1-1-2011

First-Year Teachers' Perceptions of Effective Induction Program Components

Kathyleen Bliss
Walden University

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Kathyleen Bliss

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Anissa Harris, Committee Chairperson, Education Faculty
Dr. Brian Smith, Committee Member, Education Faculty
Dr. Richard Braley, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
2013

Abstract

First-Year Teachers' Perceptions of Effective Induction Program Components

by

Kathyleen Bliss

Bachelor of Science, University of Houston-Victoria, 2003

Master of Science, Walden University, 2006

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

January 2013

Abstract

Educational literature has established that over half of all teachers leave the profession within 3 years. Exploring the 1st-year teacher transition and its inherent challenges has been necessary to educational stakeholders seeking to achieve national standards and improve the educational environment, student achievement, and teacher retention. This study's purpose was to investigate 1st-year teacher induction programs; determine the type of support components included, whether from administrators, mentors, or colleagues; and identify which components 1st-year teachers perceived as most effective. The professional development models of Wong, of Johnson and Kardos, and of Curran and Goldrick provided the conceptual framework. The guiding research question focused on discovering new teacher perceptions of induction program components. Participants anonymously responded to a 68-item survey of nominal and Likert-scale items about induction program components and their effectiveness. Descriptive statistics indicated the most commonly included and effective components were assignment in certification area and providing a mentor, formal administrator evaluations, and campus/district orientation sessions. The most effective mentor support components were treating mentees with respect and being accessible. Administrators were most effective when providing clear expectations, constructive performance feedback, and help with discipline matters and parents. Colleagues were effective at integrating novices into the teaching community. Recommendations include enhancing relationship development, providing cooperative planning, and integrating teacher expertise locally. This study promotes social change by empowering administrators to improve 1st-year teacher induction programs, mentorship, and administrative support.

First-Year Teachers' Perceptions of Effective Induction Program Components

by

Kathyleen Bliss

Bachelor of Science, University of Houston-Victoria, 2003

Master of Science, Walden University, 2006

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

January 2013

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

Acknowledgments

Throughout this journey, one person stood as my foundation, my husband, Carter. Throughout different types of careers I have undertaken, completing my bachelors, then my masters, and now my doctorate, he has always been 100% supportive of my endeavors. Even though he did not understand much of what I was writing, he was always willing to assist me. The completion of my doctorate would not have been possible if not for him; I feel that this degree also belongs to him as much as to me. Thank you Carter, for all you have done, do, and will do. You are "the wind beneath my wings."

I would also like to thank my colleague Dr. Kitty Warsame. We began this journey while completing our bachelors, and somehow we never looked back. We were each other's "go to" person with ideas, thoughts, and writings as well as moral support. From her, I gained the strength I needed when I was weak. Her support and long night discussions were very valuable in helping me complete this dissertation.

Finally to, Dr. Anissa Harris, my chair, her consistent dedication to detail, and never ending belief that I would complete this endeavor was most beneficial to me at my lowest points during the never ending edits and reviews. Her patient and uplifting attitude was the push I needed.

Thank you to all: a dream I thought I would never achieve has now been completed.

Table of Contents

List of Tables

List of Figures

Section 1: Introduction to Study

Introduction

The first year of teaching is often challenging and stressful. Many teachers, new to the profession, are isolated in their classrooms, left to navigate a system they are not familiar with or thoroughly understand (Ingersoll & Smith, 2004, p. 682). This period should be a time when teachers learn and develop their content and instructional skills with practical applicable knowledge and when school districts build and unify a quality teaching force. However, the first year is the time when teachers most likely decide whether to remain in the profession. Ingersoll and Smith (2004) discovered that up to 50% of new teachers leave the profession within 5 years of entering the classroom. Alliance for Excellent Education (2005) stated that, among teachers who transferred schools, a lack of planning time (65%), too heavy a workload (60%), problematic student behavior (53%), and a lack of influence over school policy (52%) were cited as common sources of dissatisfaction or reasons for leaving. In any industry, a loss of work force exceeding 50% and high dissatisfaction would warrant an administrative review. It is, therefore, valuable to understand why this phenomenon occurs and how to better retain teachers.

Additionally, acquiring new teachers is a costly prospect for school districts. The hiring process involves time and expense. The money a district could use for other areas is being directed toward recruiting, hiring, and training new teachers (Quart, Thomas, Anderson, Barraza Lyons, Olsen, & Masyn, 2008). According to the Texas Center for Educational Research (2000), teacher turnover costs the state between $329 million and

$2.1 billion per year. Approximately 50% of all beginning teachers leave the profession within 7 years, but according to Hare and Heap (2001) and Darling-Hammond and Sykes (2003), the greatest loss of teachers occurs within the first 5 years. The cost of losing these new teachers is not just the teacher leaving; the cost also includes the loss of the funds applied to hiring the new teachers. These data provide a fiscal framework for creating and supporting strong induction components for first-year teachers that also provide fiscal and collegial benefits for the district, schools, and staff members.

Many first-year teachers are focused on the day-to-day elements of working in a school. These same teachers may have no guidance or redirection and are left to their own accord while being held accountable for all of their actions, legal or otherwise (Arends & Kilcher, 2010). Many teachers face concerns regarding classroom management, wide diversity of learners, and a nonexistent support system while struggling with poor leadership (Ingersoll, 2001). Brock and Grady (2007) uncovered that many potentially successful teachers prematurely ended their career with feelings of frustration, inadequacy, and failure. The high number of retirees coupled with the high loss of new and first-year teachers is placing undo pressures on the profession, which compromises both teachers and students.

The rate of beginning teacher attrition reinforces the need for better understanding new teacher struggles. For years, induction and mentoring programs have been viewed as methods for promoting teacher retention (Ingersoll & Smith, 2004), and thus better understanding them is of value. The Alliance for Excellent Education (2004) stated that the components of a comprehensive induction program should include high-quality

mentoring, common planning time and collaboration, ongoing professional development, participation in an external network of teachers, and standards-based evaluation. Whisnant, Elliott, & Pynchon (2005) researched the conditions (both environmental and programmatic) that enable a successful mentoring induction program: a perspective on induction that was multiyear and developmental: strong principals; high-quality providers of the induction program, including dedicated staff; additional support for new teachers with little preparation; incentives for novice and veteran teachers to participate; alignment among induction, classroom needs, and professional standards; cooperation with unions; and an adequate and stable source of funding and commitment to outcome evaluation. Investigating how these components manifest themselves in the local environment is pertinent to understanding the factors relevant to the goals in this study.

The purpose of this study was to identify and explore effective teacher induction components that addressed the difficult challenges of transition into teaching while attempting to alleviate some of the physical and emotional pressures inherent in the first year of teaching. Through survey research, I focused on the characteristics of induction programs in Texas and the effectiveness of these components as perceived by novice teachers.

Statement of the Problem

Teacher attrition is not a new trend; in fact, the continued loss of teachers has increased. Since the 1960s, teacher attrition has been on the rise. According to McLeod (2007),

> The way that schools operate is not working right now for many creative, talented young adults. They look around at how things work in schools, they might even give teaching a try because they want to make a difference in children's lives, but then they become disenchanted and they leave. (p. 7)

The focus on teacher quality, along with the national teacher shortage and the requirements of No Child Left Behind Act (NCLB, 2001), have brought to light the needs of beginning teachers in a new way. For almost 2 decades, the state of Texas has investigated methods for guiding beginning teachers through their first years in the classroom. Induction programs, partnered with teacher mentoring, were seen as one such strategy to support and retain novice teachers, especially those most at risk (Texas Education Agency [TEA], 2009). Most beginning teachers lack the practical teaching skills needed for succeeding beyond their first year. Teacher attrition may be attributed to poor leadership coupled with nonexistent support from administration and a lack of classroom management skills (Curran & Goldrick, 2002; Johnson & Kardos, 2005; Wong, 2004). This local problem is two-pronged:

1. The number of school teachers needed was growing at an alarming rate. It was estimated that by 2011 there will be 3.56 million teachers in public schools (National Center for Education Statistics [NCES] 2003a, 2003b, 2003c). The demand for hiring teachers was increasing faster than the supply could keep up, forcing many districts to place teachers in classrooms with little practical applicable knowledge.

2. Placing teachers in the classroom with little support, no mentors, no professional development, no classroom management skills, and demanding higher student success leaves little wonder as to why these teachers were leaving (Algozzine, Gretes, Queen, & Cowan-Hathcock, 2007, p. 137).

A better understanding of how these areas of induction—high-quality mentoring, common planning time and collaboration, ongoing professional development, participation in an external network of teachers, and standards-based evaluation—assisted first-year teachers was the focus of this study. This study contributed to the body of knowledge needed to address the problem of teacher attrition by pinpointing effective components of induction programs.

Nature of the Study

In this survey research study, I determined if selected induction components were successful according to the perceptions of first-year teachers. New teachers' perceptions were needed to further develop, revise, or enhance induction programs and determine how to further meet the needs of beginning teachers. A survey research design was used to determine which effective components would enhance beginning teacher's abilities to better serve students and their school districts. Survey research provided a quantitative description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2009). This study included first-year school district teachers throughout districts in Texas. Recognizing ideas and feedback assisted in facilitating programs for novice teachers in Texas school districts.

Research Questions

The following research questions were addressed in this study as a way to examine perceptions of first-year teacher support and what schools districts provided to assist this group of teachers during their first year teaching:

1. What induction components were offered to Texas teachers during their first year of teaching?
2. What components of induction programs did first-year teachers perceive as the most effective?
3. What support received from the first-year teacher's mentor was considered the most effective through the perspective of a first-year teacher?
4. What support received from the first-year teacher's school administrators was considered the most effective through the perspective of a first-year teacher?
5. What support received from the first-year teacher's colleagues was considered the most effective through the perspective of a first-year teacher?

Purpose of the Study

The purpose of this study was to determine if selected induction components are effective in lessening teacher's intentions of leaving the profession. The Alliance for Excellence in Education (2004, 2005) indicated that teachers need 3 to 7 years to develop their skills to be effective. Expert teachers bring experience and knowledge to first-year teachers by helping them adjust into the school environment. The cost of preparing and replacing new teachers is expensive; according to Johnston (2000), "in Texas the estimated cost annually is $329 million" (p. 1). The National Commission on Teaching

and America's Future (2002) estimated that the national cost of public school teacher turnover could be over $7.3 billion a year. This loss undercuts the school's ability to build and sustain essential professional teaching communities. All of this translates to student achievement or the lack of it. With the demand for teachers increasing over the next 10 years, it was crucial that new teachers begin their career in a positive direction with regard to applying their practical applicable skill for higher student achievement and mental success.

Theoretical Base

The theoretical framework for this study stems from effective components needed to ensure the survival of beginning teacher past the 5-year mark. Wong (2004) stated that a teacher's success is improved by providing a comprehensive, coherent professional development program (p. 1). To be successful a first-year teacher induction process must include a comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support, and retain new teachers and seamlessly progresses them into a lifelong learning program (Wong, 2004). Ingersoll and Kralik (2004) found that those who had a mentor teacher in the first and second year were more likely to report they planned to continue teaching than those who did not have a mentor teacher. Determining the presence of and effectiveness of the induction program at the local site was relevant to the goals of this study.

Wong (2004), Curran & Goldrick (2002), and Johnson and Kardos (2005) have indicated that providing support to beginning teachers through sustained professional development, mentors, and other integrated efforts that administratively, academically,

and personally encourage new teachers will increase their retention in the profession . As I read and reviewed studies and articles related to these successful retention efforts, certain key components became evident and were repeated throughout the literature. In an effort to ascertain if the local school districts were building and implementing a workable induction program, I recorded all the key components noted in the literature and narrowed the list to the 10 required induction components most often cited as necessary for a school district to build a sustainable program. The components were based on Wong's, Johnson and Kardos', and Curran and Goldrick's professional development models that emphasized the need for new teacher support from mentors, school administrators, and the first-year teacher's colleagues. Those three areas formed the three foci of this study.

Definition of Terms

There were several terms used in the study that needed additional clarification. The definitions listed below were significant to understanding the research study and its implications.

Administrators/school administration: The central office administrators/the principal located at the independent school (Wong, 2004, p. 4).

Attrition: The reduction or decrease in numbers, size, or strength (Ingersoll, 2001).

Beginning teacher: A teacher in a public school who has been teaching less than 1 school year (United States Department of Education [USDOE], 2008).

Highly qualified: Those state teachers who hold a bachelor's degree from a 4-year institution or alternative certification program and are fully licensed and/or certified to teach core academic subjects (USDOE, 2008).

Migration: The movement of persons from one school or district to another (Ingersoll & Smith, 2004).

Mentoring: The practice of matching a beginning teacher with an experienced, veteran teacher who will provide personal guidance during their first years in the classroom (American Federation of Teachers, 1998; Ingersoll & Smith, 2004).

No Child Left Behind Act: Mandated by the federal government that all schools be 100 proficient by 2013-2014. Students must be taught by *Highly Qualified* teachers, and student achievement is measured based on standardized testing (NCLB, 2001; USDOE, 2008).

Professional development: Skills and knowledge attained for both personal development and career advancement (Speck & Knipe, 2005). Such activities may include individual development, continuing education, and in service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring (Fullan, 2000). Fullan also expanded the definition to include "the sum total of formal and informal learning experiences throughout one's career from pre service teacher education to retirement" (p. 326).

Teacher induction program: The professional support provided to beginning teachers, which may include mentoring, collaboration among beginning teachers and their colleagues, and professional development activities designed to strengthen

teachers' skills and ultimately improve student outcomes (Wang, Odell, & Schwille, 2008).

Assumptions

Specific assumptions were acknowledged in this study. It was assumed that the survey responses were provided anonymously and that they truthfully represent the perceptions of the participants. It is also assumed that the participants had common first-year teaching experiences such as attendance in a new teacher orientation or assignment to a mentor during their first year of teaching. These experiences provided a backdrop for responses.

Limitations

There were potential weaknesses or limitations of this study. All participants were first-year teachers who had completed their student teaching segment and were hired by a district for the first time. Their lack of experience and familiarity with teaching and teaching experiences make these findings only relevant to other similar groups. Teacher background knowledge, previous work history, and personal experience were also unrelated areas that could also affect this study.

Scope and Delimitations

The scope of this study was confined to the first-year teachers assigned to Texas school districts whose names were located in a website database designed by a Texas University. This data source, named Performance-based Academic Coaching Team System (PACT), is an online mentoring support system. The population of 1,275 teachers in the PACT database was invited to participate. The sample was culled from

the random responses of those who selected to participate at will. This study was conducted during the 2010-2011 school year; therefore, the findings may not be generalized to any other school term.

Significance of the Study

Many schools in the United States are facing the problem of teacher migration and attrition**.** Over the next few years as many seasoned teachers enter retirement and dissatisfied teachers leave the school or profession, districts will be facing a growing demand for more teachers (NCES, 2003a, 2003b, 2003c). Texas has experienced the teacher migration and retention problem; and as a result, many administrators have filled vacant positions with teachers that have had little or no classroom experience. According to the Texas Center for Educational Research (2000), turnover rates for beginning teachers in Texas were extremely high; this represented a cost to public education beyond the expense of operating schools and was a wasted expense that did not contribute to the education of Texas children. Concerned about potentially losing more teachers because of the lack of support, isolation, and overwhelm of first-year teaching responsibilities (Varah, Theune, & Parker, 1986), Texas educators began combating this problem by providing induction and mentoring programs across the state. Since many teachers navigate new school systems that they may not be familiar with or thoroughly understand (Ingersoll & Smith, 2004, p. 682), Texas induction efforts were designed to positively impact the teacher migration and retention problem (Texas Center for Educational Research, 2000).

This study led to an improved understanding and development of strategies and programs to retain highly qualified teachers (Ingersoll & Smith, 2004) by gathering data from Texas first-year teachers about their perceived support. Teacher retention has the potential for saving schools and districts funds that are needed for resources, aids, professional development, and other support to improve teachers' working conditions and job satisfaction. In addition, this study contributed to social change by having schools and districts look at teacher retention in different ways. Teaching has long been viewed as a life-long career, with the expectations that teachers would come in on Day 1 and 30 years later be doing the same thing. School leaders can reflect upon the support structure of schools and create the kind of environment where teachers can thrive and grow professionally. Improving teaching conditions could also bolster the teacher supply pool; many educators who left due to poor conditions might reconsider their decision to leave if the conditions were enhanced (Hirsch, 2008).

Results from the study were used to introduce 10 selected effective components for induction programs with the sole purpose of improving teacher retention, teacher professional development, and student achievement. I helped in the application of narrowing down which components are more effective in lessening teacher's intentions of leaving the profession and enhance beginning teacher's abilities to better serve students and their school districts.

Summary

This section has included information on beginning teachers who were coming into the classroom with the education and book knowledge to teach but who still lack the

skills needed to apply their learning into effective practice. The purpose of this study was to determine how 10 effective components of induction would assist first-year teachers in their practical teaching skills and thus improve retention. I also emphasized how to shape supervision so that expert veterans could provide these new teachers with adequate understanding and the ability to bridge book knowledge and practical teaching skills. In the second section, I will address previous research related to first-year teacher induction programs currently in the United States and other countries. Furthermore, the role of administrators, peer teachers, and other support staff are discussed. Section 3 includes the methods that were used in order to gather data for this doctoral study, including the research design, selection of participants, instrumentation, procedures, and analysis. The results are presented in Section 4. Section 5 includes the conclusions, a discussion for recommendation from the current study, and implications for further research.

Section 2: Literature Review

Introduction

The growing shortage of teachers has been rising since the 1980s, forcing the educational field to determine why teachers are leaving the profession and what can be done to make them stay. Researchers have demonstrated that new teacher turnover rates can be cut in half through comprehensive induction—a combination of high-quality mentoring, professional development and support, scheduled interaction with other teachers in the school and in the larger community, and formal assessments for new teachers during at least their first 2 years of teaching (Alliance for Excellent Education, 2005). The idea of developing induction programs was investigated to help beginning teachers coming into the profession (Varah et al., 1986). The National Commission on Teaching and America's Future (2002) suggested that mentoring and supported learning teams for beginning teachers will help stop the flow of teachers out the door (p. 6). Demands on what teachers must know and do have increased due to factors such as increasingly diverse student populations and pressures of accountability systems, making first-year induction programs critical for the success of beginning teachers.

In the review of literature, I covered research in teacher attrition with an emphasis on teacher induction programs. The review of literature also included the common perception of first-year teachers' preferred induction programs components, and what teachers believe are the most effective. I wanted to look primarily at a smaller number (10) of components. These 10 components showed the most promise for success for a school district to implement throughout their district.

Organization of the Literature Review

I accessed the following libraries to obtain sources for the literature review: Houston Public, Walden University, and Harris County Libraries. I used Education Resources Information Centre (ERIC), EBSCO Publishing, and ProQuest databases to find current, peer-reviewed articles. The following key words were selected for review by literature: *mentors, collaboration, administrative support, learning effective classroom strategies, teaching practices, opportunities to observe veteran teachers, and adjusting working conditions*. Priority was given to articles and studies within the last 5 years although older, primary sources were cited for theoretical or foundational principles as was appropriate.

The review is organized according to the research process that unfolded in this study. At the beginning of the review, the research addresses why teachers are leaving the profession and provides a brief historical overview of induction programs and their many components. In order to understand how these components are or are not effective in an induction program, I provide a summary of the characteristics of beginning teachers, followed by an application of induction programs components. This discussion includes data on first-year teacher support structures with special focus on support from mentors, administrators, and teacher colleagues. Additional literature on best practices in induction activities is also addressed. The review concludes with a discussion of legislative mandates regarding induction programs and suggestions for future initiatives in teacher retention.

The following research questions guided and were addressed in this study as a way to examine perceptions of first-year support and what schools districts provided to assist this group of teachers during their first year of teaching:

1. What induction components were offered to Texas teachers during their first year of teaching?
2. What components of induction programs did first-year teachers perceive as the most effective?
3. What support received from the first-year teacher's mentor was considered the most effective through the perspective of a first-year teacher?
4. What support received from the first-year teacher's school administrators was considered the most effective through the perspective of a first-year teacher?
5. What support received from the first-year teacher's colleagues was considered the most effective through the perspective of a first-year teacher?

Reasons for Teacher Attrition

Many experienced teachers are retiring or leaving the profession due to challenges faced in the classroom. The need for replacing these teachers is growing, and the demand cannot keep up with providing quality teachers (Farkas, Johnson, Foleno, Duffett, & Foley, 2000). In a study commissioned by Scholastic, Inc. (2000), and conducted by the Council of Chief State School Officers (2002), 400 teachers responded to a survey on the reasons teachers leave the classroom. The aggregated responses indicated that higher salaries were one of the top reasons, but also listed other challenges such as burn out,

paperwork, morale, class size, and non-teaching duties contributed to the dissatisfaction. These responses and challenges are aggregated and presented in Figure 1.

