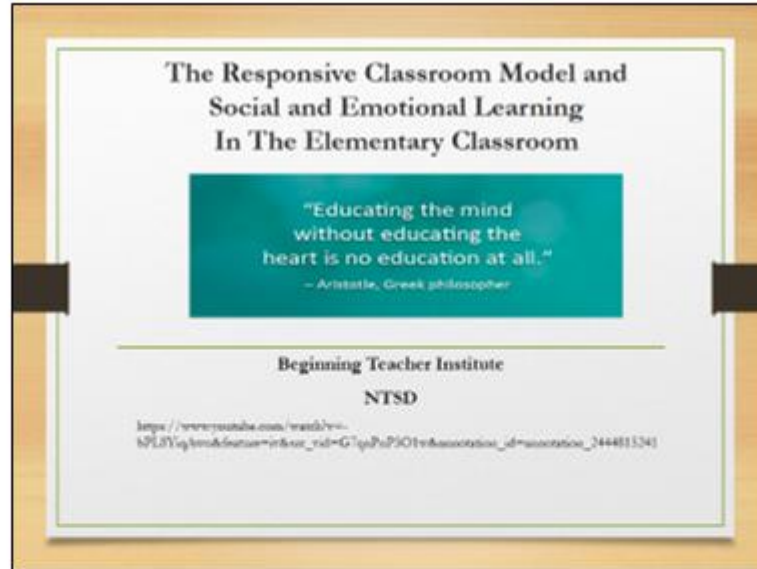
Timeline For Session One		
Day 1	8:00 - 8:30	Introductions, Norms, Housekeeping
What is a Responsive Classroom?	8:30-10:00	Session 1: Introduction to the Responsive Classroom
	10:00-10:15	Break
	10:15-12:00	Session 2: A Proactive Approach to Discipline in the Responsive Classroom/Planning Time with Colleagues
	12:00-12:30	Reflection: Gallery walk and view your work. Discuss with your table-How does the Responsive Classroom benefit teachers and students?
	12:30-1:30	Lunch On Own
	1:30-1:00	Session 3: Interactive Modeling/Planning Time with Colleagues
	2:00-2:30	Reflection: Is this model sustainable? What support will you need?

Are there any questions or concerns?

Session 1: 10 minutes

Participants will have the timeline in the PowerPoint handout.

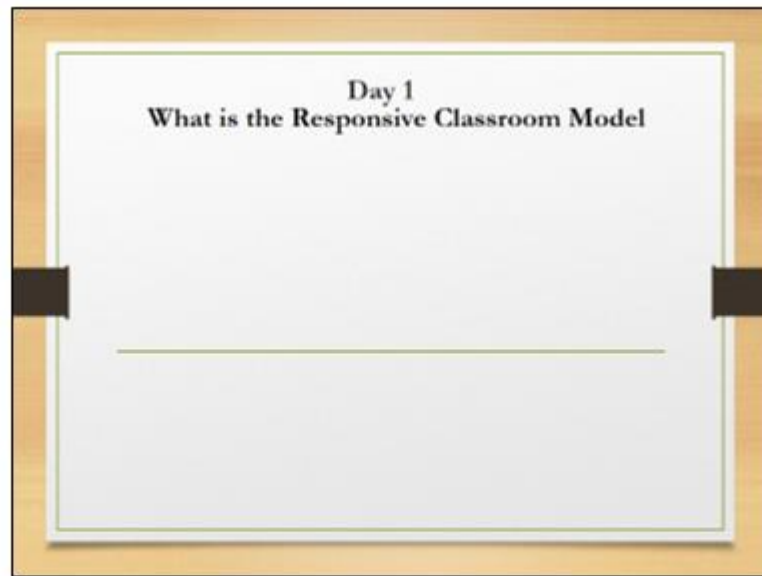
Go over the schedule with the participants so that they will understand the objectives of the day.



Session 1: 10 minutes

Teachers will learn how the Responsive Classroom method improves their students' social and academic skills while reducing inappropriate behaviors. Furthermore, teachers will be introduced to strategies that nurture more effective teaching practices, increased student achievement, and an improved school culture and climate.


The Responsive Classroom. (2015, April 27). *Our Approach*. [Video File]. Retrieved from [https://www.youtube.com/watch?v=bPL8YiqAwo&feature=iv&src\\_vid=G7qnPnP3O1w&annotation\\_id=annotation\\_2444815241](https://www.youtube.com/watch?v=bPL8YiqAwo&feature=iv&src_vid=G7qnPnP3O1w&annotation_id=annotation_2444815241)



Session 1: 5 minutes

Teachers will prepare for the day and have their technology to access the PowerPoint, videos, and handouts.

Turn and talk with your shoulder partner,  
what do you think a Responsive Classroom  
model will look like with your students on  
your campus?

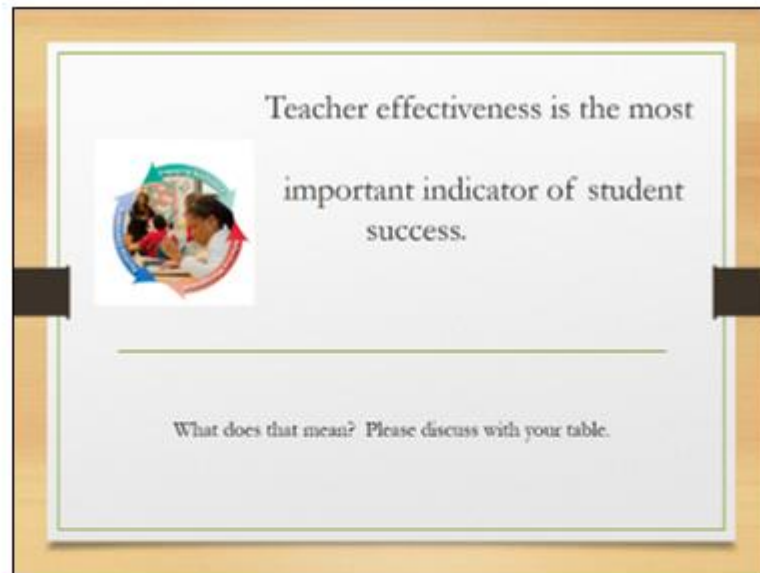


Now share out with your table. Have a recorder write on the  
chart paper the ideas that you would like to share with the  
group.

Include your grade level and your names on the paper please.

Session 1: 30 minutes

Each table will discuss the idea of developing a responsive classroom and what that would look like with their students. They will begin by talking with their shoulder partner and then they will share out as a table. One teacher will be the recorder and write out their ideas on a piece of chart paper. The table's paper will be posted around the room for a gallery walk during the Reflection. (Materials: Masking tape, markers and chart paper).



Teacher effectiveness is the most important indicator of student success.

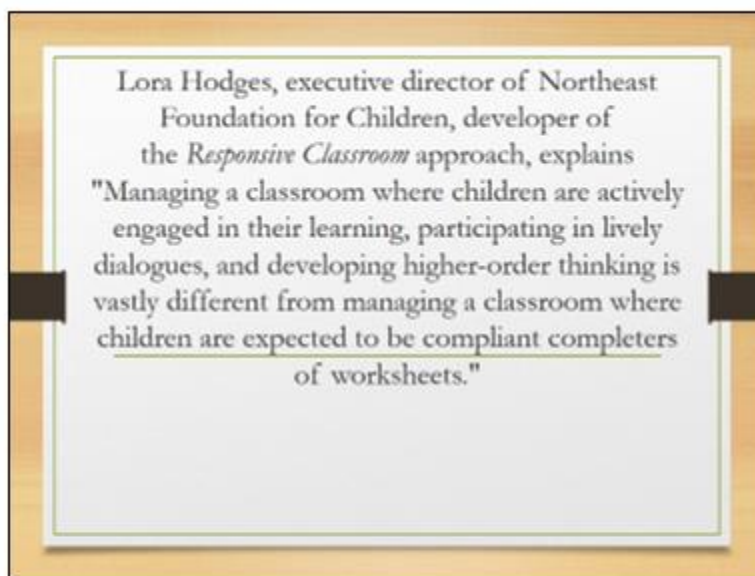
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What does that mean? Please discuss with your table.

Session 1: 15 minutes

Teachers will turn and talk with their table and discuss the statement-Teacher effectiveness is the most important indicator of student success. The facilitator will move around the tables, ask questions, and facilitate the discussions.

An educational challenge of the 21st century is developing and implementing strategies to meet the needs of an increasingly diverse student population. Many of the students in at-risk learning communities come to school without the social and emotional skills that are needed to collaborate with teachers and their peers. As the students continue their education, they find it increasingly difficult to achieve social, emotional, and academic success. This inability to assimilate into an educational learning community influences at-risk students significantly (Durlak et al., 2011).



Session 1:

The Responsive Classroom. (2015, May 9). *Teach Effectively*. Retrieved from <https://www.responsiveclassroom.org/article/teach-effectively>



Session 1 Break: 15 minutes

### A Proactive Approach to Discipline in the Responsive Classroom

**Elements of the Responsive Classroom Approach**

Developed by the University of Virginia Center for Responsive Classrooms

- Higher quality teacher-student interaction
- Greater student achievement in reading and math, regardless of socioeconomic background
- Greater gains for low-achieving students
- Improved social skills in students
- Improved teacher-student relationships
- Reduced time being missed due to absences, tardiness, and behavior

Findings are based on the study of 40 public elementary schools (2001-2002) and the Responsive Classroom Approach (2006-2011). For more information, go to [www.responsiveclassroom.org/research](http://www.responsiveclassroom.org/research)

- ❖ Table discussion- share your thoughts on the following statements.
- ❖ What are the implications for teaching and learning in At-risk learning communities?

