

2015

Beginning Teachers' Experiences and Use of Time

Laura Marie Ahles
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Educational Administration and Supervision Commons](#), and the [Education Policy Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Laura Ahles

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. Sydney Parent, Committee Chairperson, Education Faculty
Dr. Olga Salnikova, Committee Member, Education Faculty
Dr. Donald Yarosz, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
2015

Abstract

Beginning Teachers' Experiences and Use of Time

by

Laura Marie Ahles

BA, University of St. Thomas, 2003

MS, University of Houston-Victoria, 2009

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2015

Abstract

New teachers in a southeast Texas school district are having difficulty using their time effectively for instruction while balancing a multitude of tasks. New work responsibilities for teachers are contributing to teacher burnout and early attrition. The purpose of this study was to examine new teachers' and administrators' perceptions of novice teacher practices and their daily use of time. Apple's theory of intensification was used as the conceptual framework for this study. A case study design was employed to answer research questions regarding how procedures and policies affect teachers' time, teacher perceptions about prior experiences with managing multiple responsibilities, and how administrators can best support new teachers at work. Data were collected from 5 novice teachers and 2 administrators using open-ended researcher-designed questionnaires, semi-structured interviews, and time diaries. The data were analyzed using thematic analysis and coding to develop 3 major themes defining the needs and challenges for beginning teachers: time management, mentorship, and administrative support. A 3-day professional development project was created for new teachers and administrators to both educate beginning teachers about prioritizing tasks and effective time management and to reinforce the need for administrators to participate in induction practices. Providing induction training would enhance new teacher orientation week without adding to the regular school year workload of novice teachers. It is hoped that by training novice teachers and administrators to use teacher time effectively, positive social change could be accomplished by reducing teacher burnout and increasing new teacher retention, resulting in improved teaching and learning in the target school district.

Beginning Teachers' Experiences and Use of Time

by

Laura Marie Ahles

BA, University of St. Thomas, 2003

MS, University of Houston-Victoria, 2009

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2015

Dedication

I dedicate my doctoral work first and foremost to my son Michael. He is the reason that I have worked so hard, so that he may know how important he is to me and how his future dreams are tied to my present accomplishments. I also dedicate this work to my mom, my dad, J.R., and Theresa, without whose support and encouragement this would have been impossible. I would also like to dedicate this to my best friends Sherayne, Rosie, Ashley, and Joan, who have cheered me on and encouraged me throughout all my highs and lows in this journey. I could not have done this on my own and I appreciate each and every one of you.

Acknowledgements

I would like to thank Dr. Sydney Parent and Dr. Olga Salnikova, my chairpersons, for their work assisting me with improving my writing in this study. I appreciate the encouraging words from Dr. Parent, Dr. Salnikova, and from my fellow classmates which helped me persevere through the tough times when I thought I might never finish this study. I would also like to thank all of the teachers and administrators who participated in this study and provided me with their insights into the problems that beginning teachers are facing. I am very grateful for my friends and family for their patience and understanding as I have worked through this long and arduous process. Most of all, I am thankful for my faith in Jesus Christ, which gave me courage and strength to persevere toward my goals and improve the future for my family.

Table of Contents

List of Tables	v
Section 1: The Problem.....	1
Introduction.....	1
Definition of the Problem	2
Rationale	3
Definitions.....	6
Significance.....	8
Guiding/Research Questions.....	9
Review of the Literature	10
Conceptual Frameworks	11
Reasons for Early Attrition.....	13
New Teacher Assimilation.....	17
Work-Related Stress	18
Teacher Self-Efficacy	20
Balancing Work and Personal Life.....	22
Summary of Review of the Literature	23
Implications.....	23
Summary.....	25
Section 2: The Methodology.....	27
Introduction.....	27
Participants.....	28
Data Collection	30

Data Tracking.....	32
Data Analysis	35
Assumptions, Limitations and Scope of the Study	38
Findings.....	39
Finding Themes	42
Discrepant Cases and Nonconforming Data	74
Outcomes.....	75
Conclusion	79
Section 3: The Project.....	80
Description and Goals.....	80
Rationale for the Project Genre.....	80
Rationale for Content of the Project	82
Review of the Literature	83
Analysis of Research.....	83
Developing Project Genre.....	83
Theme 1: Time Management.....	84
Theme 2: Mentorship.....	87
Theme 3: Administrative Support.....	90
Implementation	92
Needed Resources, Existing Supports, and Potential Barriers	92
Timetable	93
Roles and Responsibilities	93
Project Evaluation Plan.....	94

Justification	94
Overall Goals	95
Key Stakeholders	95
Social Change Implications	96
Section 4: Reflections and Conclusions.....	97
Introduction.....	97
Project Strengths	97
Recommendations.....	100
Analysis of Scholarship	102
Analysis of Project Development and Evaluation	102
Analysis of Leadership and Change	103
Analysis of Self as a Scholar	104
Analysis of Self as a Practitioner	104
Analysis of Self as a Project Developer.....	105
Overall Reflections	106
Implications, Applications, and Directions for Future Research.....	107
Conclusion.....	107
References.....	109
Appendix A: The Project	121
Appendix B: Invitation Letter	146
Appendix C: Informed Consent Form	148
Appendix D: Questionnaire Protocol.....	151
Appendix E: Teacher Interview Protocol	153