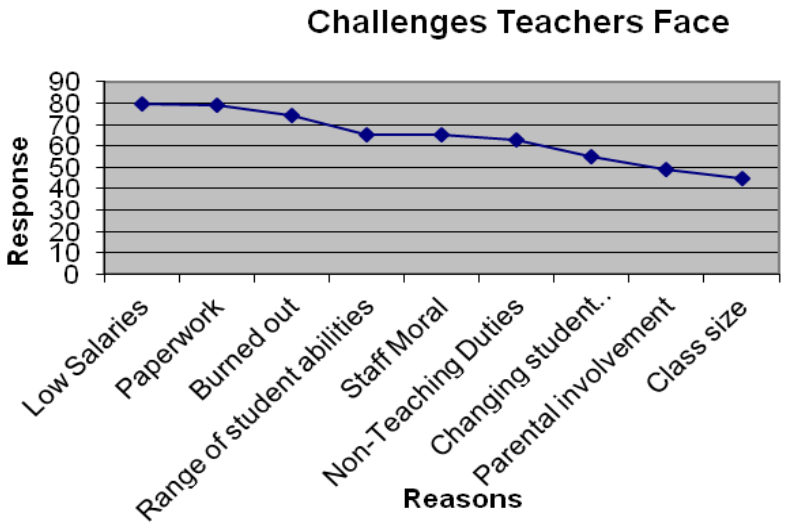

Figure 1. Challenges Teacher Face. (Source: Scholastic, Inc. 2000)

Schools needing to fill gaps quickly are forcing districts to hire teachers with little or no actually teaching. Beginning teachers have no practical applicable knowledge, only theory they acquired in college or alternative type programs (Darling-Hammond & Baratz-Snowden, 2007). With expectations high from administration, the chance for failure of the teacher is also high. Ingersoll (2001) stated that 42% of departures reported the reason as job dissatisfaction, which included lack of support from school administration, lack of student motivation, student discipline problems, and lack of teacher influence over decisions. Future teachers are receiving less training before going into the classroom while experienced teachers are leaving the classrooms. Student

teachers are being placed in school settings with as little as 14 weeks of experience, and alternative certified teachers are placed in the classroom with no prior exposure. Insufficient preparation additionally influenced young teachers' decisions to depart the profession. A national survey titled *A Sense of Calling: Who Teaches and Why* (Farkas et al., 2000) of public school teachers with less than 5 years of experience found that 62% of them felt that their preparation programs did a fair or poor job of preparing them to deal with the pressures of teaching. Darling-Hammond (1998) found that countries like Germany, Belgium, and Luxembourg have long required 2 to 3 years of graduate level study for prospective teachers before they enter the classroom. Darling-Hammond (1998) stated this gave student teachers a better firsthand knowledge of the school environment and real world instruction and better prepared teachers for the classroom, thus improving teacher retention along with rising student achievement. These factors clearly demonstrate reasons why teacher attrition is rising.

Additionally, beginning teachers are being recruited from both arenas, traditional and alternative routes. The NCTAF (2002) suggested teachers who finished a 4-year education program continue in teaching at a higher percentage rate than those proceeding through alternative routes. The loss of beginning teachers can be attributed to these factors: struggles with poor leadership, the constant concerns about classroom management, the diversity of their learners, and a nonexistent support system (Ingersoll, 2001). Some factors cannot be controlled: teachers leave the profession for better pay, are transferred, and have family leave. However, supporting beginning teachers through an induction program allowed teachers time to acquire the practical applicable knowledge

that better enabled them to implement practices, and meet the needs of diverse students. Two things happen when beginning teachers acquire this practical applicable knowledge. First, student learning is enhanced, which lead to increased achievement. Second, teachers become more successful as facilitators of learning (Darling-Hammond, 2006). Support also provides teacher job satisfaction, which helps them remain in their position.

Teacher Induction Programs Historical Overview

Researchers have wanted to better understand the needs of first-year teachers. Comprehensive studies began appearing early in the 1980s with regard to mentoring programs (Griffen & Millies, 1986; Hawk & Robards, 1987; Hoffman, Edwards, Paulissen, O'Neal, & Barnes, 1985; Karres, 1995). However, these studies focused on only answering questions about teacher induction programs or managing problems, not assisting in the development of sustainable programs.

Many districts have begun developing their own type of programs to curtail the loss of these new teachers. Brown and Wambach (1987) looked at the California Mentor Teacher Induction Project (MTIP). The project consisted of placing preservice teachers with master teachers in a 7-week program, followed by a yearlong mentoring program. Prior to the start of the study, mentors and preservice teachers participated in preservice seminars. The preservice teachers were compared to a group of preservice teachers that were not in the project. Brown and Wambach found that teachers involved in the mentoring group were more likely to respond that they would continue teaching. Placing a mentor with the preservice teacher helped teachers to cope with mistakes, burnout, and job

dissatisfaction. The findings further indicated that induction or mentoring for these preservice teachers increased retention and served to lessen first-year difficulties.

Although the number of induction programs increased from 1981 to 1991, it has just been in the last few years that programs have become more commonplace within districts. With districts placing higher demands of accountability on teachers to reach higher level of student achievement, many schools are trying to implement their own programs because state programs are nonexistent or not funded. Higher accountability and desire for higher student achievement are converging together, with increasing student enrollment and increasing teacher attrition (Ingersoll, 2001). This process is encouraging many schools to place under qualified teachers in the classrooms, just to fill the space.

Characteristics of Beginning Teachers

According to Moir (1999), there are different characteristics of beginning teachers, as well as attitude phases that teachers experience during the first teaching year. Moir outlined the stress level causes and their disillusionment with the profession:

> Teachers enter the profession with high expectations, a vision of the future, and a mission to educate our children and youth. The demands, pressures, and conditions they work under can stifle this zeal and present obstacles to achieving their mission; this led to disillusionment and eventually even burnout. Accumulated stresses can force the most dedicated educator to burn out. While educators adapt well to adversity, they cannot do so forever. Finally, like the business sector before, education is realizing the importance of a healthy and

> contented work force. The workers inside the nation's public schools are as deserving of peace of mind as professional and support workers outside. (p. xi)

Moir recognized the five phases of the first-year teacher. These phases include the anticipation phase, survival phase, disillusionment phase, rejuvenation phase, and reflection phase.

According to Moir (1999), the anticipation stage starts with new teacher preservice preparation and consists primarily of excitement and anxiety. This takes place before the first-year teacher begins their assignment. Here, the perfect classroom and romance of the job is experienced. During this phase the teacher's ideal expectations create energy and excitement as the teacher works on new goals and tries to create learning. This phase provides momentum and solution-focused processes as the teacher navigates the classroom with relatively few problems.

Moir (1999) states that the first month of school is overwhelming for new teachers and begins the survival phase. Moir reports that beginning teachers are over loaded with difficulties such as student conflicts, parental participation, and unexpected discipline concerns and often feel unprepared to manage them. This first-year teacher copes with many unknown demands: new classroom responsibilities as well as creating and sharing lesson plans, classroom routines, and procedures. It is also here that the new teachers are overwhelmed with information about the school's policies and procedures, all of which must be balanced with their own personal lives.

After 6 to 8 weeks of nonstop work and stress, new teachers enter the disillusionment phase, according to Moir (1999). The intensity and the length of this

phase vary among new teachers. The time commitment and the realization that the unfamiliar responsibilities, routines, and procedures may be below the intended standard of performance can create low morale and contributed to this period of disenchantment. It is at this point that teachers begin to question their commitment and their competence as educators.

According to Moir (1999), the rejuvenation phase includes the new teachers showing signs of improvement in their teaching abilities, as well as a change in attitude towards teaching. Breaks in teaching may provide the teacher time to rest and have time for friends and family outside the school environment. More time for planning curriculum, and time for reflection helps the teacher gain perspective and rejuvenate for the students and the classroom. This phase often provides teachers momentum.

The reflection phase is the final phase of the new teacher's experience (Moir, 1999). According to Moir, it is during this phase that teachers can look back on their first-year experiences and see what has and has not worked well, and what changes they can make for the following year. According to Moir, the reflection phase is characterized by self-evaluation and ways to improve professionally.

The Solution: Teacher Induction Program

Researchers who have studied teacher attrition have identified causes for teachers leaving the profession. In order to remedy teacher attrition, teacher mentoring and induction programs have been introduced in recent decades: more than 80% of new teachers participated in some kind of program, up from 40% in 1990-91 (American Association of State Colleges and Universities, 2006). Induction programs are a

structured form of support for beginning educators. These programs should be designed according to the needs and characteristics of different groups of educators (Massachusetts Department of Education [DOE], 2002) and should be implemented in appropriate ways (Johnson & Kardos, 2005; Wong, 2004).

Wong (2004), considered a professional in teacher mentoring, developed classroom methods to assist in reducing discipline problems, a zero dropout rate, a 95% homework turn-in factor, and the ability to demonstrate mastery learning for each of his students. Wong concluded,

> Induction is ongoing and systematic, whereas a mentor may be someone who is assigned two-weeks after the school year begins and may not be trained, compensated, or provided release time to help, much less be in the same building and teach at the same grade level or subject area. (p. 2)

Wong further discussed the outline for elements needed for successful induction programs: training; networks; workshops; demonstrations classroom; visitations and debriefings sessions; new teachers are taught and shown effective classroom strategies; preschool year workshop; welcome center; bus tour; networks, study groups; mentors, facilitators, coaches; portfolio; video; demonstration classrooms; administrative support; and learning circles (p. 2). Wong shared the general philosophy of what transpires when everyone shares the mission: "Everyone is a leader—from the superintendent to the principals, teachers, students, and even the food service workers. Yet, this was possible only because all share a mission and a vision that were acculturated through the induction process" (p. 2). Wong argued that mentoring alone was not the answer and should not be

the only element used. A formal induction process was the second crucial component needed to build and sustain teacher leaders. Wong's research showed that through learning communities, a district could build a family of teacher leaders. This enables teachers to maintain a longer career in the field. By providing these opportunities to beginning, as well as veteran teachers, the retention rate can improve.

Johnson and Kardos (2005) also explored the problems in teacher retention. Their study presented qualitative discussions with practicing classroom teachers regarding teacher retention concerns. Johnson and Kardos conducted a 5-year, qualitative study of 50 new Massachusetts teachers to address issues related to attracting, supporting, and retaining new teachers. Johnson and Kardos shared excerpts from actual teachers who voiced their thought and concerns from their first year in the classroom:

> Esther, a former engineer in the space industry, came to teaching through an alternative certification program. She described her district's orientation program for new teachers as indoctrination to the district, to the union. "We got all that stuff. They talked about benefits and health care." But at her school site—where she would succeed or fail with her students—there was nothing: "Here it's pretty much, 'There's your classroom. Here's your book. Good luck.'" (p.1)

Johnson and Kardos suggested organizing the following categories for induction support:

1. On-site and on-time professional development
2. Effective principals
3. Teacher leaders

Johnson and Kardos found that teachers were more prone to stay with a school when offered comprehensive support. Administrators are more active and sensitive to the needs of first-year teachers through setting suitable courses, well-organized curriculum, as well as school-wide expectations from staff and students. A more integrated system is needed where teachers are working, planning, and offering feedback and support of each other. Schools must think of this method as a long-term investment, according to Moore Johnson (2007). For this type of system to work, there must be commitments from the top down, principal to mentor, with support, time, and participation.

The NCES (2003c) suggested that both the mentor and mentee benefit from the amount of time that a mentor and beginning teacher actually spend and work together. Researchers have also indicated that new teacher induction programs can improve new teacher retention rates and teaching ability.

Curran and Goldrick's (2002) revealed several common characteristics of effective components for induction programs based on programs in California and Connecticut induction models. They first noted that solid programs "promote universal participation for new teachers from both traditional and alternative preparation programs and use experienced teachers as mentors" (p.4). These mentors also need to be trained and adequately prepped to assist new teachers, including release time or a reduction in teaching responsibility for those mentoring or starting as new teachers. It is also critical that these induction programs have designated state funding, preferably from the legislature, as well as "clear and established standards" that are "structured, defined, and

evaluated by input from beginning and veteran teachers" (p.4). This provision for funding and assessment provides consistency and effectiveness to the program.

Curran and Goldrick (2002) also note that these new teachers must be regularly assessed on performance and be provided appropriate "subject-specific or content-area focus" with mentoring that "extend[s] throughout the school year and beyond the first year of teaching" (p.4). In so doing, the school makes provision for the quality of instruction and builds on the new teacher's personal and content strengths. An additional component requires that effective induction programs "provide teachers with workplace conditions that enable them to focus on strengthening their teaching skills" (p.4). Appropriate workplace conditions would specifically include those that assign new teachers to content areas in which they are qualified and with students "who are not the most challenging" (p. 4). New teachers, according to Curran and Goldrick (2002) also benefit from "opportunities to participate in targeted professional development" and "to observe and be observed by veteran teachers" (p.4). Including these components in an induction program provides a foundation for new teacher success and retention.

Need for Teacher Induction

Because of the No Child Left Behind (NCLB, 2001) act all teachers have to be highly qualified by 2005-2006. This places an undue burden on school districts to fill positions. Administrators are placing beginning teachers in classrooms without the practical applicable knowledge to meet the needs of diverse students. The gap between being highly qualified and practical applicable knowledge is the area that induction addresses. According to Darling-Hammond (2006), "Teachers need not only to be able

to keep order and provide useful information to students but also to be increasingly effective in enabling a diverse group of students to learn ever more complex material" (p. 5). With an increased demand for teachers, and student enrollment on the rise, researchers have found that teachers must be prepared to teach in today's classroom by designing and using lessons for diverse learners, designing and implementing technology lesson, and establishing and maintaining contact with parents (National Education Association, 2002).

Beginning teachers are expected to have the same level of knowledge as veteran teachers in effectively delivering curriculum, instruction for all learning styles, handling discipline issues, and understanding and following district procedures (Berry, Hopkins-Thompson, & Hoke, 2002). However, if novice teachers are going to be identified as a beginner, there must be actual and purposeful help in place that promoted the teachers' growth and progress.

The American Federation of Teachers (1998) has acknowledged induction as a key requirement of teacher quality. According to Berry, Hopkins-Thompson, and Hoke (2002), the federal government has suggested strategies such as teacher induction and professional development as an approach towards guaranteeing that highly qualified teachers meet the expectations of NCLB (2001) act, in ensuring that students make adequate yearly progress. When teachers participate in new teacher induction programs, they are more likely to remain in the teaching profession compared to those teachers who did not participate (National Education Association, 2002).

There are relevant gains to new teacher induction programs. Initial, new teacher induction programs are beneficial because novice and veteran teachers remain in their teaching positions, which decrease the cost of recruiting for school districts (Darling-Hammond, 1998). Teachers learn best by studying, doing, and reflecting, according to Darling-Hammond (1998). By assisting new teachers through induction, beginning teachers gain the practical skills to meet student's needs, and increase student achievement. Schools must have sound induction programs that provide and facilitate new teacher assessment and support as they grow to become more professional classroom leaders. Deprived of such supports, many beginning teachers may resort to survival instructional strategies in their first years of teaching (Berry et al., 2002). Better development of these strategies helps ensure that these teacher stay in the profession.

Teacher Induction Components

Teacher induction programs should contain the components that the research deems most effective. Wong (2004), Curran and Goldrick (2002), and Johnson and Kardos (2005) emphasized that support from mentors, school administrators, and the first-year teacher's colleagues are most important when designing successful first-year teacher support. The following discussion details these specifics and provides evidence for successfully supporting teachers in local initiatives.

Mentor Support

Currently, mentoring has developed into many areas. Mentors serve as a guide, critical friend, coach, consultant, supporter, sponsor, confidant, master teacher, tutor, and friend (Villain, 2002, p.7; Wong, 2001, p.8). There are consistent types of

mentors offered in school settings: (a) highly trained and (b) full time mentors that meet frequently compared to that of a *buddy* who functions without any structure, frequency, and support from the school and district administrators (Strong, 2005 p 15).

Mentoring programs have two purposes: (a) to help beginning teachers acclimate to the educational environment, and (b) to improve instruction. First, the mentor connections give insight to the novice educators about school, district, and state expectations. Mentors provide support and reassurance to beginning teachers as they maneuver throughout their first year. For Boreen, Niday, and Johnson (2003), mentoring was more than an experienced teacher helping a novice teacher. Boreen et al. maintained that mentoring suggests a "vast array of life and professional learning experiences that enhance their ability to interact with their colleagues in collegial manner" (p. 15). Glickman, Gordon, and Ross-Gordon (1998) suggested that mentoring provides a way for knowledgeable teachers to give individualized, continuing professional assistance. Feiman-Nemser, Schwill, Carver, and Yasko (1999) suggested that even though mentoring for the most part was the most common form of support for beginning teachers, the effectiveness comes through the selection, training, and support of the mentor.

Secondary, and the most significant intention, is the mentors' part in improving the beginning teachers' instructional abilities. According to Wong (2001), "New teachers want and need a tutor who will teach that new teacher and show them what to do" (p. 8). Amongst the most cited approaches of advancing instructional skills is cognitive coaching. The method of mentor observations, paired with pre and post conferencing,

enables novice teachers to experience nonthreatening advice and examination of their pedagogical practices and encourages beginning educators to think about the effect their teaching has on student achievement (Villani, 2002). Making connections between instructional processes and student outcomes provides appropriate evaluation as well as direction for new teachers acclimating to the classroom. Nonetheless, mentoring alone "is a pale substitute for rigorous guidance about how to teach" (Alliance for Excellent Education, 2004, p. 4). According to Darling-Hammond (1998) though, "Mentoring is crucial for the development of teachers who learn to practice effectively rather than merely to cope, or –as too many new entrants do – to leave early in their careers" (p 22). Frequent induction activities between mentors and new teachers can provide the potential to promote positive interpersonal relationships, which builds both personal and professional frameworks through support and encouragement from the mentor.

School Administrator Support

School principals sometime choose to play a minor role in teacher induction, but they direct or impact a new teacher's acceptance into the school environment and also assist the new teacher foster positive student and collegial relationships. Kaplan and Owing (2004) argued that the principal was key to building a committed group of effective teachers. One of the foremost jobs of any principal is to provide instructors for all students; the other half of this job is to provide support and effective development for growth of these instructors (Charlotte Advocates for Education, 2004). Researchers have shown that it is the principal's role to ensure the future success of new teachers. Feiman-Nemser et al. (1999) suggested that principals, as well as school leaders, should go past

just evaluation of a new teacher, but should include instructional support that goes beyond just helping with classroom management. Wayne, Young, and Fleischman (2005) reported that school principals should provide instructional development for beginning teacher in the following ways: (a) benchmarks for successful mentoring, (b) allow for teachers to develop their learning through interaction with other teachers, and (c) evaluations used to show teacher growth (p. 77). These areas will help beginning teachers grow professionally, as well as more successful in their teaching ability. If new teachers are struggling, the principal should help them seek professional development to address the specific areas of concerns (Alliance for Excellent Education, 2004).

Administrators should understand the importance of supporting beginning teacher by organizing these teachers' schedules with reduced loads, more time for collaboration, and smaller class size will work to produce a more successful teacher. Even though a reduced teaching load is an important component of induction programs, it is over looked by administration. According to the American Federation of Teacher (1998), local mandates that a reduced teaching load for beginning teachers are rare at best, and there are not state level supports for this initiative. Principals have the ability to help or hinder new teachers. Their position should be used as one of leader for all new teachers. Wong (2004) stated, "Good teachers do not choose to remain at schools where administrators perform poorly" (p.53). Teachers who gain in skills and support are more likely to choose to work in schools where *like-minded* colleagues share in their commitment to student achievement and where the principal is the key to establishing this commitment to teacher improvement (Wong, 2004, p.53).

Customarily, teacher induction has focused on the teacher with little consideration about the school principal's role in the induction process (Darling-Hammond, 2006). Still, principals have the accountability of evaluating new teachers and improving the learning culture that encourages beginning teacher development. Having effective leadership is another important component of the process of induction for beginning teachers. Studies have shown that principals are a necessary part in the future success of new teachers (Vennman, 1984). According to the NCES (2001), while 40% of beginning teachers leave the schools for better teaching opportunities, 38% leave due to dissatisfaction with administrative support.

Building a strong relationship between the principal and new teacher is important. Jorissen (2002) stated that teachers who have a positive relationship with their principals are more likely to remain in teaching than those who do not. In addition to fostering positive climates for beginning teachers to be successful, administrators also have the task of arranging the beginning teacher's schedule for the first year in a way that will foster success. Cohen (2005) stated,

> Programs that provide novice with schedule and other avenues for increased time to collaborate or plan, such as reduced teaching loads (either in the form of a smaller number of classes each day or a smaller number of classes preparations required each day), are believed to give novice teachers the support they need to enhance their instruction, develop their discussions about teaching and learning with other school staff, facilitate their reflection about practices and open more avenues for professional growth. (p. 40)

Although Cohen's thoughts represent an ideal condition for beginning teachers, it regularly is absent in many new teacher induction programs. For example, the National Teacher Recruitment Clearinghouse reported that 60% of the principals interviewed felt that more in-school support would be the best resource for helping new teachers. In-school support was further defined to include a formal mentoring program, spending more time observing experienced teachers, and meeting with experienced staff (Sweeney, 2004).

To better understand what effective principals should do to support, develop, and assess their newest teachers, Carver (2002) followed four elementary principals for 3 years where he identified a set of core tasks through which principals could support novice teachers. These areas included recruiting, hiring, and placement of new teachers. Principals need to recruit aggressively and streamline the hiring process. New teachers become lost in the lengthy application process. Reducing the time it takes for an application to get to the principal allows the new teacher to move through the system faster.