<https://www.youtube.com/watch?v=gTGPP2SgD2c>  
A third grade teacher helps children develop self-control by including the students in a classroom rule-making process, which are related to their goals for learning.

Session 2- 25 minutes

Welcome Back

Table discussion- share your thoughts on the above statements. What are the implications for teaching and learning? The facilitator will move through the room and facilitate discussions.

Crowe, Caltha. (2012, July 25). *Creating rules with students in a responsive classroom*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=gTGPP2SgD2c>



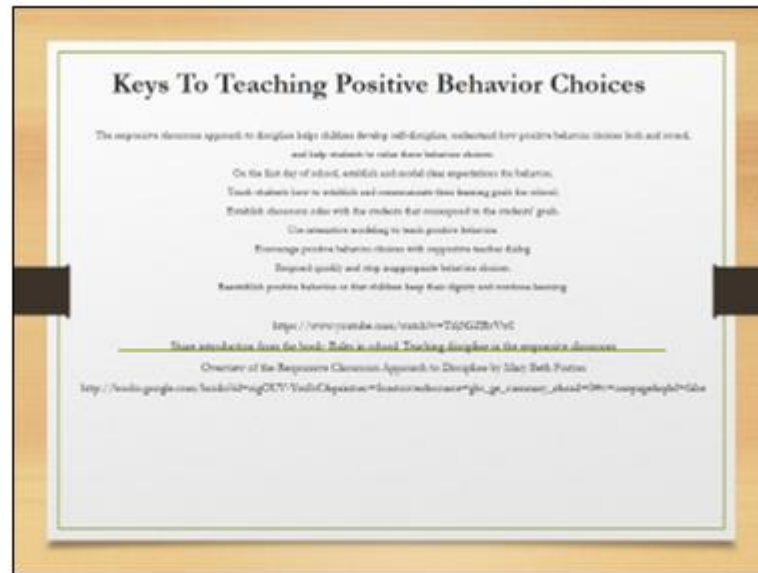


Session 2: 30 minutes

Once the rules are generated by the students to match their academic goals- a third grade teachers models with the students how to put the rules into categories and synthesize the rules.

The objective is for teachers to start to outline and plan within a collaborative group how they will implement the different elements of the Responsive Classroom to improve social and emotional skills as well as increase student achievement.

Crowe, Caltha, (2010, August 31). *Creating classroom rules*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=cIhdZBIJlPI>



Session 2: 20 minutes

The Responsive Classroom. (2012, June 7). *Our Approach*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=Tdj5GZRvVwI>

Brady, K., Forton, M. B., Porter, D. (2010). *Rules in school: Teaching discipline in the responsive classroom* (2<sup>nd</sup> ed.). Turners Falls, MA: Northeast Foundation for Children, Inc.

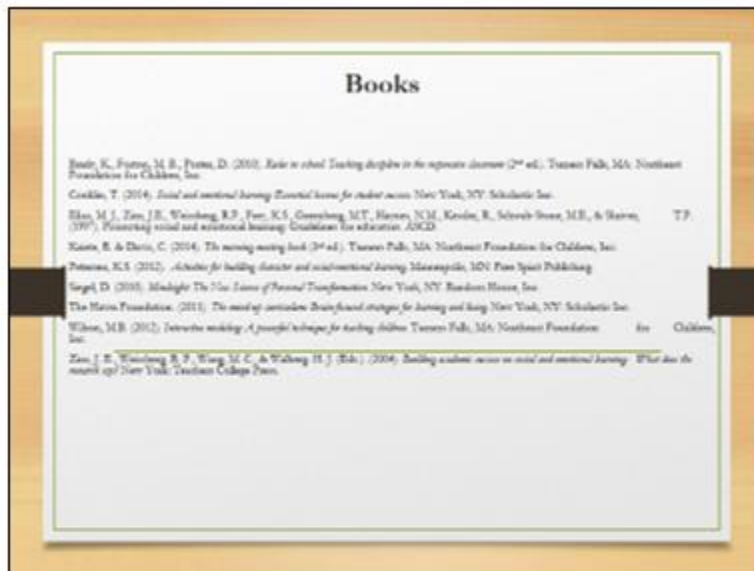


Session 2: 30 minutes

The facilitator will provide resources (books and websites). The PowerPoint hand-out has been provided with websites. The facilitator will move around the room and facilitate discussions.

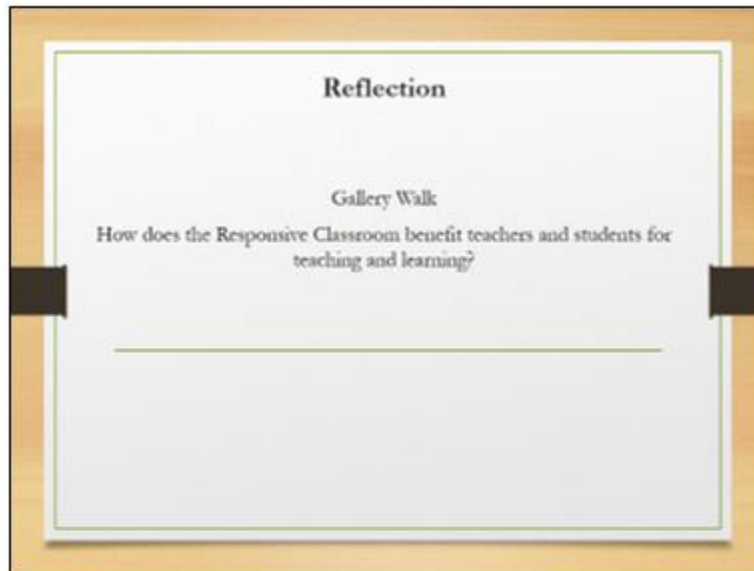
The objective is for teachers to start to outline and plan within a collaborative group how they will implement the different elements of the Responsive Classroom to improve social and emotional skills as well as increase student achievement.

<https://www.responsiveclassroom.org/> -The Responsive Classroom



Session 2:

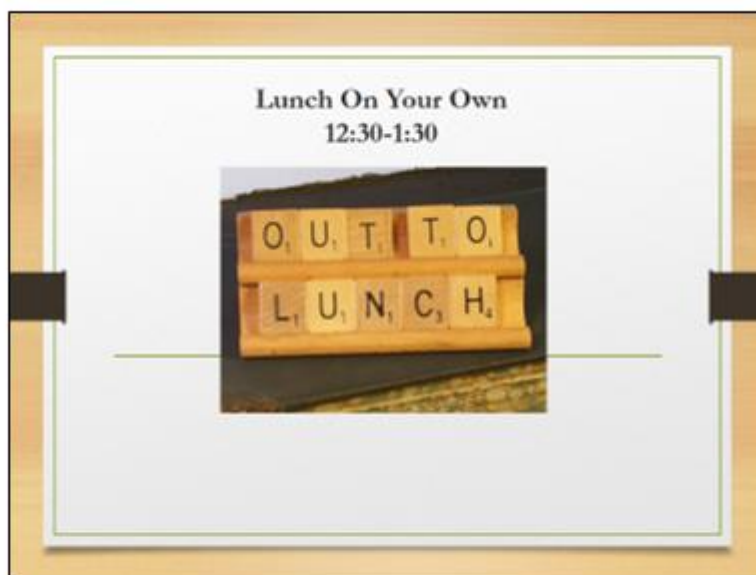
Books will be out for teachers to borrow and use as a reference in their planning sessions.



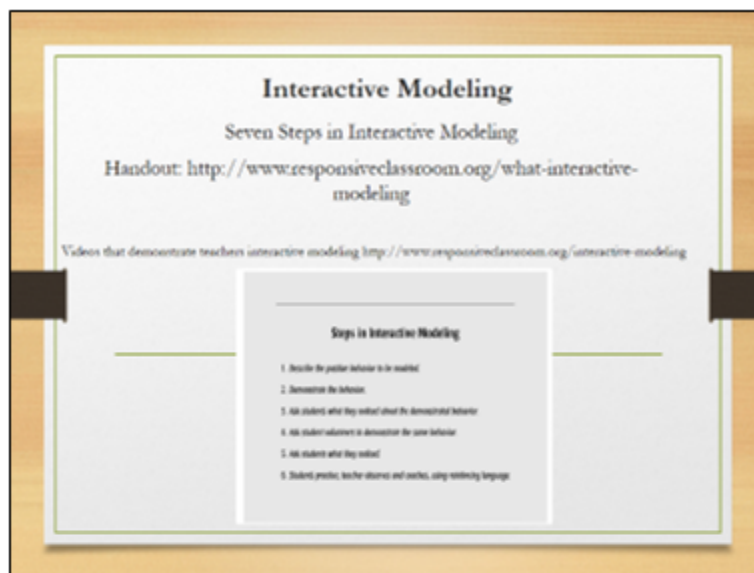
Session 1: 30 minutes

Teachers will take a gallery walk to look at the work that they completed as a table from the morning session. They will return to their tables and discuss what they observed and how the Responsive Classroom will benefit teachers and students for teaching and learning.

Teachers will be encouraged to take pictures.



One hour-Session 3 will start promptly at 1:30. Enjoy!



Session 3: 45 minutes

Welcome Back

Teachers will explore the topics of what is interactive modeling in the responsive classroom, how is it different from traditional modeling, the seven steps of interactive modeling in the responsive classroom, and what can teachers teach with interactive modeling.

Essential Questions:

How is interactive modeling different from traditional modeling? Why is it more effective?

What does it look like and sound like in the classroom?

Teachers will watch the steps in interactive modeling, take notes, and will have an opportunity to share with their colleagues. Teachers will access the handouts on line with the hyperlink provided.

Brady, K., Forton, M. B., Porter, D. (2010). Rules in school: Teaching discipline in the responsive classroom (2nd ed.). Turners Falls, MA: Northeast Foundation for Children, Inc.