Appendix F: Administrator Interview Protocol	155
Appendix G: Sample of the Time Diary	157
Appendix H: Project Evaluation	163
Appendix I: Time Diary Entry	166

List of Tables

Table 1. Participant Profiles of Experience, Gender, and Current Position	40
Table 2. Identified Categories and Themes of How Beginning Teachers Use Time at Work	45
Table 3. Average Number of Hours Participants Spent on Duties Other than Teaching ...	47
Table 4. Duties Performed in Addition to Teaching	48
Table 5. Participants' Number of Hours Worked in One Week	51
Table 6. Policies and Procedures that Affect Teachers' Time	54
Table 7. Structure and Duration of Teacher Preparation	56
Table 8. Benefits of Teacher Preparation	60
Table 9. Factors Related to How Beginning Teachers Manage their Time and Work	64
Table 10. Methods for Time Management	69
Table E1. Teacher Interview Protocol	153
Table F1. Administrator Interview Protocol	155
Table G1. Sample of the Time Diary	158

Section1: The Problem

Introduction

Time is one of the most valuable resources for new teachers. Managing time at work, though, is one of the biggest challenges that beginning teachers face. The adoption of No Child Left Behind (NCLB) legislation (Barrett, 2009; NCLB, 2002) has dramatically shifted the role of teachers, creating a greater emphasis on standards, accountability, and the marketization of education (Barrett, 2009). Another result of NCLB (2002) was increased pressure on teachers to effectively implement curriculum, prepare students to pass state examinations, and make adequate yearly progress (Barrett, 2009). Added accountability measures from the state create even more tasks teachers must complete without taking any away (Brante, 2009). This increasing workload is profoundly affecting novice educators' commitment to their profession.

This heavy workload is a key reason why teachers are leaving the field of teaching (Alliata, Benninghoff, & Muller, 2009). Brante (2009) explained that teachers are given the task of not only teaching the curriculum but also teaching moral character and making decisions that formerly were the parents' responsibility. He also noted that "Teachers are becoming an even greater influence on children's lives than ever before, even affecting how their students eat, dress, speak, and think," (Brante, 2009, p. 430). Increased accountability measures have also steadily increased teachers' work hours. These increased responsibilities place a greater burden on teachers, which leads to stress, burnout, and early attrition.

Definition of the Problem

First-year teachers in elementary schools in XYZ School District (pseudonym) are entering their new positions unprepared. They are specifically unprepared for the multitude of skills that teachers are expected to know beyond what they learned in their teacher preparation programs. In addition to lesson planning and executing effective instruction for all learners, teachers are also expected to complete various types of tasks, which demand time and organization, for which they received little training. These tasks include interacting and communicating with parents, attending various meetings, responding to numerous email requests from colleagues and administrators, completing reports, and collecting and analyzing data to make instructional decisions. Additionally, teachers in the study site are expected to be proficient in technology applications for which they have received little training and experience prior to being hired. XYZ School District is a large, mostly suburban community with sizeable school populations and staffs with close to 100 members. Training for faculty in this study site is usually provided in large group format and has minimal follow-up sessions. Beginning teachers become quickly overwhelmed and stressed-out before they have had the chance to become proficient at their jobs.

There is a sizeable amount of work to be done outside of the instructional time allotted for each day. Teachers must meet a minimum number of minutes of instruction in each subject area daily; any additional tasks that are considered non-instructional must be completed outside of school hours. It seems that the scope of teachers' responsibilities has steadily increased. All of these demands placed on new teachers cause them to feel discouraged, inadequate and overwhelmed about all the work they need to do (Crotwell,

2011). Heckman (2011) reported that in general about half of all new teachers quit within 5 years. In the 2012-2013 school year the study site had a 13% teacher turnover rate (XYZ School District website, 2012).

This study examined teachers at XYZ School District, one of the largest public school districts in its parent state. At the time of the study, XYZ School District contained about 70 schools, employed over 9,000 teachers, and educated approximately 70,000 students annually (XYZ School District website, 2012). The district has a varied socioeconomic clientele and is extremely diverse, with 93 languages spoken and over 100 countries represented.

Rationale

Evidence of the Problem at the Local Level

In 2012, XYZ School District implemented a teacher mentor program called Project Invest (PI) designed to support first-year teachers, offer professional development training to assist new teachers' transition into their new role in the classroom, and reduce the attrition rate of the district. This mentor program, however, added additional workload demands for beginning teachers. It required new teachers to turn in self-reflections and scripted lessons, conduct observations of other teachers, and meet with a mentor several times over the course of the year. Despite its intentions of assisting new teachers, it also adds extra work to an already overwhelmed teacher.