Another area to consider changing, according to Carver (2002), is hiring new teachers before the beginning of the school year, a practice that would acclimate teachers to the educational arena. Also assigning teachers to their appropriate subject areas and grade levels for which they are qualified improves the teaching quality and student success. In addition, limiting the number of challenging students, extra duties, and responsibilities should be considered with new teachers.

Carver (2002) also indicated that principals benefit from hosting a "site orientation to highlight available resources, procedures, and policies" (p.33). Each new teacher should be properly paired with a content appropriate mentor and be given "needed resources and supplies" (p.33). Creating an opportunity to induct these teachers within the local venue can assist in the development of needed collegial support. Another core task suggested by Carver (2002) is effectively "managing the school environment" (p.34). Principals should "clearly articulate expectations for teachers" and provide assistance for managing and completing internal and external paperwork related to human resource, benefits, or "the competing demands of state and district mandates" (p34). Novice teachers can be easily overwhelmed and supporting them as they negotiate the learning curve for local or legislative concerns is critical. Providing "streamlined" procedures and good communication can create a supportive and "disciplined" school environment that is vital to success (p.34).

Carver (2002) also suggests that principals focus on creating strong, healthy relationships with teachers. The components of this core task naturally focus on communication. Carver specifically notes that a principal should have an "open-door policy" and ask teachers the question, "How may I be helpful to you?" (p.34). Engaging in "regular personal communication with the novice" and also "acknowledge[ing] and reward[ing] performance" creates integrity and rapport between teachers and principals. When strong relationships are then coupled with appropriate instructional support, Carver (2002) indicates that the induction process will be more successful. Carver suggests that the principal focus on "fostering instructional development through formative

assessment" and "facilitate novices' participation in professional development opportunities" (p.35). Integrating these methods into the professional relationship provides appropriate scaffolding to support and encourage teachers, especially throughout the first-year processes.

Principals, veteran teachers, staff, and the school district hold positions in the recruitment, development, and retention of quality teachers. Brewster and Railback (2001) argued that support is beneficial and that new teachers will remain in teaching if they are supported in the various areas of creating lessons, having opportunities for staff development, and provided with support from administrators, other teachers, and the local school system. Also, teacher induction programs benefit students and the schools. When teachers are given opportunities to collaborate with other teachers at their grade level or team, they begin to learn how to deliver instruction, which leads to higher student achievement (Ingersoll, 2001). When school districts invest more time on their new teachers, the school systems save money on recruiting teachers (Quart et al., 2008). Finally, new teacher induction programs are valuable for teachers, by increasing the job satisfaction experience for new and veteran teachers (Wong, 2004). As administrators devise time for team planning, they are sending a message that professional dialogue is important so that teachers can discuss teaching strategies and behavior management techniques.

Teacher Colleague Support

Induction programs cultivate rich, professional learning communities and give beginning teachers a chance to learn from their veteran partners. Beginning

teachers enhance their ability to develop curriculum, share ideas, and problem solve while in induction programs (Wong, 2004). Offering beginning teachers the opportunity to observe the concept of team building through professional learning communities fosters "shared experiences, shared practices, shared tolls, and shared language among all colleagues. Furthermore**,** it was the function of the induction phase to engender this sense of group identity and treat new teachers as colleagues and cohorts" (Wong, 2004, p. 46). The responsibility of fostering professional learning communities rests with teachers and administrators in the schools. Teachers new to the field of education should not work in a vacuum. For that matter, *collegial interchange* should be made available and valued by all teachers (Wong, 2004, p. 50). Isolation only serves to breed disharmony among professional educators. Model induction programs include unity and teamwork among members of professional learning communities (Wong, 2004, p. 55).

Through the improvement of collaboration and networking, teachers learn from their veteran partners. Arends and Rigazio-Digilio (2000) reviewed 119 studies on teacher induction components in keeping and increasing the effectiveness of a beginning teacher, while also examining what formal components should be present in a successful induction program, specifically, teacher collaboration and networking. Arends and Rigazio-DiGilio noted that beginning teachers benefit through interactions with peers, colleagues, and higher education faculty in regards to their values. Arends and Rigazio-DiGilio stated,

> Many aspects of the socialization of new teachers in the profession of teaching and into particular schools take place outside the purview of formal organizational

> structures and processes. New teachers will seek out veterans teachers and peers for emotional as well as technical support. Developers of induction programs should take care that their formal programs take advantage of these informal processes and encourage them. (p.13)

Collaboration allows teachers to feel supported and connected to their school and colleagues (Moore-Johnson, Harrison-Berg, & Donaldson, 2005). Teachers tend to remain with a district when they feel supported by administration, have a bond with their colleagues, and are collectively committed to pursuing a common vision for students learning (Wong, 2004, p. 52).

Induction Program Activities

Effective teacher induction programs include activities that help first-year teachers to become accustomed to the profession of education (Watkins, 2005). These activities are crucial to the adjustments and transitions that these teachers experience. The induction program activity is unique in that it is discipline-specific and tries to match mentors and novices closely for curriculum and grade level. Collaboration and communication will provide a supportive environment that increases retention and decreases attrition rate.

Effective Classroom Strategies

An important skill for an effective teacher is to facilitate learning and student achievement, although most beginning teachers have not mastered this skill (Moir, 1999). Providing induction components that supplement this skill deficit is, therefore, valuable. As stated previously by Moir (1999), the anticipation phase begins with new teacher

preservice preparation and consists mainly of excitement and anxiety. This phase occurs prior to first-year teachers beginning their assignments. New teachers, obviously, begin the term with only book-knowledge and a few supervised weeks of instructional experience. A significant benefit of induction program participation is that it provides scaffolding for beginning teachers to better engage students with effective instruction. According to Wong (2001), "New teachers use a variety of effective teaching techniques that they learn from the district's induction program, which was very different from the old lecture-and-endless worksheet approach" (p. 4). By providing new teachers with options for more effective teaching, the teacher begins to build a foundation in which the teacher can work from and further enhance this phase.

Training

Most colleges and universities focus the majority of teacher education on theoretical knowledge, with little information about realistic, practical benefits. Darling-Hammond and Baratz-Snowden (2007) stated, "Many were well taught and have the *book* knowledge applicable to instruction and learning, however, fall short of abilities and experiences needed to change that learning into productive practice" (p. 115). Courses in the history and philosophy of education, learning theories, as well as child development, do benefit teachers' ideas of students' learning; however, these types of courses do little to benefit teachers through their need to know what to do in the classroom. There is a preparation void between giving teachers informed perceptions, and in helping them with what to do specifically over a 6 hour day in the classroom. In spite of the usefulness of

subject methods courses, there is still the lack of instruction regarding practical teaching skills or actual methods of teaching.

For teachers to gain practical teaching skills and better implement instruction, Joyce and Showers (2002) suggested the use of seminars, or coaching sessions, which focused on classroom implementation. Joyce and Showers (2002) proposed the need for training to help people learn how to develop into learners that are more capable. Joyce and Showers researched a model of coaching in which shared planning and resource development, in conjunction with shared observation and learning from each other methods were central elements. Joyce and Showers (2002) found that instructors needed time for individuals to grasp new knowledge and skills before shifting these skills into practice. They recommend four key coaching components that manifest results when used in teacher training::

1. The first focuses on *knowledge* and consists of exploring the *theory* or rationale for the new skills or strategies.
2. Subsequently, training needs to involve *modeling* the new skills – ideally in a setting closely approximate to the workplace.
3. The third component is the *practice* of the skill and the authors estimate a substantial period of time (8–10 weeks, involving around 25 trials) to "bring a teaching model of medium complexity under control" (Joyce & Showers, 2002, p. 2)

4. Finally, *peer coaching*, the fourth component, is the collaborative work of teachers in planning and developing the lessons and materials to implement the training effectively.

Joyce and Showers (2002) found that coaching appeared to contribute to the transfer of training in five ways:

1. Practiced new strategies more often and with greater skill than un-coached educators with identical initial training.
2. Adapted the strategies more appropriately to their own goals and contexts than did uncoached teachers who tended to practice observed or demonstrated lessons.
3. Retained and increased their skill over time – uncoached teachers did not.
4. Were more likely to explain the new models of teaching to their students, ensuring that students understood the purpose of their strategy and the behaviors expected of them.
5. Demonstrated a clearer understanding of the purposes and use of the new strategies. The frequent peer discussions about them, including lessons and materials design, seemed to enable them to *think* with the strategies in ways which un-coached teachers never showed.

Beginning teachers come into the classroom with varied teaching skills. While some teachers are knowledgeable and understand the content, others are not familiar with the workings of schools, student learning, or state curriculum (Darling-Hammond & Baratz-Snowden, 2007). It is at this point that new teachers come face-to-face with a district's

curriculum and realize that knowing their subject area is much different from being able to teach the information effectively to students. Kauffman, Johnson, Kardo, Liu, and Peske (2002) found that

> For new teachers, learning to teach well is difficult work. Managing a classroom, deciding what skills and knowledge to cover, designing lessons and implementing them effectively, accurately assessing student understanding, and adjusting to student needs are complex tasks; and new teachers need support to develop the necessary knowledge and skills to carry them out. The curriculum and its associated materials are potential sources of this support, and they play important roles in teacher development. (p. 274)

For beginning teachers, it is essential that they are knowledgeable and understand the content that they will be teaching.

It is important to consider the possible influence of curriculum and assessments on new teachers, and if they learn the skills and knowledge necessary to succeed (Kauffman et al., 2002). Effective teachers engage students in active learning – debating; discussing; researching; writing; evaluating; experimenting; and constructing models, papers, and products, in addition to listening to and reading information, watching demonstrations, and practicing skills (Darling-Hammond & Baratz-Snowden, 2007, p.112). Students need more than a teacher whose teaching style is standing in front of the class lecturing. Furthermore, instructors need to know how to raise student achievement. Teachers need not just a set of abilities, but they also need to develop into adaptive

experts who are skillful in the application of effective routines (Darling-Hammond & Baratz-Snowden, 2007). Given that teacher education cannot provide all the necessary information that a teacher will ever have to know, teacher education, minimally, should set in place the necessary groundwork for lifelong learning.

In the beginning, nearly all teachers focus on themselves in two ways: (a) how they are perceived by others as teachers and (b) the ability to control their classroom. After this phase, they eventually move onto students and their learning (Darling-Hammond & Baratz-Snowden, 2007, p.116). Strategies that require teachers to analyze learning and relate it to effective teaching practices allows teachers to understand student learning and how to support it. Teachers are then better able to transition from *novice* to *expert* thinking about teaching (Darling-Hammond & Baratz-Snowden, 2007). Teachers gain a greater knowledge and are better able to analyze complex situations and how to respond. According to Darling-Hammond and Baratz-Snowden (2007), these programs share a number of features such as

1. A common core curriculum grounded in knowledge of development, learning, subject-matter pedagogy, and assessment, taught in the context of practice;

2. Well defined standards of practice and performance used to guide the design and assessment of course work and clinical work; extended clinical experiences (at least 30 weeks) that are inter woven with course work and carefully mentored;
3. Strong relationships between universities and schools that share standards of good teaching consistent across courses and clinical work;
4. Use of case-study methods, teacher research, performance assessments, and portfolio examinations that relate teachers' learning to classroom practice. (p. 120)

Darling-Hammond and Baratz-Snowden indicate that for beginning teachers to develop their practice, knowledge about teaching, and learning, they must be exposed to these practices.

Teaching Practices

Reflecting on teaching practices should involve self-reflection, as well as learning from others to add fresh viewpoints in helping to build areas such as improving judgment, along with the ability to handle difficult situations. This process, known as Cognitively Guided Instruction (CGI), is often implemented with professional learning communities designed to promote collegiality, create vigorous instruction, and ultimately improve student learning (Hollins, McIntyre, Debose, Hollins, & Towner, 2004). With ongoing reflection, beginning teachers should begin to develop regular examination of their teaching practices and align them with learning experiences. This type of interaction with colleagues helped in building practical knowledge.

Hollins et al. (2004) analyzed a five-step structured study-group approach that promoted a self-sustaining learning community that facilitated teacher's improving the habits of mind. This study was intended to help teachers think about their own practices and how working together with fellow teachers helps new teachers to begin recognizing new approaches that would enable themselves to better meet the obstacles they would encounter in their classrooms. The five-step program for improving teachers' practices included workshops, teachers' academies, teacher collaboration, self-reflection, and cross-reflection. In this study, the CGI teachers outperformed the non-CGI teachers on every measure. CGI teachers applied a mix of whole group, medium-group, and small-group instruction; communicated frequently with the students, consistently asking them to explain the processes used to arrive at a particular result; and did not use skills worksheets as a learning tool. Non-CGI teachers were observed explaining, demonstrating, and providing examples. They did not ask students to explain how they solved a problem, and students spent 50–70% of their time working alone on skills worksheets. The CGI students outperformed the non-CGI students in their ability to solve word problems and recall number facts (Hollins et al., 2004, p. 250). The aim of CGI is to help teachers realize the level of knowledge students bring to their learning and how to help them connect that knowledge with formal concepts and operations. Most teachers can make a distinction between the problems and strategies that children use to solve problems, but this awareness is not always in a logical structure. CGI's professional development assists teachers in developing ways to understand the student's

thinking and then supports the student by basing instructional decisions on this understanding (Wisconsin Center for Education Research [WCER], 2007).

Observation Opportunities

In many situations, beginning teachers do not have an opportunity to observe other teachers in their classrooms. Andrews, Gilbert, & Martin (2006) revealed that the most frequent request by beginning teachers was "giving new teachers the opportunity to observe other teachers" (p. 5). Andrews et al., also revealed that beginning teachers and principals varied on their responses: "For example, only 41.9% of new teachers responded that they were given opportunities to observe other teachers (their highest valued support), but 84.8% of administrators reported that this opportunity was provided for their new teachers" (Andrews et al., 2006, p. 12). Consideration of what classes should be observed by beginning teachers will help to ensure growth in the area of instructional practices. It would be most beneficial for beginning teachers to observe other instructors in a similar grade level or subject area.

The effectiveness of a mentoring relationship in consistently improving classroom skills is impacted by the frequency and quality of time spent. The NCES (2001) suggested that the benefit of mentoring is linked to the amount of time that a mentor and beginning teacher work together. Beginning teachers who worked with their mentor *only a few times a year* (36%) reported substantial improvements in their professional skills; in contrast, 88% of those who worked with mentors *at least once a week* stated the relationship had a benefit (State Board of Education Department of Public Education, 2007). Those new teachers who met with a mentor more frequently were more likely to

report it was beneficial. Additionally, Bartell (2005) state that the best gain from mentor observations occur when the veteran teacher is an ideal model teacher, is open to answering questions about teaching practices, and has created a goal or purpose for the beginning teacher to attain growth. It is additionally helpful if there are pre- and post-observation meetings with the veteran teacher that focus on specific areas (e.g., classroom management, enhanced learning for learners, ways to apply different strategies) followed by a reflection process that can create deeper meaning and change in practice for the beginning teacher.

Working Conditions

Teaching assignments in high-poverty schools and classrooms with difficult students are another concern for new teachers (Ingersoll, 2001). Many times beginning teachers are in the *sink or swim* process throughout their first year while trying to plan lessons with brief familiarity of the subject materials (Varah et al., 1986). New teachers are frequently given the toughest teaching assignments, which includes bigger class size (Ingersoll, 2001). Regularly, they are given courses that veteran teachers will not teach. The U.S. Department of Education (USDOE, 2004) stated, "Students in smaller classes have higher achievement levels, fewer discipline problems, and more personal attachment to their teachers and classmates" (p. 3). While first year teachers are trying to survive their first year, simple changes such as reduction of class sizes, and more appropriate teaching assignment related to their content areas, could reduce the loss of these teachers.

Teaching Content-Area Focus

With the passage of NCLB (2001), the focus of teacher quality is now being highlighted. According to the USDOE (2004), the NCLB definition of a *highly qualified teacher* (HQT) is focused on content knowledge, but this element has been given the least amount of direction or attention for all teachers. Some researchers state that teachers should have firm subject matter knowledge, even when a number of researchers point to a positive correlation between a teacher's subject major and student achievement in the fields of mathematics, science, or reading (Allen, 2003). Darling-Hammond (2001) stated,

> The answer to the more specific question of how much subject-matter knowledge was necessary varies depending on the grade level and even the specific courses taught. Still, the majority of the relevant studies either showed a positive correlation between teachers' course-taking and student performance, or they use indirect measures to reinforce the importance of adequate subject-matter preparation. (p. 9)

It makes sense that a new teacher will be more confident if teaching in their degreed area. Providing new teachers opportunity to instruct in their content areas promotes confidence and has a positive impact on student achievement (Darling-Hammond, 2001).

Legislative Mandates

The Federal Class-Size Reduction (CSR) Program, first authorized in PL 105-277 in Fiscal Year 1999, represented a federal commitment to help school districts hire additional qualified teachers, especially in the early elementary grades to promote smaller

class size (USDOE, 2008). The original attention was on decreasing class size in Grades 1 to 3. Encouragement for the federal CSR program was derived from examinations that established that small class size positively impacts student achievement. For instance, the Tennessee's Project Student-Teacher Achievement Ratio (STAR, 1985) showed that students who had been randomly assigned to small classes (13 to 17 students) in Grades K-3 surpassed their peers in regular classes (22 to 25 students) and in regular-plus-aide classes on standardized and curriculum-based tests (as cited in Achilles et al., 1996). Also, by eighth grade, those students who had been placed in small classes through Project STAR were still exceeding students who had been put in regular classes or regular-plus-aide classes in K-3 (Finn, 1998; Nye, Fulton, Boyd-Zaharias, & Cain 1995).

Providing a decreased teaching load and providing more favorable teaching assignments for beginning teachers is thought to provide more time for paperwork, and to lessen time constraints, stress reduction, and dissatisfaction. Even so, some researchers disagree. Contrary to popular hypotheses, the reduction in these areas added to the probability of a teacher moving to another school or leaving the profession altogether. Ingersoll and Smith (2004) found that "contrary to expectations, having a reduced teaching schedule was positively associated with leaving" plus "positively associated with moving" (p. 703). Upon a closer analysis, researchers can only speculate as to why this phenomenon occurs. However, it is thought that this finding holds especially true for itinerant teachers and emergency certified teachers (Ingersoll & Smith, 2004, p.704).

Learning and Working Together

Another way to support teachers in their development of becoming capable learners is through a coaching model studied by Joyce and Showers. This model focused on the areas of shared-planning time, collaborating on resource development, and learning from each other by bringing together teachers and administrators. Joyce and Showers (2002) observed that specific behaviors supported teachers and administrators. Their research addressed ways to lend support to schools and teams, such as redesigning their workplaces or better organizing their classrooms. Instead of just recommending that schools provide time for collaborative working, Joyce and Showers showed teachers and administrators how to solve the problem of finding the time. Providing opportunities to experiment with productive ways of working together helps ensure that peer coaching study teams are formed on the first day of training. Providing examples of structures or formats for collaborative planning helps to build deeper understanding of scaffolding that could be used in the classroom. Peer coaching is another behavior that, when monitored, helps determine the effect of the initiative on their students.

Research Method Reviewed

In this study, I used a descriptive, quantitative survey research designed to investigate what components first-year teachers feel are effective towards raising retention. Specifically, I surveyed teachers to determine which of the 10 components addressed on the instrument were provided in first-year teacher support initiatives. Additional survey items asked for the new teacher to rate the level of perceived effectiveness as a first-year teacher support component. The survey addressed

component effectiveness; assistance received in teaching and nonteaching areas; support from mentors, colleagues, and administrators; and teacher's attitudes of how these components are applied in school districts across their state. The survey was distributed to 1,275 first-year teachers throughout the state. This method was effective because "statistical procedures provide researchers with objective and systematic methods for describing and interpreting their research results" (Gravetter & Wallnau, 2005, p.12). This method was chosen over other methods was primarily based on the literature review which included analysis from quantitative researchers who examined the extent of induction in terms of retention statistics and mentoring activities that collaborates teacher growth (Ingersoll, 2001; Moir, 1999; NCES, 2008). This approach permitted an examination of first-year teacher experiences from the survey data. A single, qualitative only design would have failed to present the broad numeric trends of effectiveness of the selected components.

Summary

The existing research provided a practical understanding into current methods of beginning teacher assistance, mentoring, and induction programs. Researchers discussed how first years of teaching are the most challenging for beginning teachers. Often, novice teachers struggle to survive day-to-day (Bartell, 2005). While some issues were small, others have the potential to cause new teachers to consider leaving the profession. According to the NCTAF (2002), teachers who finished a 4-year education program continue in teaching at a higher percentage rate than those who proceed through alternative routes. Teacher induction programs help educators and administrators to

understand the needs of the first- year teachers in order for them to stay in their profession. Induction programs propose solutions to lower teacher's attrition rate by administering new ways to boost first-year teachers' morale. The gap between being highly qualified and having practical applicable knowledge is an area that induction should addressed. Those directing the mentoring and induction process for novice teachers should notice the impact that the first-years' teaching experiences can have on retaining these educators.. Section 3 details the methods that were used in order to gather data for this doctoral study, including the research design, selection of participants, instrumentation, procedures, and analysis. The results are presented in Section 4. Section 5 includes the conclusions, a discussion for recommendation from the current study, and implications for further research.