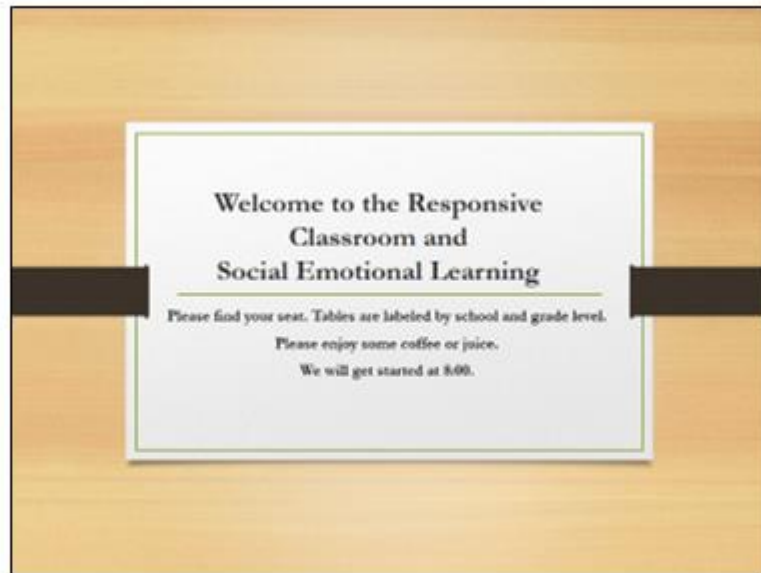
Reflection: 30 minutes

Teachers will have an opportunity to close out the day with two discussion questions.

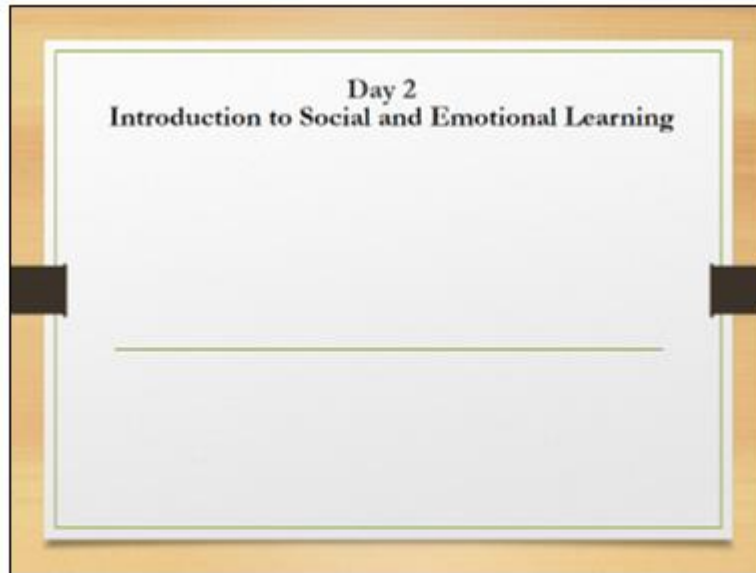
The teachers may reflect independently, but it will be encouraged for teachers to discuss and share ideas, questions, and concerns, with their colleagues. Teachers will access the handouts on line with the hyperlink provided.

Ensure that the teachers can access the article and understand the “homework” expectations.





Welcome Slide



Session 1: 5 minutes

Welcome!

Teachers will prepare for the day and have their technology to access the PowerPoint, videos, and handouts.



Session 1: 5 minutes

Review the norms.

Timeline For Session Two		
Day 2	8:00- 9:30	Session 1: Introduction to SEL
Introduction to	9:30-9:45	Break
Social	9:45-10:30	Session 2: Shaping the Emotional Environment
Emotional	10:30-11:30	Reflection: Share thoughts on SEL
Learning	11:30-12:00	Lunch On Own
(SEL)	12:00-1:15	Session 3: Building Positive Relationships with Students
	1:15-2:30	Session 4: Teacher Preparation and Collaboration
		Reflection: How can SEL improve behavior, the learning community, and increase academic achievement?

Are there any questions or concerns?

Session 1: 10 minutes

Participants will have the timeline handout.

Go over the schedule with the participants so that they understand the learning objectives for the day.

**Table and Group Discussion**

<https://static.squarespace.com/static/512f79f6e605e7b70e9f731/52e9f8fe60010c186c27d/1391057126494/meta-analysis-child-development.pdf>

Durlak, J. A., Wangberg, R. P., Dymovskii, A. B., Taylor, R. D., & Schallagen, K. B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child Development, 82*(2), 405-432. doi:10.1111/j.1467-8624.2010.01564.x

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Please share with your colleagues your thoughts about the article that you read by Durlak et al. (2011).

Be prepared to share some of your thoughts with the group.

Session 1: 30 minutes

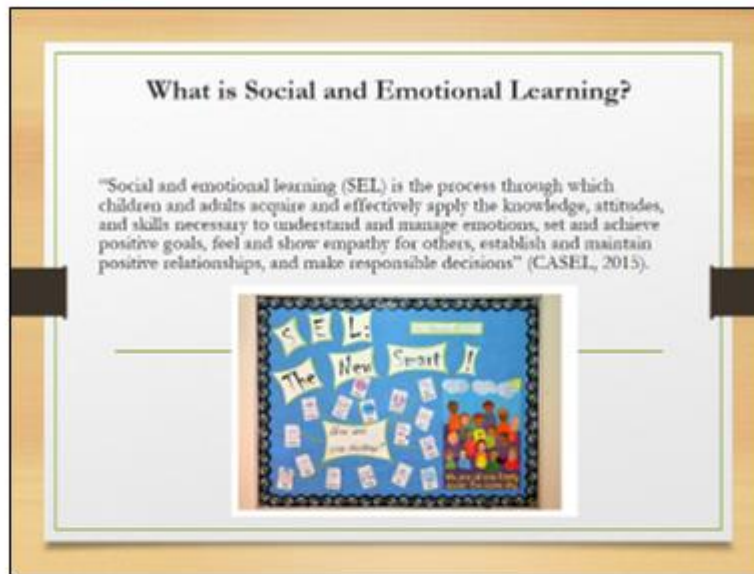
Teachers will share their thoughts on the article.

Essential Questions:

Why is it critical to implement the SEL model with fidelity?

Why do you need to use a research-based program?

Why should you continue with the program even if you feel you are seeing little improvement?



Session 1: 15 minutes

Teachers will learn about the SEL objectives, the five areas of the SEL model, and how to implement these objectives in the classroom.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2015). What is Social and Emotional Learning? Retrieved from <http://www.casel.org/social-and-emotional-learning/>



Session 1: 20 minutes

Teachers will have a discussion about the Five Key Areas of SEL. A video will be presented to model these areas.

Edutopia. (2013, May 14). *Five keys to successful social and emotional learning*. [Video file]. Retrieved from <http://www.edutopia.org/keys-social-emotional-learning-video>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2015). What is Social and Emotional Learning? Retrieved from <http://www.casel.org/social-and-emotional-learning/>

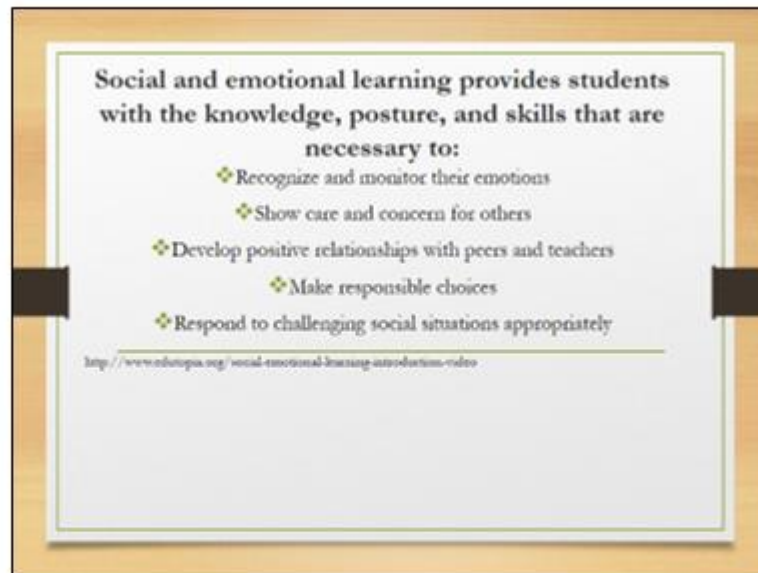
Essential Questions:

What is SEL?

What is SEL needed or important?

What skills are taught in a SEL classroom?

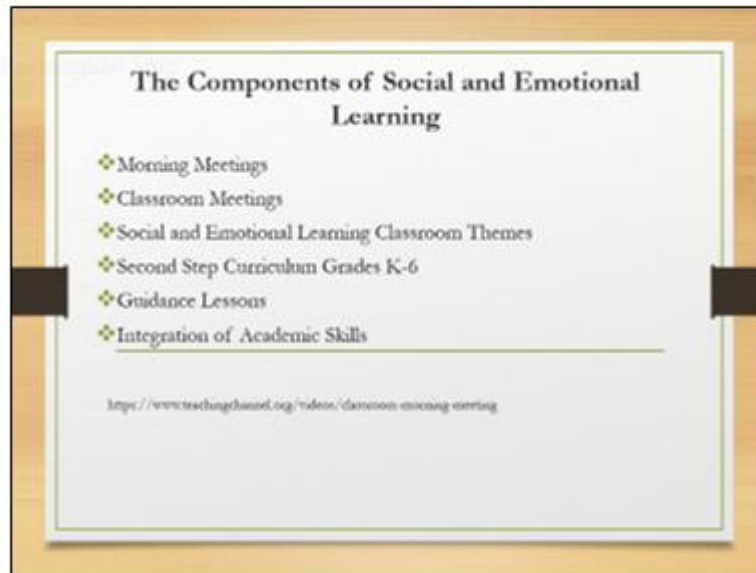
What are the results?



Session 1: 15 minutes

Edutopia. (2013, May 14). *Social and emotional learning 101*. [Video file]. Retrieved from <http://www.edutopia.org/social-emotional-learning-introduction-video>






Session 1: 10 minutes

Edutopia. (2013, May 14). *Social and emotional learning 101*. [Video file]. Retrieved from <http://www.edutopia.org/social-emotional-learning-introduction-video>

Turn and talk with your shoulder partner, what do you think a Social Emotional Model will look like with your students on your campus?  
How will the Responsive Classroom Model and the Social Emotional Model compliment each other?



Now share out with your table. Have a recorder write on the chart paper the ideas that you would like to share with the group.

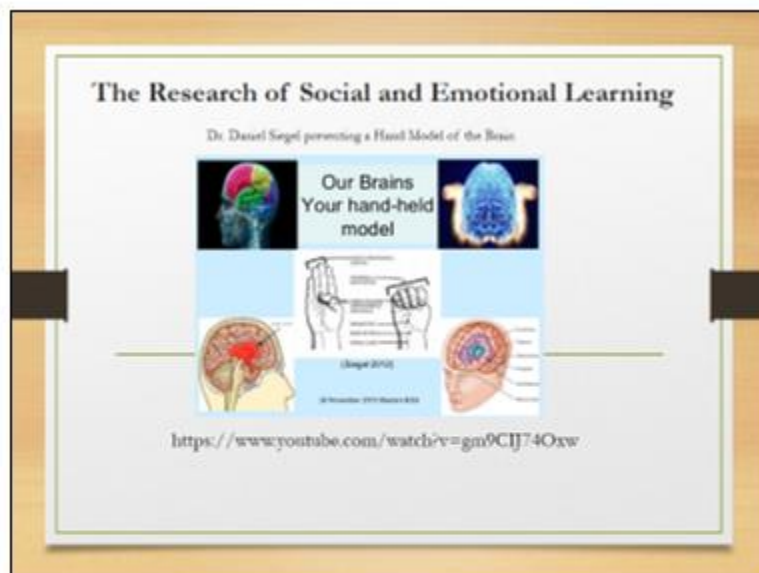
Include your grade level and your names on the paper please.

Session 1: 30 minutes

Each table will discuss the idea of developing a Social Emotional Model and what that would look like with their students. They will begin by talking with their shoulder partner and then they will share out as a table. One teacher will be the recorder and write out their ideas on a piece of chart paper. The table's paper will be posted around the room for a gallery walk during the Reflection (Materials: Masking tape, markers and chart paper).



Session 2 Break: 15 minutes



Session 2: 15 minutes

Teachers will understand the brain research behind the SEL model.

Siegel, D. (2012, February 29). *Presenting a hand model of the brain*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=gm9CIJ74Oxw>

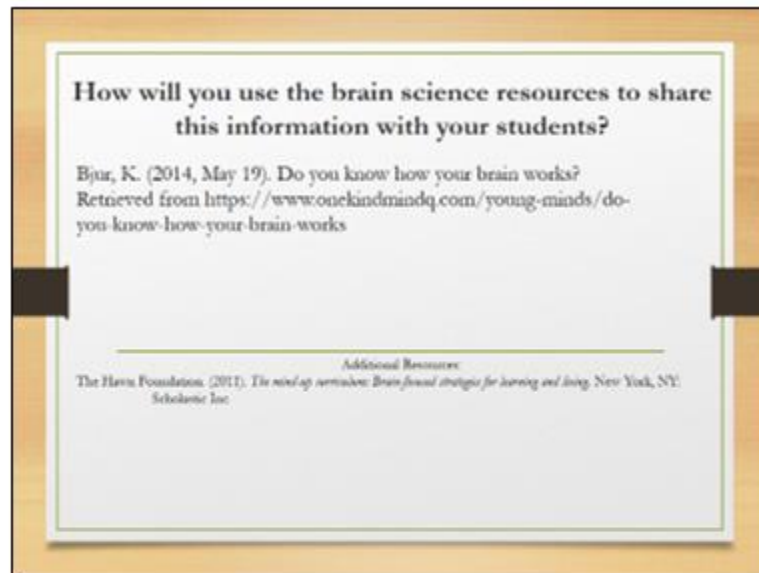


Session 2: 10 minutes

The Mind Up Curriculum. (2015). Getting to know and love your brain. Retrieved from <http://teacher.scholastic.com/products/mindup/>

The Mind Up Curriculum (2010, October 14). Goldie Hawn: Educate children's hearts and minds. [Video file]. Retrieved from <http://teacher.scholastic.com/products/mindup/video.html>

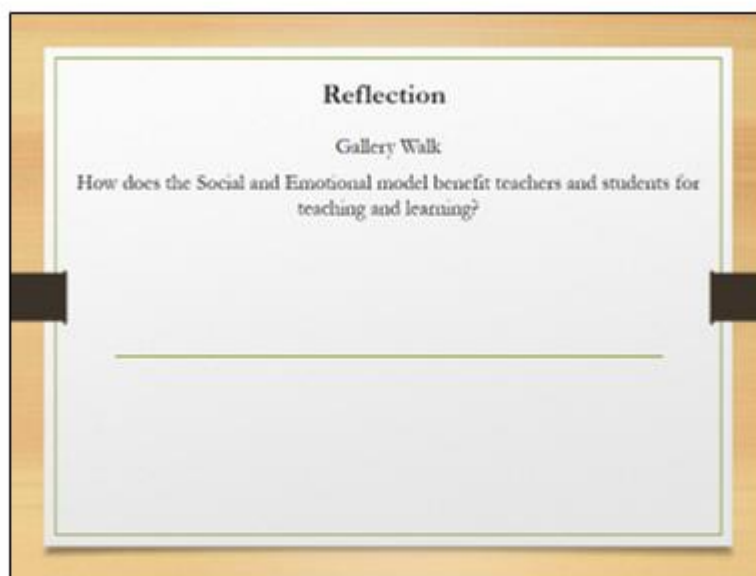
How will you teach the brain science to your students?



Session 2: 30 minutes

Teachers will have an opportunity to collaborate to plan lessons to model with students to prepare them for SEL.

The objective is for teachers to leave the PD sessions with lessons that they can implement with their students from the first day of school.



Session 2: 30 minutes

Teachers will take a gallery walk to look at the work that they completed as a table from the morning session. They will return to their tables and discuss what they observed and how the Social and Emotional Model will benefit teachers and students for teaching and learning.



One hour-Session 2 will start promptly at 1:30. Enjoy!





Session 3: 30 minutes

Teachers will visit the website, read the article, and watch the video. The facilitator will facilitate a discussion with the teachers.

Empowering Education. (2015). Welcome to Empowering Education. Retrieved from <http://www.empoweringeducation.org/>

The objective is to understand the value and importance of building quality relationships with students.

Talk with your cohort-what will this look like and sound like in your classroom. Start to journal a list or ideas that you will try in the classroom.



**Building Positive Relationships With Students**

*Video and discussion:*  
<https://www.youtube.com/watch?v=plgWj6Zt2Gc>

Take notes as you watch the video- how are the teachers establishing and building a relationship with their students. How are the students responding?

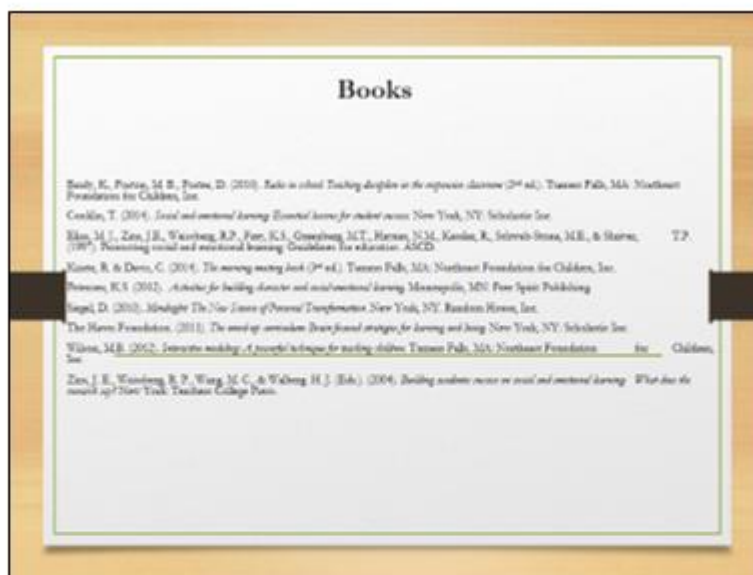
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Session 3: 15 minutes

Teachers will watch the video and participate in a discussion on building relationships. Teachers will share and collaborate as they create a plan to build relationships with their students.