Section 3: Methodology

Introduction

In 2002, the state of Texas created a plan to reduce the number of teachers leaving the profession. Their top goal was to increase the number of first-year teachers that were retained in the Texas educational system for 5 or more consecutive years from the 2001 report of 60% to the goal of 90 % by 2015 (Eaton et al., 2009). In seeking solutions to this crisis in education, efforts not only to increase the supply of teachers, but also to retain novice teachers were proposed as solutions (Ingersoll, 2001). Little and Nelson (1990) indicated that mentees have generally had to learn to be good teachers by trial and error. To reverse this nationwide movement, induction programs were created to "serve a bridge between initial or pre-service teacher education and continuing professional development" (Killeavy, 2006, p. 169). Concurrently, NCLB (2001) added additional demands on teachers that included the ability to teach all students at excellent standards. These mandates also have required increased academic standards to guarantee a competitive, global labor force (Cochran-Smith, 2005). These programs, however, lack a common, comprehensible set of activities that promote a quality mentoring program (Hoffmeyer et al., 2005; Killeavy, 2006).

In this study, I identified which key components of induction were offered and perceived as effective for first-year teachers. By surveying first-year teachers throughout Texas, I determined what induction components were offered to first-year teachers. The phases of the study are described in this section, with the quantitative research method being discussed separately. The overall research method, research paradigm, and

description of the research design are described first, which included the survey instrument, retention data, participants and context, sampling procedures, data collection procedures, relationship to the research questions, data analysis, and validity of the study.

Research Questions

The following research questions were used as a way to examine perceptions of first-year teacher support and what schools districts provide to assist this group of teachers.

1. What induction components were offered to Texas teachers during their first year of teaching?
2. What components of induction programs do first-year teachers perceive as the most effective?
3. What support received from the first-year teacher's mentor was considered the most effective through the perspective of a first-year teacher?
4. What support received from the first-year teacher's school administrators was considered the most effective through the perspective of a first-year teacher?
5. What support received from the first-year teacher's colleagues was considered the most effective through the perspective of a first-year teacher?

Research Design and Approach

In this study, I used a descriptive, quantitative survey research design to investigate what components first-year teachers felt were effective towards raising retention. The data were used to determine first-year teacher's perceptions of the effective components of induction programs in Texas. Creswell (2009) defined

quantitative methods as a process of collecting, analyzing, interpreting, and writing results of a study. According to Creswell (2009), a quantitative approach is one in which the investigator primarily uses the scientific method or an empirical approach for developing knowledge. Creswell further stated that the quantitative research approach "employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data" (p. 18). A survey approach provided the opportunity for first-year teachers to indicate which components to their induction program offered and to rate the effectiveness of each component in relation to their decision to stay or leave the profession.

A survey design was chosen because it provided a quantitative or numeric description of trends, attitudes, or opinions of the population by studying a sample of the population. I employed a survey instrument designed by Patterson (2007), *New Teachers' Perceptions Regarding the Effectiveness of District-Wide New Teacher Induction Program* (see Appendix A). The goal of the survey research was to measure assistance received in teaching and nonteaching areas and support during the first year of teaching and whether this assistance was perceived as effective.

Setting and Sample

The sample for this study was drawn from a population of first-year teachers across Texas school districts located in a database designed by a Texas university system named Performance-based Academic Coaching Teams (PACT), an online mentoring support system. The selection process of first-year teachers was based on the fact that these were teachers coming into the public school with no *practical skills* other than

college or alternative certification classes. Participation in this survey was voluntary. I used the survey to help outline which components were most effective in working towards supporting, training, and retaining teachers. Pinpointing how effective these induction components were perceived by first-year teachers may help Texas school districts to better assist beginning teachers.

The only criterion for selection of participants in this study was that they had to be first-year teachers with induction support in Texas schools. The sample was chosen from the whole population of beginning teachers through random selection. The sampling design was a single-stage sampling. A single-stage sampling procedure is one in which the researcher has access to the names in the population and can sample the people (or elements) directly at one time (Creswell, 2009). The procedure for selecting the random sampling was a random number table. This sampling process ensured that all of the population had the same opportunity for participation, reducing the potential for selection bias. Because the survey was voluntary, there was still an opportunity for response bias; that is, some teachers would choose not to complete the survey, and these teachers may systematically differ from teachers who volunteered for the survey. However, this threat was minimized by having four reminder e-mails sent after the initial survey invitation.

Sample Information: Descriptive Statistics and Reliability

Of the 1,275 teachers in Texas, only 16.2% responded to the survey. However, not all respondents completed the entire survey, resulting in a final sample size of 149 teachers for analysis. A summary of the demographics is presented in Table 1. All

teachers were certified in Texas and completed their first year of teaching. Over 75% (n = 112) of the respondents were female and 40% of these respondents were high school teachers (n = 60). Majority locations of these schools were located in rural areas, and since the survey was anonymous, I had no knowledge of those who chose not to participate. The data collection procedure for this study was used to gather 206 novice teachers' respondents from a population of 1,275. Because of inaccessibility to participants and time constraints, samples were drawn from the population for testing purposes, and statistics were computed so the results could be generalized to the larger population (Lunsford & Lunsford, 1995). Since only 206 teachers responded positively to the invitation to participate in this research study, the response rate is at 16.5%. Out of the 206 teachers, only 149 teachers completed the survey questionnaire employed in this study; thus, the analysis for this research study included 149 completed responses of novice teachers. The demographic characteristics of the 149 participants that completed the survey are provided in Table 1.

Table 1

Demographic Characteristics of Respondents, n = 149

Category	*n*	%
Gender		
Male	37	24.8
Female	112	75.2
Race		
African American	11	7.4
Asian American	4	2.7
Caucasian	120	80.5
Hispanic	17	11.4
Native American	7	4.7
Licensure Type		
Standard	77	51.7
Probationary	72	48.3
School Level		
Elementary	47	31.5
Middle	41	27.5
High	61	40.9
Location of School		
Rural	66	44.3
Urban	46	30.9
Suburban	37	24.8

Instrumentation and Materials

Description

In this study, I obtained permission (see Appendix A) to use the survey instrument designed by Patterson (2007) (see Appendix B). The survey instrument was modified from its previous version to increase content validity in the survey sample of first-year teachers in Texas. The modifications on the survey instrument were approved by Institutional Review Board (IRB) to ensure that the wording was appropriate for the target samples.

Validity and Reliability

Validity is the degree to which a study provides quality data and results (Creswell, 2009). To reduce the threat of internal and external validity, key points were reviewed in- depth. The internal validity of a study is based on the logical connections between the theories tested and the wording of the survey instrument itself. Creswell (2009) stated that external validity means that accurate conclusions drawn from a study's findings were a result of investigative consideration of persons, settings, situations, and history. Sampling a self-selected, purposive group of administrators has reduced the threats to external validity. In this study, validity and reliability were examined in a pilot survey (with 10 teachers), and reliability statistics were conducted in the final sample. In terms of content validity, the original title (*Investigating Induction Practices in North Carolina Teacher Questionnaire*) was changed to *Investigating Induction Practices in Texas Teacher Questionnaire*.

Components of quality induction programs were addressed in multiple statements throughout the survey to provide internal congruence of respondent responses, thereby maintaining validity for comparisons among participants. In order to improve the credibility of the study, I piloted the study with 10 teachers. In doing so, leading, ambiguous, and/or negative statements were removed, per the respondent's suggestions. Based on Miller (1998), content validity was achieved by,

> Having all survey items grounded in the findings of an induction related research study, or the recommendations given in a report on effective means for supporting beginning teachers. All items are related and relevant to specific areas of induction begin investigated. (p. 57)

Patterson (2007) and Miller (1998) have already achieved content validity of this survey instrument. With regard to modification of the survey instrument, changing the validity of the study is considered minor and did not affect the reliability of the survey for its intended purpose. Content validity establishes that the survey instrument does measure the intended content—the effectiveness of the induction components as outlined in this study. Modifications to a survey instrument could potentially undermine validity established in the original measure. However, since the changes made for this study were mostly geographical references or verb tense, they were considered minor and did not affect the validity of the survey instrument.

Reliability is the consistency of an instrument's measurement or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects (Colosi, 1997). In short, it is the repeatability of the

measurement. A measure is considered reliable if a person's score on similar items is highly correlated (Cronbach, 1951). The internal reliability of the teacher questionnaire was determined by comparing responses to items measuring perceptions of similar phenomena.

Scoring

The instruments were used to obtain feedback from first-year teachers on two constructs: induction components received by beginning teachers and nonteaching areas and support received from mentor, colleagues, and administrators. The induction components were evaluated through 17 statements that required a "Yes/No" response indicating whether the teacher did or did not have the indicated support. For the nonteaching areas, 15 statements also required a "Yes/No" response. If the respondent chose "Yes," then they were required to rate that component's effectiveness on a scale of 1 to 5. By so doing, these items generated feedback on provided support through a nominal reply (yes/no) but then also gleaned data on the perceived effectiveness of that support through the scaled data. The other component was broken down to three sectors: mentors, colleagues, and administrators. These were measured similarly to the previous construct having a "Yes/No" response that was followed by a Likert-scale. Descriptive statistics for the subitems of each variable are reported in the results section of this research study.

Variables

The five research questions involved five variables, which were investigated in this research study. These variables include the following: induction components

received as a first-year teacher, assistance received in teaching and nonteaching areas, mentor assistance components received as a first-year teacher, administrative support received as a first-year teacher, and colleague assistance components received as a first-year teacher. These variables were measured through the second part of the questionnaire, which includes statements on support provided for beginning teachers.

Survey Administration

First-year Texas teachers were provided a link to an online survey, which provided data regarding the effectiveness of induction program components. The survey contained three sections and 68 statements. Each section of the survey asked participants to respond "no" if a specific activity was not received. Also, participants were asked to rate the activity effectiveness on a 5-point scale where *1* denotes *very ineffective, 2* denotes *somewhat ineffective, 3* denotes *neutral, 4* denotes *somewhat effective*, and *5* denotes *very effective*. Participants were instructed to answer all questions in the survey questionnaire. The instrument was designed so that each mandatory item required an answer prior to electronic submission.

Data Collection Procedures

Data were collected through online surveys (see Appendix B), which were distributed through Survey Monkey™ after receiving IRB (06-09-11-0102067) approval to collect data. Names and e-mail addresses for first-year teachers were secured through PACT, an online mentoring support system designed by a Texas university system. I, therefore, had no direct access to the e-mail database or participant identities. Each potential participant received an e-mail from the PACT database administrator, a person

with whom they routinely received teacher-induction related communication that included a formal invitation to participate in the study. The message included an explanation of the purpose of the study and how the data were to be used, as well as detailed information about study participation and their rights (see Appendix C). Each participant that clicked on the survey link provided "implied consent to participate." Each participant was also informed that the survey was voluntary and the results were anonymous. The survey was digitally encrypted and password-protected to maintain security and privacy. Participants were allowed a one-time session through the Survey Monkey™ link; upon completing their session, the link was disabled through the Survey Monkey™ account. This safeguard guaranteed one submitted survey per participant.

There were four follow-up automatic electronic reminders sent by e-mail to invitees who had not yet responded. However, invitees had the option to stop future e-mail reminders if they wished. My direct contact information was provided to each respondent in case any participant wanted to ask a question.

Data Analysis

The data were analyzed using the steps as recommended by Creswell (2009). Data from the survey instrument were compiled using Statistical Package for the Social Sciences [SPSS] computer data analysis software. Then descriptive statistics were computed for all survey items. For nominal (categorical/dichotomous data such as yes /no answers), I calculated frequencies and percentages. After which, statistical means and standard deviations, for example, were calculated for all continuous (interval/ratio) data such as those generated by Likert scale items.

Following descriptive statistics, inferential statistics were used to answer the second, third, fourth, and fifth research questions. A within-subject repeated measures ANOVA was used to test differences in first-year teachers' effectiveness ratings with respect to induction programs offered to answer the second research question. Given the large number of comparisons between items, the repeated measures ANOVA did help to control for Type I (alpha) errors by yielding an overall statistic detecting significant differences among all items. A one way, repeated measures ANOVA is used when there is a single group that a researcher has measured repeatedly. Significant omnibus tests were then probed with Bonferonni post-hoc comparisons to determine which specific pair wise comparisons were significant. These comparisons were used to determine if the highest effectiveness ratings were significantly different from the lowest ratings. Three additional within-subjects repeated measures ANOVAs were used to test differences in first-year teachers' effectiveness ratings with respect to mentor (RQ3), administrator (RQ4), and colleague (RQ5) support. An example of specific phrases/responses was used to support the broader quantitative data trends.

The Role of the Researcher

My role in this study was to collect, analyze, and report the results of the data gathered for my study. I prepared the online survey through Survey Monkey and sent the link to the third party who supplied the participants from the PACT database, who ensured that I did not have direct access to participants' e-mail address. Data files were deindentified (e-mail addresses were not included in data received from Survey Monkey) before being stored on my computer. No hard copies of the data files were produced. I

provided an assurance to participants that data were kept anonymous and specific cases could not be identified by name.

I was also responsible for preparing documents for IRB approval and consent forms for the participants. Through my course of study and work experience, I understood the importance of integrity needed in the process of collecting, analyzing, and interpreting data. Truth and integrity of this study was ensured through examining each participant's survey and by respecting each participant's perceptions as it related to which components were highly effective for them.

The data were not gathered until after Walden University's IRB approved the study (06-09-11-0102067) as adequately protecting participants' rights. Additionally, I informed and educated the participants with respect to the purpose of the research study, how their responses were important to the study results, and how their participation would benefit future first-year teachers. An educational statement was included with more information about the study and contact information if more information was requested.

Summary

This section included information about the research design, setting, sample population, instrumentation and materials, validity, reliability, and justification for survey research. This section also included participants' rights, the role of the researcher data collection, and analysis of research questions. The results and analysis are presented in Section 4. Section 5 includes the conclusions, a discussion of recommendations based on the current study, and implications for further research.

Section 4: Results

Introduction

The purpose of this section is to present the research questions, the data collection, and the findings of this study. The findings include the results of the survey, which were the perceptions of first-year teachers regarding the effectiveness of 10 first-year teacher support components. These components included assistance received in teaching and nonteaching areas, and support offered from mentors, colleagues, and administrators. These 10 items emerged from reading and reviewing many research articles and studies and showed the most promise for building a workable induction program for school district implementation.

Research Questions

The following research questions were answered as a way to examine perceptions of first-year teacher support and what assistance schools districts provided teachers during their first year of teaching.

1. What induction components were offered to Texas teachers during their first year of teaching?
2. What components of induction programs did first-year teachers perceive as the most effective?
3. What support received from the first-year teacher's mentor was considered the most effective through the perspective of a first-year teacher?
4. What support received from the first-year teacher's school administrators was considered the most effective through the perspective of a first-year teacher?

5. What support received from the first-year teacher's colleagues was considered the most effective through the perspective of a first-year teacher?

Research Tools

A Texas university system created a database, PACT, to manage first-year teacher contact information as a means of providing evaluation for the Texas teacher preparation programs. The database administrator contacted the teachers through the PACT database, and the sample for this study includes all registrants that chose to participate anonymously. The letter of consent was sent through the PACT database e-mail tool and provided participants a direct survey link. The message also included an explanation of the purpose of the study and how the data would be used (see Appendix C). Each participant was also informed that the survey was voluntary and the results would be anonymous.

The survey was distributed to 1,275 teachers throughout Texas through Survey Monkey beginning June 16, 2011. Three follow-up e-mails with survey links were sent on June 23, 30, and July 7 for Phase I. Although the survey link remained open throughout the summer months, a low response rate, (n = 50, 4%) suggested that the invitation to participate, sent to registered school e-mail addresses, was not conveniently accessible during those dates. On October 4, when it was certain that teachers had reported to school and had completed the beginning of term business, a final e-mail with a survey link was distributed inviting any additional participants to respond. During Phase 2, data were returned continuously, indicating that e-mail access over the summer was likely a contributing factor to the data response during Phase 1. The survey

responses rate declined and then stopped. The survey, therefore, was officially closed on October 22 with a cumulative of 206 responses. Later, incomplete surveys were omitted from the analysis, leaving data from 149 participants that were analyzed in this study.

Data Analysis

The purpose of this study was to determine if selected induction components were effective in lessening teacher's intentions of leaving the profession. Data from the SurveyMonkey™ collector was downloaded and the data were entered into a statistical software package to conduct all analyses (SPSS).

Cronbach's Alpha Reliability Test

Cronbach's alpha was calculated for each of the sections of the survey questions to assess reliability of the measures. Induction Activities ($\alpha = 0.88$), teaching and nonteaching areas (0.96), mentor assistance ($\alpha = 0.95$), colleague assistance ($\alpha = 0.89$), and administrator assistance ($\alpha = 0.97$) were all above the suggested threshold of 0.70, which indicated a high measure reliability (Cronbach, 1951).

Assistance Received as a Beginning Teacher

Research Question 1. Part II: Support Provided for Beginning Teachers of the survey instrument asked participants to respond to 17 statements about the components received as a first-year teacher. Frequencies and percentages of responses for programs offered (yes) versus not offered (no) are presented in Table 2. Means and standard deviations of effectiveness ratings for respondents who received the program are also shown. Response options ranged from 1 (*very ineffective*) to 5 (*very effective*), with 3 representing neutral.

Table 2

Descriptive Statistics: Induction Program Activity Received and Effectiveness Ratings, n = 149

Did you receive assistance or attend…	Assistance Provided		Ratings of Effectiveness (If Provided)	
	No	Yes	*M*	*SD*
1. District-wide orientation session(s)	17	132	3.76	1.11
2. Campus specific orientation session(s)	17	132	3.73	1.19
3. Assigned a mentor	11	138	4.14	1.27
4. Release time to observe mentor's classroom	37	112	3.91	1.24
5. Release time to observe other teachers' classrooms	45	104	3.80	1.29
6. Formal evaluations and observations by mentor	27	122	4.11	1.17
7. Informal evaluations and observations mentor	25	124	4.10	1.17
8. Formal evaluations and observations by school administrator(s)	17	132	3.98	1.14
9. Development of a professional development plan	41	108	3.72	1.09
10. Mandatory in-service seminar(s) only for beginning teachers	34	115	3.77	1.19
11. Optional in-service seminar(s)	56	93	3.87	0.96
12. Monthly meetings for beginning teachers	87	62	3.53	1.20
13. Opportunities to engage in cooperative planning	39	110	3.91	1.25
14. Assignment in your area of certification	10	139	4.38	0.95
15. Reduced teaching load during your first year	87	62	3.24	1.55
16. The same number, or fewer, preparations as other teachers in the school	47	102	3.59	1.24
17. Assigned the same number, or fewer, special needs students as other teachers in your school	49	100	3.29	1.25

As observed from the results of the study, the 132 teachers who reported having district-wide and campus-specific orientation sessions found them to be equally effective as they reported an effectiveness mean of 3.76 (*SD* = 1.11) and 3.73 (*SD* = 1.19),

respectively. The most frequently reported activity was assignment in certification area (*n* =139), and the participants also reported the highest effectiveness mean of 4.38. Likewise, another frequently reported activity, being assigned a mentor, was reported with high effectiveness mean of 4.14 (*SD* = 1.27). That was followed by other components such as being assigned a mentor, (*n* = 138, 92.6%), district wide orientation session, (*n* = 132, 88.6%), campus specific orientation sessions (*n* = 132, 88.6%), and formal evaluations and observations by school administrator(s) (*n* = 132, 88.6%) which also showed a positive effect on the teachers. The least common induction components offered were reduced teaching load (*n* = 62, 41.6%); monthly meetings for beginning teachers (*n* =62, 41.6%); optional in-service seminars(s) (*n* = 93, 62.4%); assigned the same number or fewer special needs students as other teachers in your school (*n* = 100, 67.1%); the same number, or fewer preparations as other teachers in the school (*n* = 102, 68.2%); and opportunities to engage in cooperative planning (*n = 110,* 73.8%). According to the data, the teachers participating in the research benefited from the specified orientation that was relevant to their content area.

Through the descriptive statistics, it was also determined that the activity formal evaluations and observations by mentor (*M = 4.11; SD = 1.17*) as well as the informal evaluations and observations by mentor (*M = 4.10; SD = 1.17*) were effective. According to the data gathered for the Support Provided for Beginning Teachers of the survey instrument, the teachers participating in the study also deemed frequently reported activities effective.

To determine if the mean effectiveness ratings differed significantly between induction components, inferential statistical tests were conducted. A repeated measures (within-subjects) ANOVA was used to determine whether the differences between first-year induction activity effectiveness means were statistically significant. An effect size was also calculated to measure the strength of the difference. Given the nature of within-subject comparisons, only survey respondents who had effectiveness ratings for all 17 components (i.e., were offered all 17 components) could be used for the analysis. The result was a sample size for the within-subjects ANOVA of only 26.

The main effect of induction component type was statistically significant, $F(16, 400) = 2.80$, $p < .001$, with a small effect size of .101. Given the significance of the overall test, post hoc comparisons among all the components were examined using the Bonferonni correction to control for family-wise error rate (alpha significance level set at 0.05). None of the pairwise comparisons was statistically significant when controlling for Type I error rate. That meant, when accounting for standard error in effectiveness ratings, induction program ratings were equivalent. With this comparison, it was observed that the highest effectiveness ratings were for assignment in area of certification, assigned a mentor, formal evaluations and observations by mentor, and informal evaluations and observations by mentor. However, follow-up analyses of the repeated measure ANOVA results showed that none of the effectiveness ratings for each of the 17 components were statistically significant. That was, when taking into account variance of item ratings, mean differences were essentially equivalent. The comparison

means of the repeated measures ANOVA are shown in Figure 2, along with error bars to represent variance around each mean in the sample.