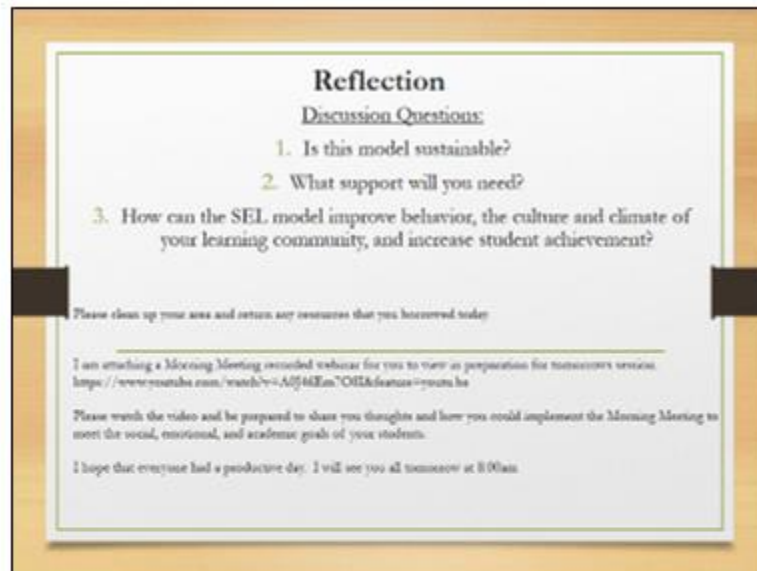
Positive Behavioral Interventions and Supports. (2012, May 19). *Building relationships in the classroom*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=plgWj6Zt2Gc>





Session 3:

Books will be out for teachers to borrow and use as a reference in their planning sessions.



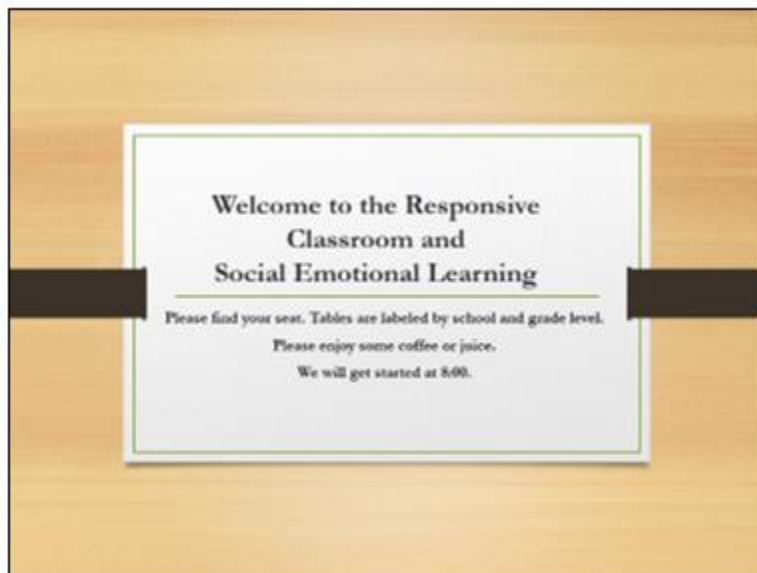
Reflection: 30 minutes

Teachers will have an opportunity to close out the day with two discussion questions. The teachers may reflect independently, but it will be encouraged for teachers to discuss and share ideas, questions, and concerns, with their colleagues.

The Responsive Classroom. (2014, May 13). *Introducing the Morning Meeting*. [Video File]. Retrieved from

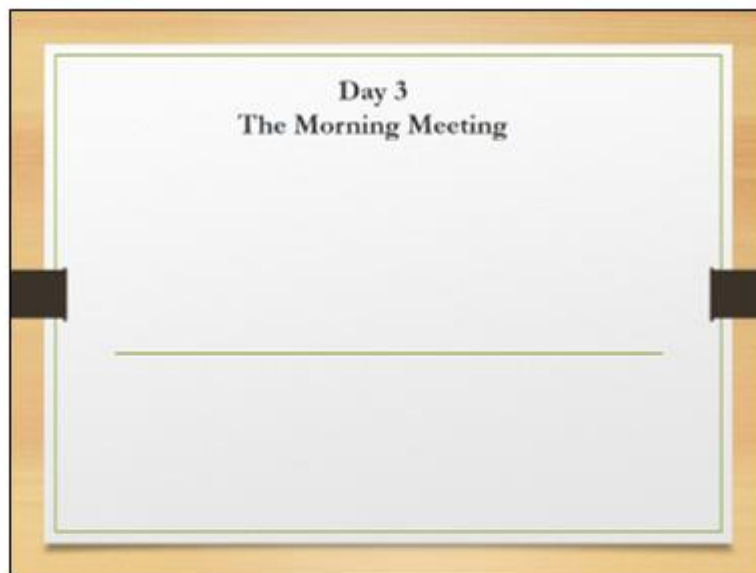
<https://www.youtube.com/watch?v=A0J46Em7O8I&feature=youtu.be>

Ensure that the teachers can access the webinar and explain the “homework” expectations.



Session 1: Welcome Slide

Welcome Back!



Session 1: 5 minutes

Teachers will prepare for the day and have their technology to access the PowerPoint, videos, and handouts.



Session 1: 5 minutes

Review the norms for the day.



Timeline For Session Three		
Day 3	8:00-9:30	Session 1: The Morning Meeting
	9:30-9:45	Break
The Morning Meeting	9:45-10:15	Session 2: The Components of The Morning Meeting
	10:15-11:30	Reflection: How will you implement the Morning Meeting?
	11:30-12:30	Lunch On Own
	12:30-2:00	Session 3: Planning for the Morning Meeting
	2:00-3:15	Session 4: Teacher Perseverance and Collaboration
	3:15-3:30	Reflection: Closing

Are there any questions or concerns?

Session 1: 10 minutes

Participants will have the timeline handout.

Go over the schedule with the participants so that they understand the learning objectives for the day.



**Table and Group Discussion**

The Responsive Classroom. (2014, May 12). *Introducing the Morning Meeting* [Video File]. Retrieved from <https://www.youtube.com/watch?v=AAQ4MEan7O8&list=PLyoutu.be>

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Please share with your colleagues your thoughts about the recorded webinar that you watched.

Be prepared to share some of your thoughts with the group.

Session 1: 30 minutes

Essential Questions:

- What different kinds of Morning Meeting lessons did you see?
- What did the Morning Meeting agenda look like?
- What time of the day was the Morning Meeting held?
- What are the goals of the Morning Meeting?
- Why is it critical to communicate your objectives with parents?



Session 1: 15 minutes

Teachers will learn about the components of the Morning Meeting and the description of a Responsive Morning Meeting. Furthermore, the benefits of the Morning Meeting on teaching and learning will be discussed.

The Teaching Channel. (2014, June 23). Morning Meeting. [Video file]. Retrieved from <https://www.teachingchannel.org/videos/classroom-morning-meeting>

The Responsive Classroom. (2010, June 30). Morning Meeting Ideas. [Video File]. Retrieved from <https://www.teachingchannel.org/videos/classroom-morning-meeting>

Turn and talk with your shoulder partner,  
what do you think a the Morning Meeting  
will look like with your students on your  
campus?



Now share out with your table. Have a recorder write on the  
chart paper the ideas that you would like to share with the  
group.

Include your grade level and your names on the paper please.

Session 1: 30 minutes

Each table will discuss the idea of implementing the Morning Meeting and what that would look like with their students. They will begin by talking with their shoulder partner and then they will share out as a table. One teacher will be the recorder and write out their ideas on a piece of chart paper. The table's paper will be posted around the room for a gallery walk during the Reflection (Materials: Masking tape, markers and chart paper).



Session 3 Break: 15 minutes



Session 2: 30 minutes

**Planning for the Responsive Classroom and the Morning Meeting** The presenter will facilitate a planning session for the teachers so that they can prepare to implement the practices of the Morning Meeting.

Dabbs, L. (2013). The power of the morning meeting: 5 steps toward changing your classroom and school culture. [Web log post]. Retrieved from <http://www.edutopia.org/blog/morning-meeting-changing-classroom-culture-lisa-dabbs>

Edutopia. (2010, January 5). *Community begins with the Morning Meeting*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=ZiuAFOv8www>

Teachers will implement what they have learned to begin planning for the Morning Meeting.

## The Morning Meeting Format

Korte and Davis (2014) explained the Morning Meeting format.

- The meeting should last for about thirty minutes each day.
- The Morning Meeting provides an opportunity for the students to learn to take care of their selves, take responsibility for their education, learn academic and social emotional skills.
- There are four parts of the Morning Meeting: the greeting, sharing, a group activity, and the morning message.

**Greeting:** Students greet each other by name. This can include a handshake, singing, or another activity.

**Sharing:** Students share news about themselves. They also respond to each other sharing their thoughts, feelings, or ideas in a positive manner.

**Group Activity:** A whole group activity reinforces learning and building a classroom community through active participation.

**Morning Message:** Students read a daily note that the teacher posted to the class. The students practice their academic skills of reading, sharing, and discussing.

## Tips for the Morning Meeting

Teachers will visit the webpage, read, and share with their table how they will use the tips in their planning sessions after lunch to implement the Morning Meeting with their students.

<http://thecommoncoreforteachers.com/life-resources/routines-and-procedures/class-meetings>

There are additional videos that highlight the Morning Meeting Format and pictures of teachers' classrooms to demonstrate how to determine the area for the Morning Meeting.

Many additional links are also provided on this web page for teachers to explore.

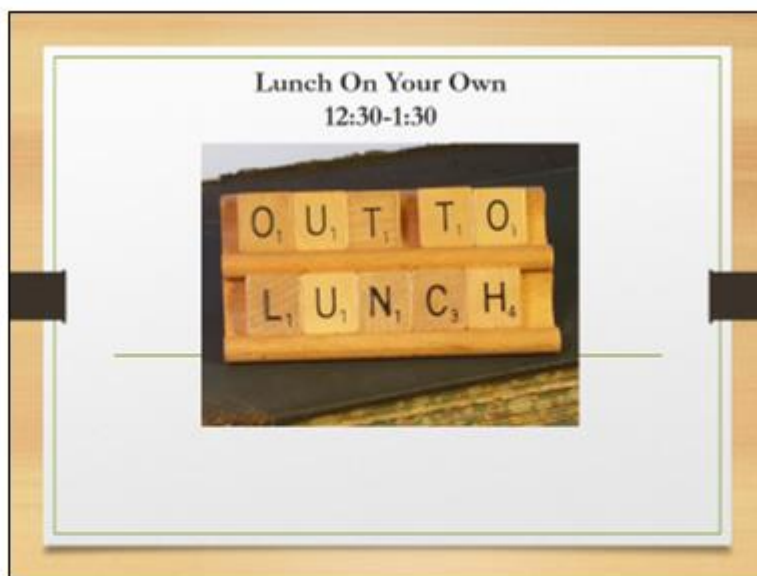


Session 3: 30 minutes

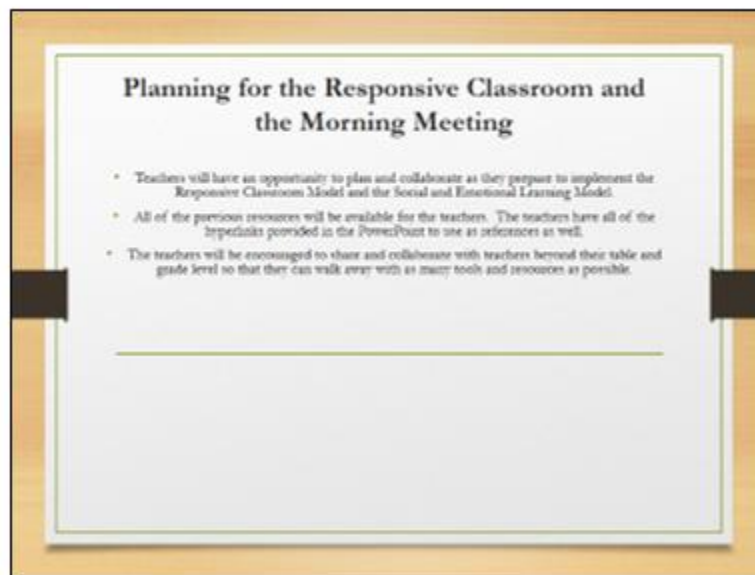
Teachers will take a gallery walk to look at the work that they completed as a table from the morning session. They will return to their tables and discuss what they observed and how the Morning Meeting will benefit teachers and students for teaching and learning.

Teachers will be encouraged to take pictures.





One hour-Session 3 will start promptly at 1:30. Enjoy!



Session 3 and 4: 2 hours and 45 minutes

Teacher Planning, Collaboration, and Presentations-The facilitator will move around the room to help the teachers as they plan for the new school year.

The objective is for teachers to have time to plan with their cohort as they prepare to implement the Responsive Classroom Model and SEL in their classrooms.



## Evaluation Plan

### Beginning Teacher Institute

The session evaluation is modeled after Guskey's (2002) Five Levels of Professional Development (p.48). This evaluation can be used after each PD class.

Program evaluation is essential to development and success of the CPDP to improve the teaching and learning outcomes of novice teachers. Teachers will fill this out after each session.

### Session Evaluation

Thank you for your participation today. Your feedback on today's session will be useful. Please use the following scale to answer the questions below. Circle the appropriate response.

**SA = Strongly Agree    A = Agree    D = Disagree    SD = Strongly Disagree**

#### 1. Participant's Reactions

Did you like it?	SA	A	D	SD
Was your time well spent?	SA	A	D	SD
Did the materials make sense?	SA	A	D	SD
Will the session be useful?	SA	A	D	SD
Was the facilitator knowledgeable and supportive?	SA	A	D	SD
Were the snacks fresh and good?	SA	A	D	SD
Was the room the correct temperature?	SA	A	D	SD
Were the accommodations comfortable?	SA	A	D	SD

## 2. Participants' Learning

Did you acquire the necessary knowledge and skills?	SA	A	D	SD
---	----	---	---	----

## 3. Organization Support and Change

Was implementation advocated, facilitated, and supported?	SA	A	D	SD
---	----	---	---	----

Was there public or overt support?	SA	A	D	SD
------------------------------------	----	---	---	----

Were problems addressed quickly and efficiently?	SA	A	D	SD
--	----	---	---	----

Were there sufficient resources made available?	SA	A	D	SD
---	----	---	---	----

Were the successes recognized and shared?	SA	A	D	SD
---	----	---	---	----

Was there an impact on the organization?	SA	A	D	SD
--	----	---	---	----

Did it affect the organizations climate and procedures?	SA	A	D	SD
---	----	---	---	----

## 4. Participants' Use of New Knowledge and Skills

Did you effectively apply the new knowledge and skills?	SA	A	D	SD
---	----	---	---	----

## 5. Student Learning Outcomes

Was there an impact on the students?	SA	A	D	SD
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It affected students' performance or achievement.	SA	A	D	SD
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It affected students' physical or emotional well-being.	SA	A	D	SD
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The students are more confident as learners.	SA	A	D	SD
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Appendix B: Long-Range Plan for a Comprehensive Professional Development Plan for Inducting Novice Teachers

#	Specific Action	Roles Responsibilities	Timeline	Resources	Evaluation Measures	Potential Barriers
<p><b>Objective 1:</b> Review the district’s vision of high-quality teachers who meet the teacher profile, which will lead to the development of a Comprehensive Professional Development Plan (CPDP) for Inducting Novice Teachers for attracting teachers to the district, build capacity, increase resilience, improve job satisfaction, retention, and improve student learning.</p>						
1.	Ask through e-mail for the participation of stakeholders to attend a brainstorming and planning meeting.	Stakeholders include representatives from the community, central administration, school administrators, veteran, and novice teachers.	1-2 weeks	Available stakeholders	<ul style="list-style-type: none"> <li>➤ Number of participants who agree to attend</li> <li>➤ Survey of novice teachers in the district to determine additional needs of the teachers</li> </ul>	Time and the commitment from all stakeholders
2.	Informational meeting with the participants to discuss the essential components of CPDP for the induction of novice teachers.	Present attrition and retention data for the district. Discuss the data from the study and the research that summaries the necessary elements for a CPDP for the induction of novice teachers. Revise PD needs assessment.	2 hours	Meeting location, availability technology, and copies for participants  Participants from all stakeholder groups	<ul style="list-style-type: none"> <li>➤ Vision and goals are clearly defined</li> <li>➤ Participants commitment to the program</li> <li>➤ Committees established for each of the agreed upon elements of a CPDP for the induction of novice teachers</li> <li>➤ Discuss ideas for implementation based on the research</li> </ul>	Participation, attendance, and commitment to future meetings and the development of the induction program

#	Specific Action	Roles Responsibilities	Timeline	Resources	Evaluation Measures	Potential Barriers
3.	<p>Professional Development For Committee Members: Read and discuss the current research Examine other research-based programs, articles, and websites. Individual committees begin an outline of the actions for the program.</p> <p>Revise and edit the professional development needs survey.</p>	<p>Stakeholders Include: representatives from the community, central administration, school administrators, veteran, and novice teachers</p> <p>Establish a Google Group/Document for sharing information and research from the committees outside of the scheduled meetings</p> <p>Roles and responsibilities will be defined for each committee</p>	3-4 meetings for 3 hours per meeting	<p>Meeting location and availability technology</p> <p>Active and consistent participation from all stakeholder groups</p>	<ul style="list-style-type: none"> <li>➤ Professional Development meetings</li> <li>➤ Research and websites reviewed with districts across the country who implement comprehensive induction programs.</li> <li>➤ Research reviewed on different components of induction for novice teachers.</li> <li>➤ Google Group and Docs established for committees.</li> </ul>	Participation, attendance, and commitment to future meetings and the planning required outside of the meetings in Goggle Group

#	Specific Action	Roles Responsibilities	Timeline	Resources	Evaluation Measures	Potential Barriers
<p><b>Objective 2:</b> Each committee will develop, revise, and edit a plan for addressing novice teacher retention through the specific research-based elements of the CPDP for the induction of novice teachers for the district. The essential elements, which are researched-based, provide a foundation for this program. It must be noted that to ensure participation, commitment, and to honor the committee members the elements may be changed as the committee conducts additional research to meet the needs of the novice teachers within the district.</p>						
1.	Orientation: Providing support and guidance for new hires before the start of school	Human resources, professional development staff, central administrators, campus administrators, teaching staff, PTA, and the community	Ongoing throughout the planning and implementation phase.  Researchers indicated that CPDP for the induction of novice teachers should last 3-5 years.	Meeting location, orientation curriculum, presenters, and availability of technology. Handouts of district policies, calendar, and access to district online resources and support. Orientation of community and demographics, the district, school, and grade level curriculum.	<ul style="list-style-type: none"> <li>➤ Survey and face-face meetings with novice teachers to determine if the district, school, administrators, colleagues are:</li> <li>Meeting the physical and emotional needs</li> <li>Task-oriented support</li> <li>Preparing for the school year</li> <li>➤ Report annually to the school board</li> </ul>	Time and the commitment of human and financial resources to ensure a successful program. A campus culture must be in place that honors collaboration and builds capacity within novice teachers. Campus administrators, content specialists, mentors, and teaching staff must take an active role.