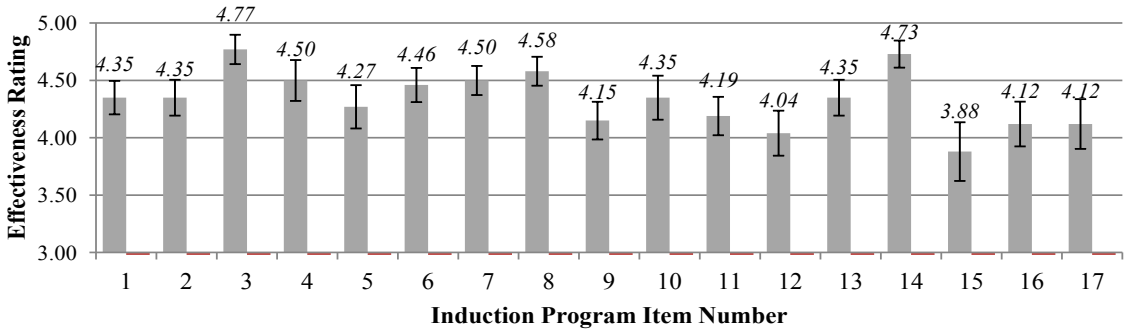

Figure 2. Average Effectiveness Ratings for Induction Programs (n = 26) for Repeated Measures ANOVA Analysis

Research Question 2. Part II Support Provided for Beginning Teachers of the survey instrument asked participants to respond to 15 statements regarding assistance received in teaching and nonteaching areas. Table 3 provides the descriptive statistics on the participants' induction program activities and their perceived effectiveness ratings.

Table 3

Descriptive Statistics: Induction Program Activity Received and Effectiveness Ratings, n =149

	Assistance Provided		Ratings of Effectiveness (If Provided)	
Did you receive assistance or attend…	No	Yes	*M*	*SD*
1. Classroom discipline	27	122	3.62	1.24
2. Organization of classroom and class work	33	116	3.81	1.10
3. Dealing with individual differences	28	121	3.71	1.00
4. Motivating students	27	122	3.68	1.10
5. Administration paperwork	26	123	3.44	1.14
6. Understanding of school policies and procedures	13	136	3.78	1.11
7. The effective use of different teaching methods	25	124	3.65	1.16
8. Determining the learning level of your students	38	111	3.50	1.18
9. Time management	40	109	3.54	1.10
10. Rapport with parents	37	112	3.57	1.04
11. Assessing students work	38	111	3.77	1.04
12. Planning for instruction	24	125	3.67	1.20
13. Incorporating objectives from Texas Essential Knowledge Skills (TEKS)	20	129	3.97	1.02
14. Dealing with student issues, related or unrelated to instruction	30	119	3.60	1.21
15. Locating materials, supplies, equipment, and/or books	20	129	3.60	1.32

The most common induction components offered were understanding of school policies and procedures (n = 136, 91.3%); incorporating objects from Texas Essential Knowledge Skills (TEKS) (n = 129, 86.6%); locating materials, supplies, equipment and/or books (n = 129, 86.6%); planning for instruction (n = 125, 83.9%); and the effective use of different teaching methods (n = 124, 83.2%). The least common induction components offered were time management (n = 109, 73.2%); determining the learning level of your students (n = 111, 74.5%); rapport with parents (n = 112, 75.2%); organization of classroom and class work (n = 116, 77.9%); and dealing with student issues, related to or unrelated to instruction (n = 119, 79.9%). As observed, although understanding of school policies and procedures was reported the most, the teachers did not consider this induction component as the most effective. Instead, teachers still perceived the use of objects from TEKS as most effective. Other induction components with high effectiveness were organization of classroom and class work (M = 3.81; SD = 1.10), understanding school policies and procedures (M = 3.78; SD = 1.11), assessing student's work (M = 3.77; SD = 1.04), and dealing with individuals differences (M = 3.71; SD = 1.00).

Induction Activity Effectiveness Ratings in Teaching and Nonteaching Areas

Another repeated measures ANOVA was used to determine whether the differences between means for induction activity effectiveness in teaching and nonteaching areas were statistically significant. Only survey respondents who had effectiveness ratings for all 15 components could be used for the analysis, resulting in a sample size of 83 for this analysis. The comparison means of the ANOVA are shown in

Figure 3, along with standard error (SE) bars to represent variance around each mean in the sample.

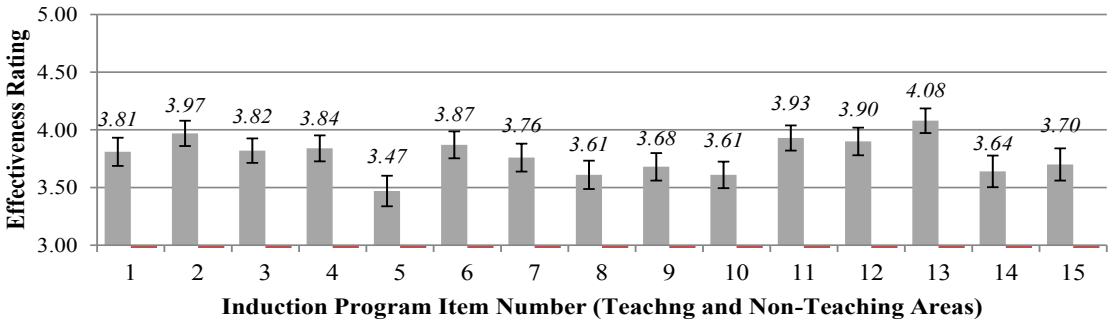

Figure 3. Average Effectiveness Ratings for Induction Programs in Teaching and Nonteaching Areas (n = 83) for Repeated Measures ANOVA Analysis

The main effect of induction component type was statistically significant, $F(14, 1184) = 4.93$, $p < .001$, with a small effect size of .057. Given the significance of the overall test, post hoc comparisons among all the components were examined using the Bonferonni correction to control for family-wise error rate (alpha significance level set at 0.05). The highest rated item, incorporating objectives from TEKS (Item 13; M = 4.08; SE = 0.10), was rated as significantly more effective than administrative paperwork (Item 5; M = 3.47; SE = 0.13); determining the learning level of students (Item 8; M = 3.61; SE = 0.12); time management (Item 9; M = 3.68; SE = 0.12); rapport with parents (Item 10; M = 3.61; SE = 0.12); dealing with student issues (Item 14; M = 3.64; SE = 0.14); and locating materials, supplies, equipment, and/or books (Item 15; M = 3.70; SE = 0.14). Assistance with administrative paperwork (Item 5; M = 3.47; SE = 0.13) was also rated

significantly less effective than organization of classroom and class work (Item 2; M = 3.98; SE = 0.11) and understanding of school policies and procedures (Item 6; M = 3.87; SE = 0.12). Rapport with parents (Item 10; M = 3.62; SE = 0.12) was also rated significantly lower than assessing student work (Item 11; M = 3.92; SE = 0.11). All other item comparisons were nonsignificant. Based on the repeated measure ANOVA conducted, the components are not statistically significant with the effectiveness of teachers. In addition, the mean differences of the variance of the item ratings were equivalent.

Research Question 3. Part II: Support Provided for Beginning Teachers of the survey instrument asked participants to respond to 10 statements about the components received as a first-year teacher. Frequencies and percentages of responses for mentor assistance offered (yes) versus not offered (no) are presented in Table 4. Means and standard deviations of effectiveness ratings for respondents who received mentor assistance are also shown.

Table 4

Descriptive Statistics for Induction Program Activities from Mentor and Effectiveness Ratings, n = 149

Did you receive assistance or attend…	Assistance Provided		Ratings of Effectiveness	
	No	Yes	*M*	*SD*
1. You had sufficient time to meet with your mentor.	18	131	3.91	1.30
2. You and your mentor had a common planning time.	43	106	3.91	1.36
3. Your mentor was accessible.	14	135	4.26	1.08
4. You and your mentor have similar philosophies of teaching.	14	135	4.05	1.15
5. Your mentor was willing to devote the time and energy necessary to assist you.	13	136	4.21	1.18
6. Your mentor had a classroom close to your own.	22	127	4.00	1.46
7. Your mentor taught the same grade level as you.	34	115	4.06	1.37
8. Your mentor taught in the same subject areas as you.	25	124	4.12	1.27
9. Your mentor helped you integrate yourself into the school.	21	128	4.10	1.18
10. Your mentor assisted you in becoming oriented to the school.	20	129	4.12	1.16
11. Your mentor assisted you in interpreting and implementing the Texas Essential Knowledge and Skills (TEKS).	31	118	3.90	1.28
12. Your mentor demonstrated effective teaching practices.	17	132	4.40	0.96
13. Your mentor provided constructive criticism of your teaching.	22	127	4.21	1.15
14. Your mentor was an individual you could freely come to with any questions.	11	138	4.53	0.90
15. Your mentor treated you as a respected colleague.	11	138	4.59	0.89
16. Support received from your mentor significantly assisted you in meeting the challenges of your first teaching assignment.	13	136	4.24	1.20
17. Your mentor aided you in making a smooth and effective transition into the teaching profession.	14	135	4.21	1.22

The most common assistance activities received from mentors were the following: encouraging the teacher to come freely with any questions (n =138, 92.6%), treating the teacher as a respected colleague (n =138, 92.6%), significantly assisting with meeting the challenges of the first teaching assignment (n = 136, 91.3%), devoting the time and energy necessary for assistance (n = 136, 91.3%), and being accessible to the teacher (n = 135, 90.6%). Over 90% of the reporting teachers indicated that having an accessible, supportive mentor was available and effective.

The most common mentor assistance components were deemed as most effective. The least common benefit received from mentors were a common planning time (n = 106, 71.1%), common grade level assignment (n = 115, 77.2%), assistance with interpreting and implementing the TEKS (n = 118, 79.2%), and common subject area (n = 124, 83.2%). Other mentor assistance components with high effectiveness ratings were demonstrating effective teaching practices (M = 4.40; SD = .96), being accessible (M = 4.26; SD = 1.08), and significantly assisting the teacher with meeting the challenges of the first teaching assignment (M = 4.24; SD = 1.20).

Effectiveness Ratings for Induction Program

Activities from mentor. Another repeated measures ANOVA was used to determine whether the differences between means for effectiveness for mentor assistance were statistically significant. Only survey respondents who had effectiveness ratings for all 17 components could be used for the analysis, resulting in a sample size of 73 for this analysis.

The comparison means of the ANOVA are shown in Figure 4, along with SE bars to represent variance around each mean in the sample.

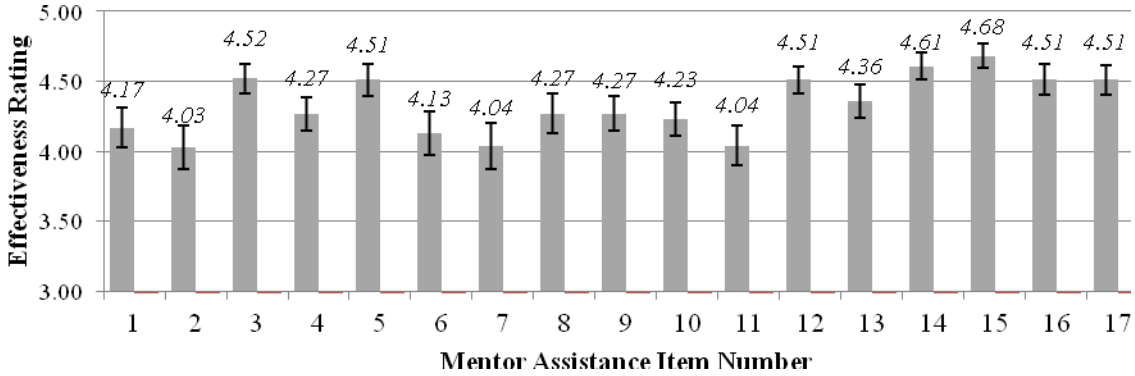

Figure 4. Average Effectiveness Ratings for Mentor Assistance (n = 73) for Repeated Measures ANOVA Analysis

The main effect of mentor assistance type was statistically significant, $F(16, 1184) = 5.67$, $p < .001$, with a small effect size of .071. Given the significance of the overall test, post hoc comparisons among all the components were examined using the Bonferonni correction to control for family-wise error rate (alpha significance level set at 0.05). The highest rated item was having a mentor that treated the teacher as a respected colleague (Item 15; $M = 4.68$; $SE = 0.09$), which was rated significantly more effective than having a common planning time (Item 2; $M = 4.03$; $SE = 0.16$), motivating students (Item 4 $M = 3.84$; $SE = 0.11$), teaching in the same grade level (Item 7; $M = 4.04$; $SE = 0.17$), helping with integration into the school (Item 9; $M = 4.27$; $SE = 0.12$), assistance with becoming oriented to the school (Item 10; $M = 4.23$; $SE = 0.12$), and assistance with interpreting and implementing the TEKS (Item 11; $M = 4.04$; $SE = 0.14$). The lowest

rated item was having a common planning time (Item 2), which was also rated significantly lower in effectiveness than having a mentor to come to freely with questions (Item 14; $M = 4.61$; $SE = 0.10$) in addition to the top rated item (Item 15). Assistance with interpreting and implementing the TEKS was also rated the lowest (Item 11), which was significantly less effective than having an accessible mentor (Item 5; $M = 4.51$; $SE = 0.11$), having a demonstration of effective teaching practices (Item 12; $M = 4.51$; $SE = 0.10$), having someone to come to freely with questions (Item 14), assistance with challenges of the first teaching assignment (Item 16; $M = 4.51$; $SE = 0.11$), and assistance with an effective transition into the teaching profession (Item 17; $M = 4.51$; $SE = 0.11$).

According to descriptive statistics results, the highest effectiveness ratings were for incorporating objects from TEKS, organization of classroom and class work, understanding school policies and procedures, assessing students work, and dealing with individual differences. However, repeated measures ANOVA results for the third research question demonstrated that the highest rated item, incorporating objectives from TEKS, was rated as significantly more effective than administrative paperwork; determining the learning level of students; time management; rapport with parents; dealing with student issues; and locating materials, supplies, equipment, and/or books. Assistance with administrative paperwork was also rated significantly less effective than organization of classroom and class work and understanding of school policies and procedures. Rapport with parents was also rated significantly lower than assessing student work. All other item comparisons were insignificant.

Assistance Received as a Beginning Teacher from Administrators

Research Question 4. Part II: Support Provided for Beginning Teachers of the survey instrument asked participants to respond to 12 statements about administrative support received as a first-year teacher. Frequencies and percentages of responses for administrator assistance offered (yes) versus not offered (no) are presented in Table 5. Means and standard deviations of effectiveness ratings for respondents receiving administrator assistance were also shown.

Table 5

Descriptive Statistics for Administrator Assistance Provided and Effectiveness

Did you receive assistance or attend…	Assistance Provided		Ratings of Effectiveness (If Provided)	
	No	Yes	*M*	*SD*
1. Administrative support received assisted you in dealing with the stresses encountered during your first year.	11	138	3.88	1.24
2. You were encouraged by administration to seek out extra support without the fear of appearing incompetent to others.	9	140	3.99	1.22
3. Administrators provided assistance in interpreting and implementing the Texas Essential Knowledge and Skills (TEKS).	23	126	3.58	1.31
4. Administrators made the expectations of your performance clear to you.	7	142	3.98	1.22
5. You were given administrative assistance in establishing positive relationships with your students.	16	133	3.83	1.24
6. Administration assisted you in dealing with parents.	15	134	4.01	1.19
7. You had administrative assistance in selecting and delivering content in ways that were meaningful to students.	34	115	3.65	1.30
8. You were given administrative assistance in setting classroom procedures and routines.	23	126	3.68	1.24
9. Administration was supportive in discipline matters.	7	142	3.93	1.30
10. Administration was supportive in curricular issues.	10	139	3.76	1.25
11. You principal provided constructive feedback on performance.	10	139	4.08	1.24
12. Support received from your principal assisted you in dealing with the stresses encountered during your first year in teaching.	15	134	3.85	1.33

The most common assistance activities received from administrators were making the performance expectations clear (*n* = 142, 95.3%), being supportive in discipline matters (*n* = 142, 95.3%), encouraging the teacher to seek out extra support without fear of appearing incompetent to others (*n* = 140, 94.0%), being supportive in curricular issues (*n* = 139, 93.3%), and principals providing constructive feedback on performance (*n* = 93.3%). The least common assistance activities received were assistance in selecting and delivering content in ways that were meaningful to students (*n* = 115*,* 77.2%), assistance in setting classroom procedures and routines (*n* = 128, 84.6%), assistance in interpreting and implementing the TEKS (*n = 126,* 84.6%), principal assistance in dealing with the stresses encountered during the first year (*n* = 134, 89.9%), and assistance in establishing positive relationships with students (*n = 133,* 89.3%).

The highest effectiveness ratings of administrator assistance components were for the principal providing constructive feedback on performance (*M* = 4.08; *SD* = 1.24), assistance in dealing with parents (*M* = 4.01; *SD* = 1.19), encouragement to seek out extra support without the fear of appearing incompetent to others (*M* = 3.99; *SD* = 1.22), clear performance expectations (*M* = 3.98; *SD* = 122), and support in discipline matters (*M* = 3.93; *SD* = 1.30).

Effectiveness Ratings for Administrator Assistance

Another repeated measures ANOVA was calculated to determine whether the differences between means for effectiveness for administrator assistance were statistically significant. Only survey respondents who had effectiveness ratings for all 12

components could be used for the analysis, resulting in a sample size of 99 for this analysis.

The comparison means of the ANOVA are shown in Figure 5, along with SE bars to represent variance around each mean in the sample.

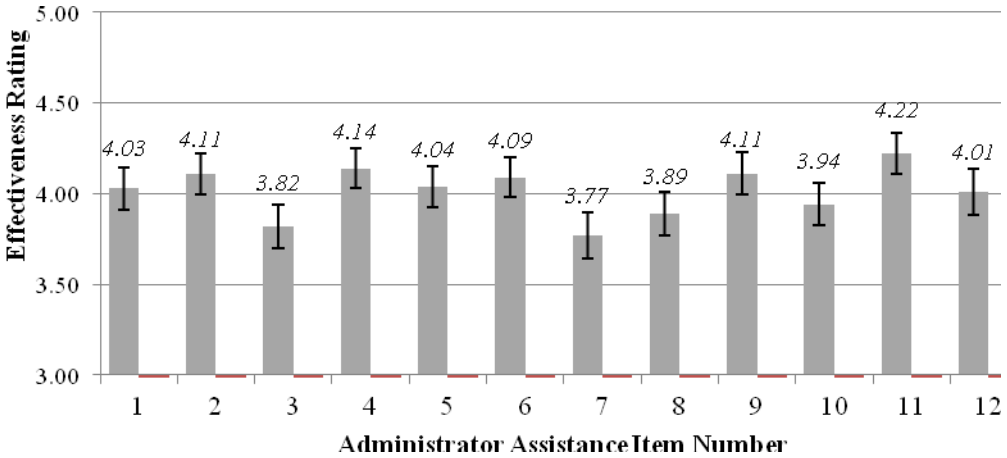

Figure 5. Average Effectiveness Ratings For Administrator assistance (n = 99) for Repeated Measures ANOVA Analysis

The main effect of administrator assistance type was statistically significant, $F(11, 1078) = 5.25$, $p < .001$, with a small effect size of .051. Given the significance of the overall test, post hoc comparisons among all the components were examined using the Bonferonni correction to control for family-wise error rate (alpha significance level set at 0.05). The highest rated item was support with dealing with classroom stresses encountered during the first year (Item 11; $M = 4.22$; $SE = 0.11$), which was rated as significantly more effective than assistance with interpreting and implementing the TEKS (Item 3; $M = 3.81$; $SE = 0.12$), selecting and delivering meaningful content (Item 7; $M = 3.76$; $SE = 0.13$), and setting classroom procedures and routines (Item 8; $M = 3.90$; $SE =$

0.12). Clear performance expectations (Item 4; *M* = 4.14; *SE* = 0.11) was also rated as more effective than interpreting/implementing the TEKS (Item 3) and selecting/delivering meaningful content (Item 7). Encouragement for seeking out support without appearing incompetent (Item 2; *M* = 4.11; *SE* = 0.12) and support in discipline matters (Item 9; *M* = 4.11; *SE* = 0.12) were also rated as more effective than assistance with selecting/delivering meaningful content (Item 7). All other comparisons were not statistically significant.

According to descriptive statistics results, the highest effectiveness ratings of administrator assistance components were for the principal providing constructive feedback on performance, assistance in dealing with parents' encouragement to seek out extra support without the fear of appearing incompetent to others, clear performance expectations, and support in discipline matters. However, according to repeated measures ANOVA results for the fifth research question, the highest rated item was support with dealing with classroom stresses encountered during the first year, which was rated as significantly more effective than assistance with interpreting and implementing the TEKS, selecting and delivering meaningful content, and setting classroom procedures and routines. The component of clear performance expectations was also rated as more effective than interpreting/implementing the TEKS and selecting/delivering meaningful content. Encouragement for seeking out support without appearing incompetent and support in discipline matters were also rated as more effective than assistance with selecting/delivering meaningful content. All other comparisons were not statistically significant.