#	Specific Action	Roles Responsibilities	Timeline	Resources	Evaluation Measures	Potential Barriers
2.	<p>Beginning Teacher Institute (BTI)</p> <p>A tour of the students' neighborhood</p> <p>Model classrooms</p> <p>Teacher luncheon to meet members of the school board, central administration, content department heads, administrators, and instructional leadership team</p>	<p>Human resources, professional development staff, central administrators, campus administrators and teaching staff</p>	<p>Ongoing throughout the planning and implementation phase.</p> <p>Researchers indicated that CPDP for the induction of novice teachers should last 3-5 years.</p>	<p>Meeting location, presenters, availability of technology. Presentation of practical skills: Classroom environment conducive for teaching and learning Preparing for the first days and weeks of school Classroom management Setting expectations Policy, procedures, communication Personal stress, fears, fatigue, isolation, etc...</p>	<p>➤ Survey and face-face meetings with novice teachers to determine if the district, school, administrators, colleagues are:</p> <p>Meeting the physical and emotional needs Task-oriented support Preparing for the school year Self-reflection Instructional Practice</p> <p>➤ Evaluate to determine if the induction program increases teacher effectiveness</p> <p>➤ Report annually to the school board</p>	<p>The early hiring of new teachers.</p> <p>The Beginning Teacher Institute needs to begin in the summer before the first school year.</p> <p>This requires time commitment of human and financial resources.</p> <p>Campus administrators, content specialists, mentors, and teaching staff must take an active role.</p>

#	Specific Action	Roles Responsibilities	Timeline	Resources	Evaluation Measures	Potential Barriers
3.	<p>Professional Development:</p> <p>This training may be based on the needs assessment.</p> <p>This includes all training provided to meet the individualized needs of the teachers. It includes feedback from mentors, administrators, and colleagues.</p> <p>Not all professional development classes will be necessary for every teacher.</p>	<p>Professional development department, central administrators, campus administrators, content specialists, mentors, and teaching staff.</p> <p>Professional development must be a culture that focuses on meeting the individualized needs of the teachers.</p> <p>It is fundamental in improving teacher quality and student success.</p> <p>Job-embedded professional development designed to meet the needs of specific schools and teachers.</p>	<p>Ongoing throughout the planning and implementation phase.</p> <p>Researchers indicated that CPDP for the induction of novice teachers should last 3-5 years.</p>	<p>Meeting location and presenters</p> <p>Specific Classes:</p> <p>Writing lesson plans</p> <p>Grading</p> <p>Classroom expectations, polices, and procedures</p> <p>Classroom management and incentives</p> <p>Building relationships with colleagues, parents, and students,</p> <p>Meeting the needs of a diverse learning community.</p>	<ul style="list-style-type: none"> <li>➤ Survey data of participants</li> <li>➤ Analysis of teaching practice to demonstrate an increase in skills</li> <li>➤ Analysis of data to reflect student achievement</li> <li>➤ Budget reflects release time for novice teachers</li> <li>➤ Administrators and teachers are reviewing PD classes to ensure the time is well spent and meets individualized needs</li> <li>➤ Track participation in professional development courses</li> <li>➤ Report annually to the school board</li> </ul>	<p>There must be the time and the commitment of human and financial resources to ensure successful and ongoing professional development opportunities with feedback and reflection components.</p> <p>Campus administrators, content specialists, mentors, and teaching staff may not take an active role.</p>

#	Specific Action	Roles Responsibilities	Timeline	Resources	Evaluation Measures	Potential Barriers
4.	Mentor Program- The Culture of Mentoring	Human resources, professional development department, central administrators, campus administrators, content specialists, mentors, and teaching staff	Ongoing throughout the planning and implementation phase.  Researchers indicated that comprehensive induction programs should last 3-5 years.	Mentor program handouts and access to the district's website and online materials.  Selecting and training mentors based on the criteria established by the district.  Time, commitment, and support from administrators and content specialists to build capacity and resiliency in novice teachers.	<ul style="list-style-type: none"> <li>➤ Mentors attend regular training sessions with the district and campus.</li> <li>➤ Criteria to ensure mentor accountability</li> <li>➤ Mentors are recognized by district and campus administrators</li> <li>➤ Survey data of mentors and participants.</li> <li>➤ Analysis of data to reflect student achievement.</li> <li>➤ Present the strengths of the novice teacher</li> <li>➤ Student achievement</li> <li>➤ Report annually to the school board</li> </ul>	There must be the time and the commitment of human and financial resources to ensure a successful program. Mentor training must include more than passing out information and documentation forms for the participants. There must be greater accountability of all stakeholders to ensure that there is time and support available for all participants.

#	Specific Action	Roles Responsibilities	Timeline	Resources	Evaluation Measures	Potential Barriers
5.	<p>Collaborative School Culture</p> <p>Adopt a Professional Learning Community (PLC) model</p>	<p>Central administrators, campus administrators, content specialists, mentors, and teaching staff.</p>	<p>Ongoing throughout the planning and implementation phase.</p>	<p>Team building activities.</p> <p>Several different colleagues to assist with building capacity and resiliency in novice teachers.</p>	<ul style="list-style-type: none"> <li>➤ Survey data of participants</li> <li>➤ Discussions with participants</li> <li>➤ Evaluation of professional learning community</li> <li>➤ Retention rate</li> <li>➤ Student achievement</li> </ul>	<p>There must be the time and the commitment of human and financial resources to ensure a successful induction program and professional learning.</p>
6.	<p>Instructional Rounds, Feedback, and Reflection</p> <p>Value added model for teacher and student growth</p>	<p>Central administrators, campus administrators, content specialists, mentors, and teaching staff</p> <p>Home campus as well as schools across the district to observe and collaborate with master teachers</p>	<p>Ongoing throughout the planning and implementation phase.</p>	<p>Requires release time for novice teachers to observe veteran teachers and opportunities for veteran teachers to observe them.</p> <p>Additionally, novice teachers need time for feedback and reflection.</p>	<ul style="list-style-type: none"> <li>➤ Observations</li> <li>➤ Feedback</li> <li>➤ Reflection</li> <li>➤ Documented data to ensure professional growth and student achievement</li> <li>➤ consistent leadership presence</li> <li>➤ Principal as instructional leader to analyze a professional practice</li> </ul>	<p>There must be the time and the commitment of human and financial resources to ensure a successful induction program and professional learning.</p>

#	Specific Action	Roles Responsibilities	Timeline	Resources	Evaluation Measures	Potential Barriers
7.	Professional Networking: Provide a professional cohort where novice teachers can cultivate relationships, find support, and begin to develop leadership skills	Central administrators, campus administrators, content specialists, mentors, and teaching staff  Establish a district grade level blog for teachers to share and collaborate	Ongoing throughout the planning and implementation phase.	Internal support system of teaching colleagues across the district who can provide support, knowledge, and skills for novice teachers.  Peer-coaching Mentoring available.	<ul style="list-style-type: none"> <li>➤ Survey data of participants</li> <li>➤ Discussions with participants</li> <li>➤ Evaluate:               <ul style="list-style-type: none"> <li>Companionship</li> <li>Professional feedback and reflection</li> <li>Analysis of professional practice</li> <li>Job satisfaction</li> <li>Resiliency</li> <li>Student achievement</li> <li>Student work</li> </ul> </li> </ul>	There must be the time and the commitment of human and financial resources to ensure a successful induction program and professional learning.
8.	Reduced Tasks Outside of Teaching Day	Central administrators, campus administrators, content specialists, mentors, and teaching staff	Ongoing throughout the planning and implementation phase. Researchers indicated this should be for the first year.	Supportive school community and colleagues to assist with extra duties to relieve novice teachers for the first year	<ul style="list-style-type: none"> <li>➤ Teacher's schedule</li> <li>➤ Survey data of participants</li> <li>➤ Discussions with participants</li> <li>➤ Evidence of student achievement</li> <li>➤ Student work</li> </ul>	There must be the time and the commitment of human and financial resources to ensure a successful induction program.

#	Specific Action	Roles Responsibilities	Timeline	Resources	Evaluation Measures	Potential Barriers
9.	Classroom Support	Central administrators, campus administrators, content specialists, mentors, and teaching staff.	Ongoing throughout the planning and implementation phase. This will vary based on the pre-service training of the novice teacher and the teacher's capacity to develop instructional presence.	Time, commitment, and support from content specialists to build capacity and resiliency in novice teachers.	<ul style="list-style-type: none"> <li>➤ Survey data of participants</li> <li>➤ Discussions with participants</li> <li>➤ Evidence of student achievement</li> <li>➤ Student work</li> </ul>	There must be the time and the commitment of human and financial resources to ensure a successful induction program.
10.	Professional Teaching Dispositions	Central administrators, campus administrators, content specialists, mentors, and teaching staff.	Ongoing throughout the planning and implementation phase.	Time, commitment, and support from content specialists to build capacity and resiliency in novice teachers.	<ul style="list-style-type: none"> <li>➤ Checklist to target specific teacher competencies</li> <li>➤ Evidence of professional development</li> <li>➤ Evidence of student achievement</li> <li>➤ Student work</li> </ul>	There must be the time and the commitment of human and financial resources to ensure a successful induction program.

#	Specific Action	Roles Responsibilities	Timeline	Resources	Evaluation Measures	Potential Barriers
<b>Objective 3:</b> To measure, evaluate, and revise the CPDP for the induction of novice teachers.						
1.	Implement a survey of all participants to determine the effectiveness of the CPDP.	Human resources  E-mail to invite the participants to respond to the survey and a survey link.	End of each school year.	Survey-computer generated	<ul style="list-style-type: none"> <li>➤ Survey conducted with all participants and data analyzed.</li> <li>➤ Student achievement.</li> </ul>	Not all of the participants may participate in the survey.
2.	Based on the survey data, evaluate the CPDP and revise the plan.	Stakeholders include representatives from the community, central administration, school administrators, veteran, and novice teachers.	3-4 weeks, which will include meeting dates, agreed upon by the participants for 2-3 hours each.	Meeting location and availability of technology.	<ul style="list-style-type: none"> <li>➤ New data will drive the revisions for the comprehensive induction program</li> </ul>	<p>Financial and human resources to analyze the survey data.</p> <p>All committee participants need to be present.</p>
3.	Plan for committee meetings for the following school year.	Stakeholders include representatives from the community, central administration, school administrators, veteran, and novice teachers.	Summer months before the new school year begin.	Provide dates for committee participants to decide on meetings. Calendar reminders for meetings.	<ul style="list-style-type: none"> <li>➤ Dates and times for future meetings shared with all stakeholders.</li> </ul>	The commitment of time for future meetings.

## Appendix C: Letter of Cooperation

**ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT**

October 15, 2014  
Mrs. D'Ann Calams

**Re: Request to Conduct Research in the**

Dear Mrs. D'Ann Calams:

The reviewed your proposal to conduct the following research:

The Phenomenon of Novice Teacher Resiliency in At-Risk Elementary Schools

Approved Campuses: Any elementary school

Subject to the conditions stated herein, we are pleased to grant approval for your requested study. Although we expect a trouble-free, cooperative relationship, reserves the right to withdraw its approval for the study at any time and to cease further participation in the research when, in the sole determination of, such action serves the best interests of the District

Conditions for Project Approval:

- Research may be conducted only on the topic(s) and scope described in your request for approval.
- A copy of the project approval by your Institutional Review Board (IRB) or other approving body must be submitted to the undersigned before any research may begin. Contact information for such approving body must be included with the submission.
- Any research activities may not be conducted in a manner that in any way disrupts the operations of the campus or interrupts the work of employees.
- All costs of the research must be borne by the researcher. will not incur any cost in connection with the study and researcher agrees to reimburse promptly if any such costs are incurred.
- Researcher may not access any identifiable student information unless and until written authorization is obtained from each student whose information is accessed. This authorization does not allow publication of information that could identify any student.



- Researcher must follow all District and campus rules when on [REDACTED] premises.
- Upon completion of your research, please submit a copy of your full report for our records.

Thank you for choosing the [REDACTED] School District to participate in your study. Please let us know if we can be of further assistance.

Sincerely,

[REDACTED]

Director, Research and Evaluation

[REDACTED]

[REDACTED]

## Appendix D: E-mail Invitation to Participate in Research

Subject: Invitation

Dear \_\_\_\_\_,

My name is D'Ann Calams. In addition to being a teacher in [REDACTED] Texas, I am a doctoral student at Walden University. I am conducting research on novice teacher resiliency and retention in at-risk elementary schools. You are invited to participate in this research study because you are a novice teacher who has taught for 2-5 years in an at-risk elementary school. My role as a researcher is separate from my role as a teacher, and this research study is not associated with our school district. However, I believe that the results from this study will benefit your work as a teacher.

I am attaching a copy of the consent form that we will review together in person before you sign it should you decide to participate.

Thank you for your consideration. If you would like to participate please let me know by replying to this e-mail. At that time, we can determine a time and location to conduct the interview. I will follow-up next week if I do not hear back from you.

Thank you in advance for your time. Your participation is greatly appreciated.

Sincerely,

*D'Ann Calams*

Doctoral Student Walden University

## E-mail Reminder: Invitation to Participate in Research

Subject: Invitation- Friendly Reminder

Dear \_\_\_\_\_,

Last week you received an invitation to participate in my research study. If you inadvertently deleted the initial e-mail, I am leaving the original e-mail below for you to review.

I hope that you will consider participating in my study on novice teacher resiliency and retention in at-risk elementary schools. I believe that you have an opportunity to make a difference for new teachers to the district as you share what you think has contributed to your success. Your contribution to the understanding of novice teacher resiliency and retention may offer awareness into improving teacher retention.

Taking part in this study is your decision. Only I will know whether you choose to participate. Please take a moment to respond to let me know one way or the other if you would like to participate.

I look forward to hearing from you soon. Thank you in advance for your time. Your participation is greatly appreciated.

Sincerely,

*D'Ann Calams*

Doctoral Student Walden University

## Appendix E: Consent Form

In addition to being a teacher in [REDACTED] Texas, I am a doctoral student at Walden University. I am conducting research on novice teacher resiliency and retention in at-risk elementary schools. You are invited to participate in this research study because you are a novice teacher who has taught for 2-5 years in an at-risk elementary school. My role as a researcher is separate from my role as a teacher, and this research study is not associated with our school district. However, I believe that the results from this study will benefit your work as a teacher.

This consent form is provided to help you decide if you wish to participate in the research study listed above. Please be aware that participation is voluntary, you are free to decide not to participate, or you may withdraw at any time without negative consequences.

### **Background Information:**

The purpose of this project study is to identify the factors that enable novice elementary teachers in at-risk elementary schools to demonstrate resiliency and succeed as professional educators. This study will focus on novice teacher resiliency and retention in at-risk elementary schools.

### **Participant Selection:**

You were selected for this study because you are a novice teacher who has taught for 2-5 years in an at-risk elementary school. I will interview eight novice teachers. The participants will be selected depending upon years of teaching experience. Two participants will be selected who have taught for 2 years, 3 years, 4 years, and 5 years.

### **Procedures:**

If you choose to participate in the study, you will be asked to participate in one audio recorded interview. The interview will take place at a mutually agreed upon time and place, and will last no more than 20-40 minutes. Following the interview, I will contact you to ask you to review a summary of the transcript findings to verify accuracy. The time commitment should be no more than 60 minutes. You have the right to ask any questions before the study begins, during the duration of the study, and after the study is completed.

### **Sample Interview Questions:**

Despite the monumental challenges and demanding learning environment there are novice teachers who choose to teach in at-risk elementary schools. These teachers demonstrate resiliency and the capacity to meet the individualized needs of students who are at-risk academically. Consequently, I want to understand what enables some teachers to find success and choose to remain in at-risk schools.

1. Describe the support and from whom that you receive at your school.
2. Describe the experiences that encourage and empower you to continue your career as an educator in an at-risk school.

3. What recommendations do you have to promote novice teacher resiliency to improve teacher retention in NTSD?

**Voluntary Nature of the Study:**

This study is voluntary. Your decision will be respected if you decide not to participate. No one at the district level will treat you differently if you decide not to be in the study. If you decide to participate in the study, you may change your mind before, during, or after the study. You may decide to withdraw at any time without any consequences. If you choose to decline participation or withdraw from this study, it will not negatively affect any relationship you have with the researcher.

**Risks and Benefits of the Study:**

There are no known risks or discomforts associated with this study outside of the minor discomforts that can be experienced in daily life. Being in this study you should not incur any risk to your personal safety or wellbeing. The expected benefits of participating in this study are your contribution to the knowledge base of novice teacher resiliency and retention, learning what factors contribute to resiliency and retention, and offering possible solutions for improving novice teacher resiliency and retention.

**Compensation:**

Participation in this study is voluntary and there is no compensation for your participation. However, your participation in this study is appreciated. The information that you will provide will be beneficial in understanding the factors that contribute to novice teacher retention.

**Privacy:**

Any information that you provide for this research study will be kept anonymous. I will not use any of the information that you provide for any purposes other than for my research study. No personal identifiers (Names, oracle numbers, school names, principal names, or school district) will be included in the study. I will be the only person that has access to your name and personal information. I will keep all data secure on a password protected file and locked file cabinet in my home. As required by Walden University, the data will be kept for a period of 5 years.

**Contacts, Questions, Concerns:**

If you have any questions during any point of this study please feel free to contact me:  
D'Ann Calams dann.calams@waldenu.edu 214 529 4074

If you have questions about your rights as a participant of a research study and would like to discuss this privately, please contact: Dr. Leilani Endicott at 612-312-1210.

Walden University's approval number for this study is 02-13-15-0286995 and it expires on February 12, 2016.

Please sign this consent form if you are willing to participate in this research study. You are signing with full knowledge of the nature, purposes, and procedures of this study. A copy of this form will be given to you for your records.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix F: Interview Protocol

**Background:**

1. Tell me about your teaching career (years of experience, grade levels, etc...)  
Probe- Describe what this experience was like for you.
2. Will you describe your experiences as a first year teacher? Will you describe your experiences as a novice teacher?
3. Can you describe what the words resilient educator means to you? Probe- Can you describe experiences when resiliency was critical to your continued success as an educator? What are these experiences like for you?

**Research Question 1****What factors empower novice elementary teachers (2-5) years to demonstrate resiliency to succeed in at risk elementary schools in NTSD.**

1. Describe the support and from whom that you receive at your school. Probe- What are these experiences like for you?
2. Did you participate in a mentor program as a new and novice teacher? Probe- Describe what this experience was like for you.
3. Will you describe the kinds of professional development you received as a novice teacher? Probe-What was that experience like for you? How do you incorporate this training into your classroom?
4. Will you describe the types of support you received to develop classroom management strategies as a novice teacher? Probe- What was that experience like for you? How do you incorporate this training into your classroom?

5. What are some significant factors that have contributed to your continued career as a teacher in an at-risk school?

### **Research Question 2**

#### **How do resilient novice teachers perceive the role of administrators and colleagues to develop novice teacher resiliency and build capacity?**

1. Will you describe the relationships you have with your leadership team and colleagues? Probes- How do these experiences shape you and contribute to your identity as an educator? Describe what these experiences are like for you.
2. How do you adapt to demanding expectations from the district, principals, and colleagues? Probe- What are these experiences like for you? Will you describe how you look at these situations from a positive perspective? Will you describe the support you have during these situations?
3. Will you describe the autonomy you experience on your campus that enables you to make educational decisions for your classroom?
4. Describe the experiences that encourage and empower you to continue your career as an educator in an at-risk school. Probe-What are these experiences like for you?

### **Research Question 3**

#### **What recommendations do resilient novice elementary teachers in at-risk schools have to promote novice teacher resiliency to improve teacher retention in NTSD?**

1. Will you describe your experiences of teaching at-risk learners?  
Probes-What was that experience like for you?
2. Will you describe why and what influences you to remain in your school working with at-risk students? Probe-What are these experiences like for you? Will you describe the support you have?
3. What recommendations do you have to promote novice teacher resiliency to improve teacher retention in NTSD?

Thank you for your participation.