Assistance Received as a Beginning Teacher from Colleagues

Research Question 5. Part II: Support Provided for Beginning Teachers of the survey instrument asked participants to respond to seven statements about the components received as a first-year teacher. Frequencies and percentages of responses for colleague assistance offered (yes) versus not offered (no) are presented in Table 6. Means and standard deviations of effectiveness ratings for respondents who received colleague assistance were also shown.

Table 6

Descriptive Statistics for Colleague Assistance Provided and Effectiveness Ratings

Did you receive assistance or attend…	Assistance Provided		Ratings of Effectiveness (If Provided)	
	No	Yes	*M*	*SD*
1. Support received from other beginning teachers assisted you in dealing with the stresses encountered during your first year.	23	126	3.95	1.11
2. Support received from veteran teachers assisted you with the stresses encountered during your first year in the classroom.	11	138	1.04	1.13
3. You were encouraged by teachers in your school to seek out extra support without the fear of appearing incompetent to others.	14	135	3.95	1.20
4. Teachers provided assistance in interpreting and implementing the Texas Essential Knowledge and Skills (TEKS).	18	131	3.81	1.21
5. You were given assistance by other teachers in selecting and delivering content in ways that were meaningful to students.	17	132	3.92	1.21
6. The teaching assignment you were given was not viewed as desirable by veteran teachers.	45	104	3.55	1.24
7. Other teachers made you feel a part of the teaching community in your school.	3	146	4.20	1.17

The most common assistance activities received from colleagues were making the teacher feel a part of the teaching community (n = 146, 98.0%), encouragement to seek out extra support without the fear of appearing incompetent (n = 135, 90.6%), assistance by the other teachers in selecting delivering content in ways that were meaningful to students (n = 132, 88.6%), assistance in interpreting and implementing the TEKS (n = 131, 87.9%), and assistance with dealing with the stresses encountered during the first year (n = 126, 84.6%). The least common assistance activities received from colleagues were the teaching assignments that were not viewed as desirable by veteran teachers (n = 104, 69.8%) and assistance with the stresses encountered during the first year in the classroom (n = 138, 77.9%). The highest effectiveness ratings of colleague assistance components were for making the teacher feel part of the teaching community (M = 4.20; SD = 1.17), and veteran teachers assisting with the stresses encountered during the first year in the classroom (M = 4.07; SD = 1.13).

Inferential Statistics on Effectiveness Ratings for Colleague Assistance

Another repeated measures ANOVA was used to determine whether the differences between means for effectiveness for colleague assistance were statistically significant. Only survey respondents who had effectiveness ratings for all seven components could be used for the analysis, resulting in a sample size of 87 for this analysis.

The comparison means of the ANOVA are shown in Figure 6, along with SE bars to represent variance around each mean in the sample.

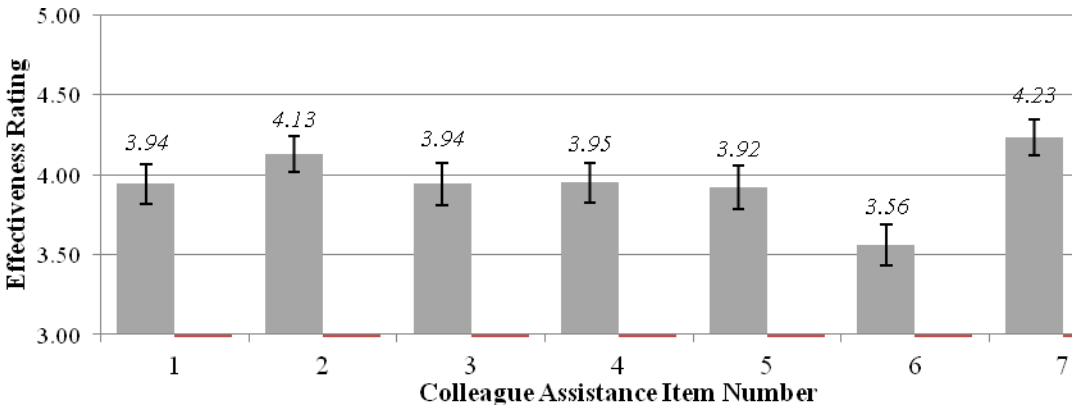

Figure 6. Average Effectiveness Ratings for Colleague Assistance (n = 87) for Repeated Measures ANOVA Analysis

The main effect of colleague assistance type was statistically significant, $F(6, 516) = 6.27$, $p < .001$, with a small effect size of .068. Given the significance of the overall test, post hoc comparisons among all the components were examined using the Bonferonni correction to control for family-wise error rate (alpha significance level set at 0.05). The highest rated items were being made to feel like part of a teaching community (Item 7; M = 4.23; SE = 0.11) and veteran teachers assisting with dealing with stresses encountered during the first year in the classroom (Item 2; M = 4.14; SE = 0.11), which were rated significantly more effective than a teaching assignment viewed as not desirable by veteran teachers (Item 6; M = 3.56; SE = 0.13). All other comparisons were nonsignificant.

According to the descriptive statistical analyses, the highest effectiveness ratings of administrator assistance components were for the principal providing constructive feedback on performance, assistance in dealing with parents' encouragement to seek out extra support without the fear of appearing incompetent to others, clear performance expectations, and support in discipline matters. However, according to the repeated measures ANOVA results for the fifth research question, the highest rated item was support with dealing with classroom stresses encountered during the first year, which was rated as significantly more effective than assistance with interpreting and implementing the TEKS, selecting and delivering meaningful content, and setting classroom procedures and routines. The component of clear performance expectations was also rated as more effective than interpreting/implementing the TEKS and selecting/delivering meaningful content. Encouragement for seeking out support without appearing incompetent and support in discipline matters were also rated as more effective than assistance with selecting/delivering meaningful content. All other comparisons were not statistically significant.

Summary

The purpose of this study was to determine if selected induction components were effective in lessening teacher's intention of leaving the profession. I also examined the different components offered to Texas teachers during the first year of teaching. I also investigated which of the components the teachers perceived as the most effective. In addition to this, I observed the most effective support received by the first-year teachers from mentors, administrators, and teacher's colleagues. This section included the results

of the data collected, which related to induction components as they related to retention of first-year teachers. The respondents were taken from a convenience sample of first-year teachers throughout Texas school districts. The final sample used for statistical analysis consisted of 149 respondents who had finished their first year of teaching. The teachers responded to an online survey to determine the effectiveness in the areas of activities received as a first-year teacher, assistance received in teaching and nonteaching areas, and support during the first year of teaching from mentors, colleagues, and administrators.

I found that although components of induction programs have positive effects to the first-year teachers, the mean differences of the variance were just equal. Effective components were assignment in areas of certification, assignment of a mentor, and formal or informal evaluation and observation by mentor. The highest effectiveness ratings were for incorporating objects from TEKS, organization of classroom and class work, understanding school policies and procedures, assessing students work, and dealing with individual differences. On the other hand, incorporating objectives from TEKS was more effective than administrative paper work and the other components of the induction program. Based on the results, effectiveness ratings for administrator assistance were for the principal providing constructive feedback on performance, assistance in dealing with parents' encouragement to seek out extra support without the fear of appearing incompetent to others, clear performance expectations, and support in discipline matters. Nevertheless, it was demonstrated that support with dealing with classroom stresses encountered during the first year were more significantly effective than assistance with

interpreting and implementing TEKS, selecting and delivering meaningful content, and setting classroom procedures and routines. Additionally "being made to feel like part of a teaching community" and "veteran teachers assisting with dealing with stresses encountered during the first year in the classroom" were found to be significantly more effective than a teaching assignment, these are not viewed as desirable by veteran teachers. Section 5 includes the conclusions, a discussion for recommendation from the current study, and implications for further research.

Section 5: Summary, Conclusion, and Recommendations

Introduction

The purpose of this quantitative study was to investigate what components first-year teachers felt were effective towards increasing teacher retention rates. The data collected were used to determine first-year teachers' perceptions of the effective components of an induction programs in Texas so that school districts can incorporate the most effective components into their inductions program or use these components as a model to start a new program. A survey approach provided the opportunity for first-year teachers to list components to their induction program and choose which components had the most effect on their decision to stay or leave the profession. The sample was drawn from a population of first-year teachers across Texas school districts located in a database, PACT, an online mentoring support system designed and managed by a state-funded university system.

There were five research questions presented in the study:

1. What induction components were offered to teachers during their first year of teaching?
2. What components of induction programs did first-year teachers perceive as the most effective?
3. What support received from the first-year teacher's mentor was considered the most effective through the perspective of a first-year teacher?
4. What support received from the first-year teacher's school administrators was considered the most effective through the perspective of a first-year teacher?

5. What support received from the first-year teacher's colleagues was considered the most effective through the perspective of a first-year teacher?

In total, 206 teachers submitted the online survey questionnaire, although only 149 of the surveys were completed and eligible for analysis in this study. Through the analysis conducted in this study, it was determined that effectiveness of offered components were statistically equal. However, differences were determined for the effectiveness ratings of the support received from the first-year teacher's mentor, school administrators, and teacher's colleagues.

The following section includes a discussion of the findings by research question as well as the following subtopics: (a) interpretation of the findings, (b) implications for social change, (c) recommendations for action, (d) recommendations for further study, and (e) summary and conclusions of the study.

Interpretation of Findings

Research Question 1

According to the responses on the survey, teachers mentioned receiving these components of the induction program most often: (a) assigned a mentor, (b) formally evaluation and observed by that mentor, (c) informally evaluated and observed by that mentor, and (d) assigned a class in their certification areas. Among all these, it was determined that assigning a class to the teachers' certification areas was most effective. Therefore, first-year teachers should be assigned a class in their certification areas to ensure that their performance will be more effective. These options were also noted in

the literature as being important elements to include in an induction program (Curran & Goldrick, 2002; Johnson & Kardos, 2005; Sanders & Rivers, 1996).

Sanders and Rivers (1996) noted that first-year teachers want to have mentors who can support them during the school year. I also determined that being assigned a mentor was highly effective. Thus, in actual practice, it is appropriate to prioritize assigning a class according to the teachers' certification areas and assigning a mentor to the first-year teachers. Johnson and Kardos (2005) reported that having effective school leadership is also responsible for encouraging the retention of first-year teachers. Mentoring, according to this study's findings, was viewed as essential and helpful in first year teachers becoming more "effective" at meeting the challenges of first year objectives. This supportive scaffolding sets the stage for retaining teachers so they can be guided and coached toward leadership that "eventually assume[s] roles that extend their influence beyond the classroom" (Johnson & Kardos, 2005, p.11).

Research Question 2

Of the components listed on the survey, first-year teachers reported that the most effective ones were (a) being assigned a mentor, (b) being provided and timely formal evaluations and observations by a mentor, and (c) having an assignment in their area of certification. First-year teachers found a reduced teaching load during their first year and being assigned the same number, or fewer, special needs students than other teachers were the least effective items on the survey.

According to the responses from the first-year teachers, they were not interested in having their first year include a reduction in their teaching schedule or in the reduction

of problematic students. Instead, the first-year teachers wanted to have a mentor who would support and offer them advice, assisting them to become acclimated to the teaching profession. Both Villain (2002) and Wong (2001) argued that the most effective tool that a school district can use to retain first-year teachers is mentors. Mentors for first-year teachers act as a major pillar in the support system, providing reassurance to beginning teachers as they move through the many challenges that teaching can bring. Findings from this study concur with Villain and Wong's premise.

Research Question 3

The participants were asked to name the elements in mentoring that were of most help. First-year teachers found it helpful when they felt free to ask their mentor any question and when the mentor respected the first-year teacher as a colleague. Mentors should be able to provide an environment conducive for first-year teachers. Participants also reported that mentor assistance made the first year easier for them, especially when the mentor was able to spend time and energy in assisting the first-year teacher and was easily accessible. Mentoring was considered less effective if the mentor and first-year teacher did not have a common planning time or when the mentor and the first-year teacher were not teaching at the same grade level. According to Boreen et al. (2003), mentors provide the needed support and guidance that beginning teachers need throughout their first year of teaching. Without that help, researchers have shown that beginning teachers often leave the teaching profession after their first year (Ingersoll & Smith, 2004).

Research Question 4

The participants were asked to identify the most effective support that they received from administrators. First-year teachers reported the assistance they received most included (a) administrator making expectations clear, (b) supporting the first-year teacher with discipline problems in the classroom, (c) encouraging beginning teachers to seek extra support without feeling they are incompetent, (d) supporting beginning teachers with curricular issues, and (e) administrators giving feedback on job performance.

New teachers were less likely to receive support from administrators in the following areas: (a) assistance in selecting and delivering content in ways that were meaningful to students, (b) assistance in setting classroom procedures and routines, (c) assistance in interpreting and implementing the TEKS, (d) principal assistance in dealing with the stress of first-year teaching, and (e) assistance in establishing positive relationships with student.

Researchers have found that administrators play a significant role in the success of a first-year teacher (Cohen, 2005; Jorissen, 2002; Moore-Johnson et al., 2005). Jorissen (2002) reported that teachers who have a positive relationship with their principals are likely to remain in the profession. Moore-Johnson et al. (2005) reported that besides fostering positive climates for beginning teachers to be successful, administrators also have the task of arranging the beginning teachers schedule for the first year in a way that will foster success.

Researcher Question 5

First-year teachers were asked what assistance they received from colleagues other than their mentor that was most helpful to them. Teachers reported that (a) they were made to feel like part of the teaching community, (b) they received encouragement to seek out help without being made to feel incompetent, (c) they received assistance from other teachers with selecting and delivering content, and (d) colleagues helped them to interpret TEKS results. Joissen (2002) reported that first-year teachers who have a positive relationship with their colleagues are more likely to remain in the profession. In addition, feeling free to collaborate with their colleagues without feeling as though they are incompetent reinforces the feeling of belonging in the profession and may help in the retention of these students.

Interpretation of Findings

Research Question 1

According to the responses in Table 2 participants were asked to respond to 17 statements about the components received as a first-year teacher. Frequencies and percentages of responses for programs offered were presented along with means and standard deviations of effectiveness ratings. Teachers mentioned receiving the following induction program components most often: (a) assigned a mentor (n = 138, 92.6%), (b) formally evaluated and observed by that mentor (n = 122, 81.9%), (c) informally evaluated and observed by that mentor (n = 124, 93.9%), and (d) assigned a class in their certification areas. Among all these, it was determined that assigning a class to the teachers' certification areas was most effective (n = 139, 92.3%). Therefore, first-year

teachers should be assigned a class in their certification areas to ensure that their performance will be more effective. These options were also noted in the literature as being important elements to include in an induction program (Curran & Goldrick, 2002; Johnson & Kardos, 2005; Sanders & Rivers, 1996).

Sanders and Rivers (1996) noted that first-year teachers want to have mentors who can support them during the school year. I also determined that being assigned a mentor was highly effective (n = 138, 92.6%, M = 4.14, SD = 1.27). Thus, in actual practice, it is appropriate to prioritize assigning a class according to the teachers' certification areas and assigning a mentor to the first-year teachers. Johnson and Kardos (2005) reported that having effective school leadership is also responsible for encouraging the retention of first-year teachers. Mentoring, according to this study's findings, was viewed as essential and helpful in first-year teachers becoming more "effective" at meeting the challenges of first year objectives. This supportive scaffolding sets the stage for retaining teachers so they can be guided and coached toward leadership that "eventually assume[s] roles that extend their influence beyond the classroom" (Johnson & Kardos, 2005, p.11).

Research Question 2

Of the components listed on the survey Table 2 and Figure 2 provide the statistics on the participants' induction program activities and their perceived effectiveness ratings. First-year teachers reported that the most effective ones were (a) being assigned a mentor (n = 138, M = 4.14, SD = 1.27), (b) being provided and timely formal evaluations and observations by a mentor (n = 124, M = 4.11; SD = 1.17), and (c) having an assignment

in their area of certification (n =139, M = 4.38; SD = .95). First-year teachers found a reduced teaching load (n = 62, 41.6%, M = 3.24; SD = 1.55) during their first year and being assigned the same number, or fewer, special needs students than other teachers (n = 100, 67.1%, M = 3.29; SD = 1.25) were the least effective items on the survey.

According to the responses from the first-year teachers, they were not interested in having their first year include a reduction in their teaching schedule or in the reduction of problematic students. Instead, the first-year teachers wanted to have a mentor who would support and offer them advice, assisting them to become acclimated to the teaching profession. Both Villain (2002) and Wong (2001) argued that the most effective tool that a school district can use to retain first-year teachers is mentors. Mentors for first-year teachers act as a major pillar in the support system, providing reassurance to beginning teachers as they move through the many challenges that teaching can bring. Findings from this study concur with Villain and Wong's premise.

Research Question 3

The participants were asked to name the elements of the 10 components they received as a first-year teacher. Table 4 shows the frequencies and percentages of responses for mentor assistance offered. First-year teachers found it helpful when they felt free to ask their mentor any question (n = 138, 92.6%) and when the mentor respected the first-year teacher as a colleague (n = 138, 92.6%). Mentors should be able to provide an environment conducive for first-year teachers. Participants also reported that mentor assistance made the first year easier for them, especially when the mentor was able to spend time and energy in assisting the first-year teacher and was easily

accessible. Mentoring was considered less effective if the mentor and first-year teacher did not have a common planning time (n = 106, 71.1%) or when the mentor and the first-year teacher were not teaching at the same grade level (n = 115, 77.2%). According to Boreen et al. (2003), mentors provide the needed support and guidance that beginning teachers need throughout their first year of teaching. Without that help, researchers have shown that beginning teachers often leave the teaching profession after their first year (Ingersoll & Smith, 2004).

Research Question 4

The participants were asked to identify the most effective support that they received from administrators. These data are reported in Table 5. First-year teachers reported the assistance they received most included (a) administrator making expectations clear (n = 142, 95.3%), (b) supporting the first-year teacher with discipline problems in the classroom (n = 142, 95.3%), (c) encouraging beginning teachers to seek extra support without feeling they are incompetent (n = 140, 94.0%), (d) supporting beginning teachers with curricular issues (n = 139, 93.3%), and (e) administrators giving feedback on job performance (n = 93.3%).

New teachers were less likely to receive support from administrators in the following areas: (a) assistance in selecting and delivering content in ways that were meaningful to students (n = 115, 77.2%, (b) assistance in setting classroom procedures and routines (n = 128, 84.6%), (c) assistance in interpreting and implementing the TEKS (n = *126,* 84.6%), (d) principal assistance in dealing with the stress of first-year teaching

(*n* = 134, 89.9%), and (e) assistance in establishing positive relationships with student (*n* = *133,* 89.3%).

Researchers have found that administrators play a significant role in the success of a first-year teacher (Cohen, 2005; Jorissen, 2002; Moore-Johnson et al., 2005). Jorissen (2002) reported that teachers who have a positive relationship with their principals are likely to remain in the profession. Moore-Johnson et al. (2005) reported that besides fostering positive climates for beginning teachers to be successful, administrators also have the task of arranging the beginning teachers schedule for the first year in a way that will foster success.

Researcher Question 5

First-year teachers were asked what assistance they received from colleagues other than their mentor that was most helpful to them. Table 6 showed that teachers reported (a) they were made to feel like part of the teaching community (*n* = 146, 98.0%), (b) they received encouragement to seek out help without being made to feel incompetent (*n* = 135, 90.6%), (c) they received assistance from other teachers with selecting and delivering content (*n* = 132, 88.6%), and (d) colleagues helped them to interpret TEKS results (*n* = 131, 87.9%). Joissen (2002) reported that first-year teachers who have a positive relationship with their colleagues are more likely to remain in the profession. In addition, feeling free to collaborate with their colleagues without feeling as though they are incompetent reinforces the feeling of belonging in the profession and may help in the retention of these students.

Implication for Social Change

Because teacher shortages occur throughout various areas in the United States, some school districts have hired teachers with little or no teaching experience. Texas has experienced these teacher migration and retention problem; and as a result, many administrators have filled vacant positions with teachers that have had little or no classroom experience. Teachers are coming in the classroom ill prepared for the challenges they may experience (Ingersoll & Smith, 2004). Beginning teachers often have no practical applicable knowledge since a college education provides an extensive theoretical background with only minimal teaching experiences. Even though most student-teaching candidates spend 14 weeks in the classroom observing and teaching lessons, that time is considered inadequate preparation (Ingersoll, 2001). Additionally, some teachers are also hired through an alternative certification program and come to the classroom with book knowledge of the subject, but without any training in classroom curriculum or management (Ingersoll, 2001). The failure rate for these teachers is high because of the frustration they experience when they fail to meet administration's expectations. Texas wants induction to positively affect teacher migration and retention by developing strategies and programs to retain them (Ingersoll & Smith, 2004; Texas Center for Educational Research, 2000).

The norm of the school culture has been that teachers go into their classrooms and stay there. This procedure builds the concept of isolation. Teaching has long been viewed as a life-long career, with the expectations that teachers would come in on Day 1 and 30 years later be doing the same thing. School leaders can reflect upon the support

structure of schools and create an environment where teachers can thrive and grow professionally, while collaborating and doing their best with their colleagues and students. Concerned about potentially losing more teachers because of the lack of support, isolation, and overwhelm of first-year teaching responsibilities (Varah, Theune, & Parker, 1986), Texas educators began combating this problem by providing induction and mentoring programs across the state. In this study, 138 of the 149 respondents indicated they were assigned a mentor during the induction process of their first year teaching and reported a mean of 4.14 ($1 \leq M \leq 5$), indicating they felt this mentor was very effective at helping them during the first year transition. Providing mentors and improving teaching conditions could effectually bolster the teacher supply pool, and many educators who left due to poor conditions might reconsider their decision to leave if the conditions were enhanced (Ingersoll & Smith, 2004).

In a recent survey of 2,000 educators from California, Futernick (2007) found that 28% of teachers who left before retirement indicated that they would resume their positions if improvements were made to teaching and learning conditions. New teachers also are unprepared to handle the lack of administrative support. They have to face students who may not be motivated to learn and may create discipline problems in the classroom (Darling-Hammond & Baratz-Snowden, 2007). Couple these challenges with the fact that teachers have little to no input into the decision-making that goes on in the school, and teaching may become an overwhelming job for the new teacher (Jorissen, 2002). However, of the 138 teachers in this study that had a mentor, 79.8% ($n = 119$) reported that having a mentor effectively assisted them ($M = 3.6$, $1 \leq M \leq 5$) in "dealing

with student issues, related or unrelated to instruction" (see Table 3). They also indicated they received consideration in assignment of special needs students (n = 100), and that it was helpful in their transition the first year (M = 3.29, $1 \leq M \leq 5$). Over 67% also indicated opportunities to create shared professional development plans, opportunities to engage in cooperative planning, and regular meetings with evaluations. These activities were also reported as contributing to a positive transition during the first year of teaching (see Tables 2 & 6). These findings support the conclusion that properly designed induction programs that incorporate mentors can positively impact teacher satisfaction and contribute to more positive teaching conditions.

As this study has found and as the NCTAF (2002) stated, special programs that support all new teachers increases the likelihood that these teachers will return. Returning new teachers will have acquired practical applicable knowledge that will help them to implement better practices that can meet the needs of diverse students. As a teacher becomes a more successful facilitator of knowledge, he or she becomes more satisfied in the job, which in turn encourages them to remain in the position.

NCTAF (2002) suggested that teachers who completed a 4-year education program continue in teaching at a higher percentage than those proceeding through alternative routes. However, even these trained teachers are leaving the profession, because they struggle with poor leadership in addition to the constant concerns about classroom management, the diversity of their learners, and a nonexistent or weak support system. Improving this support system by the addition of effective induction programs

with engaged mentors can positively impact this trend and improve teacher retention, the learning environment, and eventually student achievement.

This study led to an improved understanding and development of strategies and programs to retain highly qualified teachers (Ingersoll & Smith, 2004) by gathering data from Texas first-year teachers about their perceived support. Teacher retention has the potential for saving schools and districts funds that are needed for resources, aids, professional development, and other support to improve teachers' working conditions and job satisfaction. In addition, this study contributed to social change by having schools and districts look at teacher retention in different ways.

Recommendations for Action

Recommendations for Beginning Teachers

Teacher turnover, specifically for first-year teachers, has been increasing in most schools within the United States. Through the results of this research study, it was determined that first-year teachers should have sufficient support from mentors, colleagues, and even administrators. Thus, it is recommended that programs for first-year teachers should be developed towards gaining a good relationship between the teachers, their mentors, colleagues, and administrators. It is important for first-year teachers to feel that they are accepted within the institution and that administrators trust their capability. As determined through this study, it is ineffective to consider decreasing the number of students with special needs in the class of first-year teachers. It is important for them to understand and feel that administrators trust their capability as much as they do for other teachers within the institution.

Recommendations for Supporting New Teachers

Team building activities should also be encouraged between teachers and their mentors to ensure that they are able to help one another through the years. First-year teachers should get support from everyone within the institution to feel that they belong to the school, such that they would opt not to transfer to other schools. Through this practice, schools would be able to keep highly qualified teachers who could be potential mentors for succeeding cohorts of first-year teachers. The schools should integrate a support and development program to assist first-year teachers develop throughout their careers. Encouraging the experienced, more successful teachers to become mentors encourages leadership from the grassroots level and empowers the existing faculty to grow and lead from within. Coaching new teachers through the first years of instruction creates a proactive environment that facilitates growth and camaraderie, while also stimulating the development of future mentors in the process. Because these mentors were once first-year teachers themselves, it would be easier for them to help successive cohorts of first-year teachers. Moreover, the transfer of learning could be more continuous, creating teacher collaboration of techniques and harmony in teaching style throughout the school, thus improving the quality of education for students as well as the collegiality among peers.

Recommendations for Further Study

There are multiple considerations for future research. While there is a limited amount of researchers who have focused on the support for first-year teachers, additional studies could increase the understanding on the effectiveness of each of the 10 first-year

induction components highlighted in this research. It is also recommended to conduct more studies about mentoring and building administrative relationships that can help in molding new teachers to be more equipped in teaching inside the classrooms. For future studies, it is recommended to consider other geographic locations. Because I focused on first-year school district teachers throughout districts in Texas, the results and the insights gained from this study could only be generalizable for this population. Therefore, in order to determine whether the results are accurate for other populations, it would be necessary to include samples from different populations. Moreover, a larger number of samples should be collected in succeeding studies to increase the generalizability of the results regarding the effectiveness of offered components for first-year teachers.

Summary of the Study

The first year of teaching is viewed to be challenging and stressful. It is a critical time in the development of a quality teaching force and is a period when these teachers should be learning and developing their skills with practical applicable knowledge. It is additionally the time when first-year teachers decide whether to remain in the profession. Teacher attrition is not a new issue; in fact, the continued loss has increased in number of teachers leaving the profession. According to McLeod (2007), the number of "entrants" into the teaching profession increased somewhat beginning in the mid-1990s but the number of "leavers" rose even faster. McLeod stated that, if something does not change in the school culture, then more of the younger teachers are going leave the profession and parents will begin looking toward other ways to have their children educated.

The purpose of this study was to determine if selected induction components are effective in lessening teacher's intentions of leaving the profession. The respondents were taken from a convenience sample of first-year teachers throughout Texas school districts. The final sample used for statistical analysis consisted of 149 respondents who had finished their first year of teaching (57 of the 206 received surveys were incomplete and thus omitted from analysis). The teachers responded to an online survey to determine the effectiveness in the areas of activities received as a first-year teacher, assistance received in teaching and nonteaching areas, and support during the first year of teaching from mentors, colleagues, and administrators. Through the data collected for the study, it was determined that the most frequently offered components were assignment in area of certification, and being assigned a mentor, participating in district wide orientation session, campus specific orientation sessions, and formal evaluations and observations by school administrator(s). The highest effectiveness ratings were for assignment in area of certification, mentor assignment, formal evaluations and observations by mentor, and informal evaluations and observations by mentor.

The highest effectiveness ratings were also observed for incorporating objects from TEKS, organization of classroom and class work, understanding school policies and procedures, assessing students work, and dealing with individual differences. Meanwhile, the highest effectiveness ratings of administrator assistance components were for the principal providing constructive feedback on performance, assistance in dealing with parents' encouragement to seek out extra support without the fear of appearing incompetent to others, clear performance expectations, and support in discipline matters.

It was indicated that the highest effectiveness ratings of colleague assistance components were for making the teacher feel part of the teaching community, and veteran teachers assisting with the stresses encountered during the first year in the classroom.

This study led to social change by providing educators and administrators an improved understanding and development of strategies and programs to retain highly qualified teachers. Teacher retention has the potential for saving schools and districts funds that are needed for resources, aids, professional development, and other support to improve teachers' working conditions and job satisfaction. In addition, this study will contribute to social change when presented in professional conferences or through publication by having schools and districts look at teacher retention in different ways.

Results from the study may be used to introduce effective components for induction programs with the sole purpose of significantly improving teacher retention, teacher professional development, and student achievement. I also identified the perceived effectiveness of teacher induction components, thus providing valuable insight into creating better teacher induction programs and reducing teacher attrition.

References

Algozzine, B., Gretes, J., Queen, A. J., & Cowan-Hathcock, M. (2007). *Beginning teachers' perceptions of their induction program experiences.* New York, NY: Heldref. Retrieved from http://www.monarchcenter.org/pdfs/Algozzine_2007.pdf

Allen, M. (2003, August). *Eight questions on teacher preparation: What does the research say?* Retrieved from http://www.ecs.org/html/educationissues/teachingquality/tpreport/home/summary.pdf

Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. Washington, DC: Author.

Alliance for Excellent Education. (2005). *Teacher attrition: A costly loss to the nation and to the states*. Washington, DC: Author.

American Association of State Colleges and Universities. (2006). Teacher induction programs: Trends and opportunities. *Policy Matters, 3*(10) Retrieved from ERIC database (ED499902).

American Federation of Teachers. (1998, September). *Mentor teacher programs in the states*. (Issue Brief No. 13). Retrieved from https://www.aft.org/pdfs/teachers/pb_mentorprograms0998.pdf

Andrews, S. P., Gilbert, L. S., & Martin, E., P. (2006). The first years of teaching: Disparities in perceptions of support. *Action in Teaching Education*, *28*(4), 4-13. Retrieved from http://intc.education.illinois.edu/resource/rod/first-years-teaching-disparities-perceptions-support

Arenda, R. I., & Kilcher, A. (2010) *Teaching for student learning: Becoming an accomplished teacher.* New York. Routledge Publishing.

Arenda, R.I. & Rigazio-DiGilio, A. J. (2000). *Beginning teacher induction: Research and examples of contemporary practice.* (Report No. SP-039-647). Connecticut: Teacher Education. Retrieved from ERIC database (ED 450074)

Bartell, C. A. (2005). *Cultivating high-quality teaching through induction and mentoring.* Thousand Oaks, CA: Corwin Press.

Berry, B., Hopkins-Thompson, P., Hoke, M. (2002*). Assessing and supporting new teacher: A lesson from the southeast.* The University of North Carolina. Retrieved from http://www.teachingquality.org/pdfs/Induction.pdf

Boreen, J., Niday, D., & Johnson, M. (2003) *Mentoring across boundaries: Helping beginning teachers succeed in challenging situations*. Portland, ME: Stenhouse Publishers. Retrieved from http://www.naesp.org/resources/2/Research_Roundup/2006/RR2006v23n1a2.pdf

Brewster, C., & Railback (2001). *Supporting beginning teachers: How administrations, teachers and policymakers can help new teachers succeed.* Portland, OR: Northwest Regional Educational Laboratory. Retrieved from http://educationnorthwest.org/webfm_send/450

Brock, B. L., & Grady, M. L. (2007). *From first-year to first-rate: Principals guiding beginning teachers* (3rd ed*)*. Lincoln, NB: Corwin Press. Retrieved from ERIC database (ED495324).

Brown, J.G., & Wambach, C. (1987, April). *Using mentors to increase new teacher retention: The mentor teacher induction project*. Annual Meeting of the American Association of Colleges for Teacher Education. Arlington, VA: Department of Elementary Education, San Francisco State University. Retrieved from ERIC database (ED280816).

Carver, C. L. (2002). Principals' supporting role in new teacher induction. In Scherer, M. (Ed.), *Keeping Good Teachers*. Retrieved from Association for Supervision & Curriculum Development website, http://www.ascd.org

Charlotte Advocates for Education. (2004). *Role of principal leadership in increasing retention*. Retrieved from http://www.educationjustice.org

Cochran-Smith, M. (2005, October). The new teacher education: For better or for worse? *Educational Researcher*, *34*(7) 3-17. Retrieved from ERIC database (EJ727652).

Cohen, S. (2005). *Teachers' professional development and the elementary mathematics classroom: Bringing understandings to light*. Mahwaw, NJ: Lawrence Earlbaum Associates, Inc. Retrieved from ERIC database (ED493810).

Colosi, L. (1997). The layman's guide to social research methods. Retrieved from http://www.socialresearchmethods.net/tutorial/Colosi/lcolosi1.htm

Council of Chief State School Officers. (2002) *America's leading teachers raise their voices: Why we're losing good teachers and how we can keep them study.* Retrieved from http://www.scholastic.com

Creswell, J. W. (2009). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publication.

Cronbach, L. J. (1951). Coefficient Alpha and the internal structure of tests. *Psychometrika, 16*, 297-334. doi:10.1007/BF02310555

Curran, B., & Goldrick L. (2002). *Mentoring and supporting new teachers*. Issue Brief. National Governors' Association. Washington, D.C.: Center for Best Practices. Retrieved from ERIC database (ED467748)

Darling-Hammond, L. (1998). Teacher learning that supports student learning. *Educational Leadership, 55*(5), 6. Retrieved from ERIC database (EJ560879).

Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership.* 58(8)12-17. Retrieved from ERIC Database (EJ637135).

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education, 57*(3), 300-314. Retrieved from ERIC Database (EJ736690).

Darling-Hammond, L., & Baratz-Snowden, J. (2007). A good teacher in every classroom: preparing the high quality teachers our children deserve. *Educational HORIZONS, 85*(2), 111-132. Retrieved from ERIC database (EJ750647).

Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Heilig, J. V. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Education Policy Analysis Archives, 13*(42). Retrieved from ERIC database (EJ846746).

Darling-Hammond, L., & Sykes, G. (2003). Wanted: A national teacher's supply policy for education: the right way to meet the "highly qualified teachers" challenge. *Education Policy Analysis Archives*, *11*(33). Retrieved from ERIC database (EJ680103).

Eaton, E., O'Conner, R., Sisson, W., Horwood, T. J., Decker, S., Roberts, T., Burden, F., et al. (2009). *Evaluation of the beginning teacher induction and mentoring (BTIM) program: Executive summary and evaluation report* (Submitted to Texas Education Agency). Fairfax, VA: ICF International.

Farkas, S., Johnson, J., Foleno, T., Duffett, A, & Foley, P. (2000). *A sense of calling: Who teaches and why*. New York, NY: Public Agenda. Retrieved from http://www.publicagenda.org/files/pdf/sense_of_calling.pdf

Feiman-Nemser, S., Schwill, S., Carver, C., & Yasko, B. (1999). *A conceptual review of literature on new teacher induction*. Washington DC: National Partnership for Excellence and Accountability in Teaching. Retrieved from ERIC database (ED449147).

Finn, J. (1998). *Class size and students at risk: What is known? What is next?* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Institute on the Education of At-Risk Students. Retrieved from ERIC database (ED418208).

Fullan, M. (2000). *Change forces. The sequel.* Philadelphia: Falmer Press.

Futernick, K. (2007). *A possible dream: Retaining California's teachers so all students learn.* Sacramento, CA: California State University.

Glickman, C. D., Gordon, S., & Ross-Gordon, J. (1998). *Supervision of instruction: A developmental approach* (4th ed.). Neeham Heights, MA: Allyn and Bacon.

Gravetter, F. J., & Wallnau, L. B. (2005). *Essentials of statistics for the behavioral sciences.* Bellmont, CA: Thomson Wadsworth Publications.

Griffin, G. A., & Millies, S., (1987). *The first years of teaching: background papers and a proposal.* Illinois State Board of Education. Retrieved from ERIC database (ED285833).

Hare, D., & Heap, J. (2001). *Effective teacher recruitment and retention strategies in the Midwest*. Naperville, IL: North Central Regional Laboratory. Retrieved from ERIC database (ED477648).

Hawk, P.O., & Robards, S. (1987). *State-wide teacher induction programs.* In D. M. Brooks (Ed.), *Teacher induction: A new beginning* (p13-15). Reston, VA: National Commission on the Teacher Induction Process, Association of Teacher Educators. Retrieved from http://aascu.org

Hirsch, E., (2008) *Key issues: Identifying Professional Context to Support Highly Effective Teachers.* National Comprehensive Center for Teacher Quality. Washington D.C. Retrieved from http://tqsource.learningpt.org/ strategies/het/ProfessionalContexts.pdf

Hoffman, J., Edwards, S., Paulissen, M., O'Neal, S., & Barnes, S.A. (1985). A study of state-mandated beginning teacher programs and their effects. *Journal of Teacher Education, 37*(1), 16-21. Retrieved from ERIC database (EJ333694).

Hoffmeyer, C., Milliren, A., & Eckstein, D. (2005). The Hoffmeyer mentoring activity checklist: Invitations to professional growth. *Journal of Invitational Theory and Practice, 11*, 54-62. Retrieved from ERIC database (EJ728853).

Hollins, E. R., McIntyre, L. R., Debose, C., Hollins, K. S., & Towner, A. (2004). Promoting a self-sustaining learning community: Investigating an internal model for teacher development. *International Journal of Qualitative Studies in Education, 17*, 247-264. Retrieved from ERIC database (EJ681990).

Ingersoll, R. (2001). *Teacher turnover and teacher shortages and the organization of schools*, (Document R-01-1). University of Washington: Center for the Study of Teaching and Policy: A National Research Consortium. Retrieved from ERIC database (ED445415).

Ingersoll, R., & Kralik, J. (2004). *The impact of mentoring on teacher retention: What the research says.* Denver, CO: Education Commission of the States. Retrieved from http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf

Ingersoll, R., & Smith, T. M. (2004). *Do teacher induction and mentoring matter?* NASSP Bulletin, *88*(638), 28-40. Retrieved from ERIC database (EJ747916).

Johnson, S. M., & Kardos, S. M. (2005). Bridging the generation gap. *Educational Leadership*, *62*(8), 8-14. Retrieved from ERIC database (EJ725909).

Johnston, K. A (2000). *The effects of advanced teacher training in education on student achievement.* Washington D.C.*:* The Center for Data Analysis at the Heritage Foundation. Retrieved from http://www.heritage.org

Jorissen, K. (2002*)*. Retaining alternate route teachers: The power of professional integration in teacher preparation and induction. *High School Journal*, *86*(1), 45-56. Retrieved from ERIC database (EJ787156).

Joyce, B., & Showers, B. (2002) *Student achievement through staff development.* Alexandria, VA: National College for School Leadership. Retrieved from ERIC database (ED283817).

Kaplan, L.S., & Owings, W.A. (2004). Introduction to special issue: Teacher effectiveness. *NASSP Bulletin, 88,* 1-4. DOI:10.1177/019263650408863801

Karres, D.A., (1995).*Teacher education policy in the states: A fifty state survey of legislative and administrative actions.* Washington, DC: The Association of American Colleges for Teacher Education. Retrieved from ERIC database (ED410224).

Kauffman, D., Johnson, S. M., Kardos, S. M., Liu, E., & Peske, H.G. (2002). "Lost at Sea": New teachers' experiences with curriculum and assessment. *Teachers College Record*, *104*(2), 273-300. Retrieved from ERIC database (EJ660270).

Killeavy, M. (2006). Induction: A collective endeavor of learning, teaching, and leading. *Theory into Practice, 45*(2), 168-176. DOI:10.1207/s15430421tip4502_9.

Little, J., W., Nelson, L. (1990). Mentor *teacher: A leader's guide to mentor training*. San Francisco, CA: Publication Dept., Far West Laboratory for Educational Research and Development. Retrieved from ERIC database (ED328940).

Lunsford, B., & Lunsford, T. (1995). Research forum: The research sample, part II: Sample size. *Journal of Prosthetics & Orthotics, 7*(4), 17-141. Retrieved from http://www.oandp.org/jpo/library/1996_02_045.asp

Massachusetts Department of Education. (2002, May). *Teacher induction programs in Massachusetts summary report*. Retrieved from http://www.doe.mass.edu/educators/mentor/

McLeod, S. (2007, Oct). *Dangerously irrelevant* [Web Log Comment]. Retrieved from http://www.dangerouslyirrelevant.org/2007/10/duty-of-care.html

Miller, K. M., (1998). Investigating induction practices in North Carolina: Classroom teacher perceptions. (Doctoral dissertation*)*.Available from UMI: 9914880.

Moir, E. (1999). *Phases of first year teacher's attitude towards teaching*. Santa Cruz, CA: University of Santa Cruz, New Teacher Center.

Moore-Johnson, S. (2007). *Finders and keepers: Helping new teachers survive and thrive in our schools*. Indianapolis, IN: Jossey Bass Publication. Retrieved from ERIC database (ED498536).

Moore-Johnson, S., Harrison-Berg, J., Donaldson, M., L. (2005) Who stays in teaching and why: A review of literature on teacher retention. *The Project on the Next Generation of Teachers*. Retrieved from http://assets.aarp.org

National Center for Education Statistics. (2001). *Digest of educational statistics*. Washington, DC: Author. Retrieved from http://nces.ed.gov

National Center for Education Statistics. (2003a). *Digest of education statistics*. Retrieved from http://nces.ed.gov

National Center for Education Statistics. (2003b). *Projection of education statistics to 2013: Section 1: elementary and secondary enrollment*. Retrieved from http://nces.ed.gov

National Center for Education Statistics. (2003c). *Projection of education statistics to 2013: Section 1: elementary and secondary teachers*. Retrieved from http://nces.ed.gov

National Center for Education Statistics. (2008). *Teacher attrition and mobility :results of follow up survey.* Washington. Retrieved from http://nces.ed.gov

National Commission on Teaching and America's Future. (2002).*Teaming up for 21st century teaching and learning*. Woodbridge, VA: National Commission on Teaching and America's Future. Retrieved from ERIC database (ED475057).

National Education Association. (2002). *Better beginnings: Helping new teachers survive and thrive.* Retrieved from http://www.nea.org/teachershortage/ betterbeginnings/html

No Child Left Behind Act of 2001, Pub. L. No. 107-110, 20 U.S.C. 6301 Cong. (2001). Retrieved from http://thomas.loc.gov/cgibin/query/F?c107:6:./ temp/~c107uMgyI6:e626

Nye, B., Fulton, B. D., Boyd-Zaharias, J., & Cain, V.A. (1995). *The lasting benefits study, eighth grade technical report.* Nashville, TN: Center of Excellence for Research in Basic Skills, Tennessee State University. Retrieved from http://www.princeton.edu/futureofchildren/publications/docs/05_02_08.pdf

Quart, K., H., Thomas, A., Anderson, L., Barraza Lyons, K., Olsen, B., & Masyn, K. (2008). Careers in motion: A longitudinal retention study of role changing patterns among urban educators. Retrieved from ERIC database (EJ825489).

Sanders, W. & Rivers, J. (1996). *Cumulative and residual effects of teachers on future students' academic achievement: Research progress report*. Knoxville, TN: University of Tennessee Value-Added Research & Assessment Center. Retrieved from www.heartland.org

Speck, M., & Knipe, C. (2005). *Why can't we get it right? Designing high quality professional development for standards-based schools*. Thousand Oaks, CA: Corwin. Retrieved from ERIC database (ED495574).

State Board of Education Department of Public Education. (2007). *Report on the effectiveness of representative mentor program.* Raleigh, NC: Educator Recruitment and Development NC Department of Public Instruction. Retrieved from http://www.ncpublicschools.org/docs/sbe-archives/meetings/2008/11/tcp/11tcp02.pdf

Strong, M. (2005). Mentoring new teacher increases retention: Looking at the research. *New Teacher Center Brief, 5*(1). Santa Cruz, CA: New Teacher Center Research Brief. Retrieved from http://www.newteachercenter.org

Sweeney, B. (2004). Lessons from mentors in cross-grade and cross-subject settings [Web article]. *The Mentoring Leadership & Resource Network* (MLRN). Retrieved from MLRN, http://www.mentors.net/03library/crossgr_subj.html

Texas Center for Educational Research. (2000). *The cost of teacher turnover*. Austin, TX: Texas State Board for Teacher Certification. Retrieved from www.tcer.org/research/documents/teacher_turnover_full.doc

United States Department of Education. (2004). Improving teacher quality in U.S. school districts: Districts' use of title II, part A funds in 2002-2003. *Policy and Program Brief*. Retrieved from ERIC database (ED527477).

United States Department of Education. (2009). *Elementary & Secondary Education, Title IX, General Provision, Part A, Definitions, Sec. 9101*. Retrieved from http://www.ed.gov/nclb/methods/teachers/hqtflexibility.pdf

Varah, L. J., Theune, W. S., & Parker, L. (1986). Beginning teachers: Sink or swim. *Journal of Teacher Education, 37*(1), 30-34. Retrieved from ERIC database (EJ333697).

Vennman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research. 54*(2), 143-78. Retrieved from ERIC database (EJ307800).

Villani, S. (2002). *Mentoring programs for new teachers: Models of induction and support.*. Retrieved from ERIC database (ED465204).

Wang, J., Odell, S., & Schwille, S. (2008). Effects of teacher induction on beginner teachers' teaching: A critical review of the literature. *Journal of Teacher Education, 59*(2), 132-152. Retrieved from ERIC database (EJ785824

Watkins, P. (2005). The principal's role in attracting, retaining, and developing new teachers: Three strategies for collaboration and support. *The Clearing House*, *79*(2), 83-87. DOI: 10.3200/TCHS.79.2.83-87.

Wayne, A. Youngs, P., & Fleischman, S. (2005). Improving teacher induction. *Educational Leadership*.*62*(8), 76-78. Retrieved from ERIC database (EJ725942).

Whisnant, E., Elliott, K., & Pynchon, S. (July 2005). A review of literature on beginning teacher induction.. *Journal of Teacher Education*. *59*(2), 132-152. Retrieved from ERIC database (EJ785824).

Wisconsin Center for Education Research. (2007) *CGI Math Encourages Ingenuity and Reasoning.* Retrieved from http://www.wcer.wisc.edu/news/coverstories/ cgi_math_encourages_ingenuity.php

Wong, H .K. (2001). *The effective teacher* (1st ed). Mountain View, CA: Author.

Wong, H. K. (2004). Induction programs that keep new teachers and improving. *NASSP Bulletin*, *88*(638), 41-42-58. Retrieved from ERIC database (EJ747917).

Appendix A: Permission for Use of Survey Instrument

From: Kathyleen Bliss
Sent: Tuesday, February 08, 2011 12:15 PM
To: Denise Patterson

Dear Dr. Denise Patterson,

My name is Kathyleen Bliss and I am a doctoral candidate in Educational Leadership at Walden University. I am working to complete my dissertation study on effective components of induction programs for first-year teachers in state of Texas.

I would like permission to use your survey instrument that you used in your dissertation completed in 2007 titled New Teachers' Perceptions Regarding the Effectiveness of District-Wide New Teacher Induction Program.

I will be conducting this survey through Survey Monkey™ and sending it out to first-year teachers across Texas.

If you have any questions please feel free to email my Committee Chair, Dr. Irma Harper or myself from the information listed below.

Thank you for your time.

Kathyleen Bliss

From: Denise Patterson
Date: 02/09/2011 04:24 PM
To: Kathyleen Bliss

Good Evening Ms. Bliss,

May I review the form that provides permission for you to use my instrument?
Thanks,

Denise Q. Patterson, Ed. D.

From: Kathyleen Bliss
Sent: Wednesday, February 09, 2011 6:46 PM
To: Kathyleen Bliss; Denise Patterson

Dr. Patterson,

Please consider this e-mail the formal request for permission to use your survey instrument. Please respond back with your written answer. Thank you.

Kathy Bliss

Date : Sun, Feb 13, 2011 05:39 PM CST
From : Denise Patterson
To : Kathyleen Bliss

I agree.

Denise Q. Patterson, Ed. D.

Appendix B: Survey Instrument

Part I: Demographic Information

For each of the following items, please check the appropriate answer.

Gender:

◯ Male ◯ Female

Race: (Please check all that apply)

☐ African American
☐ Asian American
☐ Caucasian
☐ Hispanic
☐ Native American

Other (please specify)

Licensure Type

◯ Standard Certificate ◯ Probationary Certificate

INCLUDING this current school year, how many years have you been teaching school? (i.e., if this is your FIRST year teaching, you would choose "1")

◯ 0 = I have NO teaching experience yet and/or I am not yet employed as a teacher
◯ 1 = 1st year teaching
◯ 2 = 2nd year teaching
◯ 3 = 3rd year teaching
◯ 4 = 4th year teaching
◯ 5 = 5th year teaching
◯ 6-10 = 6-10th year teaching
◯ 11-15 = 11-15th year teaching
◯ 16-20 = 16-20th year teaching
◯ 20+ = more than 20 years teaching

School Level

◯ Elementary ◯ Middle ◯ High

School Setting

◯ Rural ◯ Suburban ◯ Urban

Part II: Support Provided for Beginning Teachers

Induction Components Activities Received as a Beginning Teacher

Please share your perspective on the level of effectiveness for each of the following Induction Program Activities.

If a certain Induction Activity was not provided (or you did not attend) select "0".

	0-Did Not Receive/Attend	1-Very Ineffective	2-Somewhat Ineffective	3-Neutral	4-Somewhat Effective	5-Very Effective
1. District-wide orientation session(s)	◯	◯	◯	◯	◯	◯
2. Campus specific orientation session(s)	◯	◯	◯	◯	◯	◯
3. Assignment of a mentor	◯	◯	◯	◯	◯	◯
4. Release time to observe mentor's classroom	◯	◯	◯	◯	◯	◯
5. Release time to observe other teachers' classrooms	◯	◯	◯	◯	◯	◯
6. Formal evaluations and observations by mentor	◯	◯	◯	◯	◯	◯
7. Informal evaluations and observations by mentor	◯	◯	◯	◯	◯	◯
8. Formal evaluations and observations by school administrator(s)	◯	◯	◯	◯	◯	◯

Please share your perspective on the level of effectiveness for each of the following Induction Program Activities.

If a certain Induction Activity was not provided (or you did not attend) select "0".

	0-Did Not Receive/Attend	1-Very Ineffective	2-Somewhat Ineffective	3-Neutral	4-Somewhat Effective	5-Very Effective
9. Development of a professional development plan	◯	◯	◯	◯	◯	◯
10. Mandatory in-service seminar(s)only for beginning teachers	◯	◯	◯	◯	◯	◯
11. Optional in-service seminar(s)	◯	◯	◯	◯	◯	◯
12. Monthly meetings for beginning teachers	◯	◯	◯	◯	◯	◯
13. Opportunities to engage in cooperative planning	◯	◯	◯	◯	◯	◯
14. Assignment in your area of certification	◯	◯	◯	◯	◯	◯
15. Reduced teaching load during first year in classroom	◯	◯	◯	◯	◯	◯
16. The same number, or fewer, preparations as other teachers in the school	◯	◯	◯	◯	◯	◯
17. The same number, or fewer, special needs students as other teachers in your school	◯	◯	◯	◯	◯	◯

Part II: Support Provided for Beginning Teachers

Induction Program Assistance Received in Teaching and Non-Teaching Areas

Please share your perspective on the level of effectiveness for each of the following Induction Program Activities.

If a certain Induction Activity was not provided (or you did not attend) select "0".

	0-Did Not Receive/Attend	1-Very Ineffective	2-Somewhat Ineffective	3-Neutral	4-Somewhat Effective	5-Very Effective
1. Classroom discipline	◯	◯	◯	◯	◯	◯
2. Organization of classroom and class work	◯	◯	◯	◯	◯	◯
3. Dealing with individual differences	◯	◯	◯	◯	◯	◯
4. Motivating students	◯	◯	◯	◯	◯	◯
5. Administration paperwork	◯	◯	◯	◯	◯	◯
6. Understanding of school policies and procedures	◯	◯	◯	◯	◯	◯
7. The effective use of different teaching methods	◯	◯	◯	◯	◯	◯

Please share your perspective on the level of effectiveness for each of the following Induction Program Activities.

If a certain Induction Activity was not provided (or you did not attend) select "0".

	0-Did Not Receive/Attend	1-Very Ineffective	2-Somewhat Ineffective	3-Neutral	4-Somewhat Effective	5-Very Effective
8. Determining the learning level of your students	◯	◯	◯	◯	◯	◯
9. Time management	◯	◯	◯	◯	◯	◯
10. Rapport with parents	◯	◯	◯	◯	◯	◯
11. Assessing students work	◯	◯	◯	◯	◯	◯
12. Planning for instruction	◯	◯	◯	◯	◯	◯
13. Incorporating objectives from Texas Essential Knowledge and Skills (TEKS)	◯	◯	◯	◯	◯	◯
14. Dealing with student issues, related or unrelated to instruction	◯	◯	◯	◯	◯	◯
15. Locating materials, supplies, equipment, and/or books	◯	◯	◯	◯	◯	◯

Part II: Support Provided for Beginning Teachers

Induction Program Activities from Mentor

Please share your perspective on the level of effectiveness for each of the following Induction Program Activities from your mentor.

If a certain Induction Activity was not provided, please select "0".

	0-Was Not Provided	1-Very Ineffective	2-Somewhat Ineffective	3-Neutral	4-Somewhat Effective	5-Very Effective
1. You had sufficient time to meet with your mentor.	◯	◯	◯	◯	◯	◯
2. You and your mentor had a common planning time.	◯	◯	◯	◯	◯	◯
3. Your mentor was accessible.	◯	◯	◯	◯	◯	◯
4. You and your mentor have similar philosophies of teaching	◯	◯	◯	◯	◯	◯
5. Your mentor was willing to devote the time and energy necessary to assist you.	◯	◯	◯	◯	◯	◯
6. Your mentor had a classroom close to your own.	◯	◯	◯	◯	◯	◯
7. Your mentor taught the same grade level as you.	◯	◯	◯	◯	◯	◯
8. Your mentor taught in the same subject area as you.	◯	◯	◯	◯	◯	◯
9. Your mentor helped you integrate yourself into the school.	◯	◯	◯	◯	◯	◯
10. Your mentor assisted you in becoming oriented to the school.	◯	◯	◯	◯	◯	◯

Please share your perspective on the level of effectiveness for each of the following Induction Program Activities from your mentor.

If a certain Induction Activity was not provided, please select "0".

	0-Was Not Provided	1-Very Ineffective	2-Somewhat Ineffective	3-Neutral	4-Somewhat Effective	5-Very Effective
11. Your mentor assisted you in interpreting and implementing the Texas Essential Knowledge and Skills (TEKS).	◯	◯	◯	◯	◯	◯
12. Your mentor demonstrated effective teaching practices.	◯	◯	◯	◯	◯	◯
13. Your mentor provided constructive criticism of your teaching.	◯	◯	◯	◯	◯	◯
14. Your mentor was an individual you could freely come to with any questions.	◯	◯	◯	◯	◯	◯
15. Your mentor treated you as a respected colleague.	◯	◯	◯	◯	◯	◯
16. Support received from your mentor significantly assisted you in meeting the challenges of your first teaching assignment.	◯	◯	◯	◯	◯	◯
17. Your mentor aided you in making a smooth and effective transition into the teaching profession.	◯	◯	◯	◯	◯	◯

Part II: Support Provided for Beginning Teachers

Induction Program Activities from Colleagues OTHER THAN your mentor

Please share your perspective on the level of effectiveness for each of the following Induction Program Activities from individuals OTHER THAN your mentor.

If a certain Induction Activity was not provided, please select "0".

	0-Was Not Provided	1-Very Ineffective	2-Somewhat Ineffective	3-Neutral	4-Somewhat Effective	5-Very Effective
1. Support received from other beginning teachers assisted you in dealing with the stresses encountered during your first year.	◯	◯	◯	◯	◯	◯
2. Support received from veteran teachers assisted you in dealing with the stresses encountered during first year in the classroom.	◯	◯	◯	◯	◯	◯
3. You were encouraged by teachers in your school to seek out extra support and resources without the fear of appearing incompetent to others.	◯	◯	◯	◯	◯	◯
4. Teachers provided assistance in interpreting and implementing the Texas Essential Knowledge and Skills (TEKS).	◯	◯	◯	◯	◯	◯
5. You were given assistance by other teachers in selecting and delivering content in ways that were meaningful to students.	◯	◯	◯	◯	◯	◯
6. The teaching assignment you were given was not viewed as desirable by veteran teachers.	◯	◯	◯	◯	◯	◯
7. Other teachers made you feel a part of the teaching community in your school.	◯	◯	◯	◯	◯	◯

Part II: Support Provided for Beginning Techers

Induction Program Activities from Administrators or Administration

Please share your perspective on the level of effectiveness for each of the following Induction Program Activities from administrators.

If a certain Induction Activity was not provided, please select "0".

	0-Was Not Provided	1-Very Ineffective	2-Somewhat Ineffective	3-Neutral	4-Somewhat Effective	5-Very Effective
1. Administrative support received assisted you in dealing with the stresses encountered during your first year in the classroom.	◯	◯	◯	◯	◯	◯
2. You were encouraged by administration to seek out support and resources without the fear of appearing incompetent to others.	◯	◯	◯	◯	◯	◯
3. Administrators provided assistance in interpreting and implementing the Texas Essential Knowledge and Skills (TEKS).	◯	◯	◯	◯	◯	◯
4. Administrators made the expectations of your performance clear to you.	◯	◯	◯	◯	◯	◯
5. You were given administrative assistance in establishing positive relationships with your students.	◯	◯	◯	◯	◯	◯
6. Administration assisted you in dealing with parents.	◯	◯	◯	◯	◯	◯

Please share your perspective on the level of effectiveness for each of the following Induction Program Activities from administrators.

If a certain Induction Activity was not provided, please select "0".

	0-Was Not Provided	1-Very Ineffective	2-Somewhat Ineffective	3-Neutral	4-Somewhat Effective	5-Very Effective
7. You had administrative assistance in selecting and delivering content in ways that were meaningful to students.	◯	◯	◯	◯	◯	◯
8. You were given administrative assistance in setting classroom procedures and routines.	◯	◯	◯	◯	◯	◯
9. Administration was supportive in discipline matters.	◯	◯	◯	◯	◯	◯
10. Administration was supportive in curricular issues.	◯	◯	◯	◯	◯	◯
11. Your principal provided constructive feedback on performance.	◯	◯	◯	◯	◯	◯
12. Support received from your principal assisted you in dealing with the stresses encountered during your first year in the teaching.	◯	◯	◯	◯	◯	◯

Section III: Thank you for your Participation

Thank you for taking the time to complete this survey, the information you have provided is the basis of my research. Thank you again.

Sincerely,
Kathy Bliss
Walden University

DO YOU HAVE QUESTIONS? or WOULD YOU LIKE TO KNOW THE FINDINGS OF THIS SURVEY?

Then please provide an email address below, and you will be emailed a report addressing the outcomes of this study. Your email address will be retreived separately so your responses remain anonymous.

Appendix C: Invitation to Participate (Email)

INVITATION TO PARTICIPATE (Email)

Dear Colleague,

I am a doctoral student at Walden University and would like to invite you participate in a research study by completing an online survey that will take no more than 15 minutes of your time. As a first-year teacher, you were selected as a potential participant in this study because I am researching the new teacher induction programs across Texas school districts and desire to provide better support so teachers remain in the profession. Your feedback is quite valuable in determining teacher perceptions of Texas induction programs.

- **Background Information:** The purpose of this study is to determine the existence and successfulness of induction program components, according to the perceptions of first-year teachers.
- **Procedures:** If you agree to be in this study, you will **ONLY** be asked to complete an online survey to communicate which factors were present and have contributed to your decision to remain in education.
- **Voluntary Nature of the Study:** It is your choice to participate in this study. No one in your school or district will know whether you do or do not participate, and you may change your mind or stop participation for any reason or at any point prior to submitting the survey. You may skip any questions that you feel are too personal.
- **Risks and Benefits of Participating:** There is minimal risk in participating in this study. By sharing your first year teacher's perceptions, however, you will contribute to the effectiveness of Texas' induction programs and to the creation of better support systems for other first year teachers.
- **Compensation:** There is no compensation for participating in this study.
- **Confidentiality:** All responses to the survey are **anonymous**—I will **not** have your name or contact information and cannot include any identifying data in the report or narrative of the study. Responses will only be used for this research project and the development of improved teacher induction programs.
- **Contacts and Questions:** Contact me if you have any questions or concerns (Kathy Bliss, teacherinductionpractices@gmail.com). If you would like to talk privately about your rights as a participant, you may call Dr. Leilani Endicott Walden University representative (1-800-925-3368, extension 1210). Walden University's approval number for this study is **06-09-11-0102067** and it expires on **June 8, 2012.**

Statement of Consent: I have read the above information and understand the purpose and voluntary nature of the study. By submitting my survey responses using the link below, I give my consent to participate anonymously in the study. I acknowledge that I may save or print a copy of this letter for my records.

PLACE LINK TO SURVEY HERE: www.surveymonkey.com/inductionpracticesintexas

Thank you in advance for your consideration and/or participation.

Kathy Bliss
Walden University, teacherinductionpractices@gmail.com

Appendix D: Letter of Cooperation

February 11, 2011

Irma Harper
Texas A&M University System
200 Technology Way
College Station, TX 77845

Dear Ms. Bliss,

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Effective Induction Program Components: First-year Teachers' Perception" within the TAMUS Performance-based Academic Coaching Teams (PACT) website. As part of this study, I authorize you to administer surveys to the PACT participants. Individuals' participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Irma Harper

Irma Harper
Asst. Vice Chancellor
Texas A&M University System

Appendix E: Curriculum Vitae

Kathyleen Bliss, Ed.D

EDUCATION:

2012	Walden University, Baltimore, MD; Doctor of Education, Teacher Leadership Dissertation: *Effective Induction Program Components: First-year Teachers' Perception*
2006	Walden University, Baltimore, MD; Master of Science in Education, Literacy and Learning in the Content\Area Gr. 6-12
2003	University of Houston – Victoria, Victoria, TX; Bachelor of Science in Education, Elementary 1-8

CERTIFICATION

Present State of Texas Teacher Certification: Elementary 1-8, Reading, ESL

WORK EXPERIENCE

2008 –2010 Lone Star College System -Program Coordinator, TX

2007-Present Lone Star College System - Adjunct Faculty

2003-2006 Lamar Junior High School - 7th Reading

2001-2006 Memorial Drive Presbyterian Church - ESL Instructor

MEMBERSHIPS/ORGANIZATIONS

Texas Reading First Higher Education Collaborative -HEC

Association for Supervision and Curriculum Development -ASCD National/Texas

Consortium of State Organizations for Texas Teacher Education – CSOTTE

Texas Alternative Certification Association – TACA

International Reading Association (IRA)

PRESENTATIONS:

Oct 2008 – Co-Presenter at CSOTTE: “We are one: The Making of Lone Star College System”