Although universities and colleges do their best to prepare teachers in lesson design and effective teaching practices, there are not enough opportunities for them to simulate the real experience of a first-year teacher. Student teaching gives practicing teachers an opportunity to see these demands firsthand, but it is usually different once the

teacher is working independently for the first time. According to Brown, a principal at the study site, “New teachers need help with classroom management and even just knowing how to pass out and collect papers, classroom organization and preparing in advance, way before the first day of school” (P. Brown, personal communication, October 5, 2012). Brown further stated that school districts should provide on-the-job training and professional development training that specifically targets how teachers handle time-management, organization, and task completion. Beginning teachers have a lot to learn on the job and even with assistance from support personnel and training they can feel overwhelmed and unprepared for their job.

This study investigated teachers’ prior knowledge of and experiences with time management. It was designed to benefit school districts seeking to support their new teachers and minimize the number of teachers leaving the profession. The teacher attrition rate at the study site is a serious challenge because the district is working towards increasing rigor in the curriculum and improving the district’s Texas Education Agency (TEA) rating. To combat the attrition rate, XYZ School district spends more time and money on recruitment of new teachers to fill the vacancies of teachers leaving. However, recruiting and employing inexperienced teachers makes it significantly more difficult to ensure that the classrooms have highly qualified instructors teaching the class.

The purpose of this study was to analyze beginning teachers’ work experiences, how they manage their time, and their feelings about the scope of their job in their first years of teaching. According to Principal Brown “First year teachers are so overwhelmed with the magnitude of how much they actually do that they don’t know how to juggle it all” (P. Brown, personal communication, October 5, 2012). This statement underscores

how new teachers become burned out quickly with their numerous responsibilities and limited time to perform their work. These novice teachers are performing activities such as learning students' names and faculty names, navigating the school, learning new software programs for attendance, and grading, working collaboratively with colleagues, and just beginning the practice of teaching.

XYZ School district has a plan to assist new teachers with becoming familiar with policies and procedures, as well as provide training to help them feel more prepared for their first year in the classroom. First-year teachers in the study site attend a five-day orientation designed to help them understand the district resources available to faculty. PI assigns a mentor from each campus who will meet with each new teacher to review lesson design, classroom management, and performance expectations. However, the day-to-day business of being a teacher involves much more than instructional practices. Teachers have several additional responsibilities that cannot be handled during instructional time and these tasks they often have to learn while on-the-job.

Evidence of the Problem from the Professional Literature

The problem of new teacher attrition is not only a local concern, but also a problem at the national and international levels, according to literature related to the topic. Although school districts are in need of more teachers, some areas experience higher attrition rates than others (Neason, 2014). Reasons cited by teachers leaving the profession include feeling unsupported by the staff and overworked (Ingersoll, 2012). The increasing rates of teacher attrition nationally affect the quality of education students will receive in public school. Manuel and Hughes (2006) stated:

The phenomenon of large-scale early career teacher attrition has serious implications for the future of the teaching profession; not merely in terms of supplying well-equipped teachers for every classroom, but also in terms of building the cultural and intellectual capital of the profession. There is also the danger of de-professionalisation through the recruitment of ‘fast-tracked’, accelerated, or underqualified entrants. (p. 6)

Therefore, when teachers leave the profession early, this leaves principals with the task of hiring more, and likely inexperienced, teachers to fill their positions. With classrooms full of new teachers, the instruction is likely to be less proficient due to the teachers’ minimized expertise in their subject matter. Manuel and Hughes (2006) claimed that maintaining highly qualified teachers in the classroom is an integral issue for preparing students for a globally competitive work force.

Definitions

The following terms are used in this study and defined below.

Attrition. Attrition is defined in this study as teachers leaving the profession due to internal factors such as low morale, stress and burnout, or external factors such as excessive paperwork, long hours and pressure from high-stakes testing (Ingersoll, 2006).

Beginning teacher. In this study, it refers to a teacher who has zero to one year of teaching experience. Beginning teachers in Helms-Lorenz, Slof, Vermue, and Canrinus’ study (2011) were defined as teachers who recently obtained their qualification and who had less than three years’ experience in the teaching profession. *New teacher* and *novice teacher* are other terms used synonymously for beginning teacher in this study.

Burnout. A person's feelings of physical and psychological exhaustion, and lack of motivation to continue in the field, usually due to prolonged stress or heavy workload (Davidson, 2009).

Deskilling. Refers to instances when district personnel or administration micromanage teachers' duties and add several types of teacher monitoring systems (Wong, 2006). Examples include requiring common formative assessments, data collection processes, and implementing other ways of taking control away from the teacher.

Induction. The process where new teachers are trained, mentored, and supported in their first year of teaching (Guarino, Santibanez, & Daley, 2006).

Intensification. The term work intensification is related to Apple's (1986) Theory of Intensification. Intensification is the perceived intensity felt by teachers and schools to cover more material within a school year, with an inadequate amount of time. It refers to the disconnect between planning and execution in teachers' work, which increases stress and workload (Ballet & Kelchtermans, 2009).

Multitasking. This term is defined as completing more than one task at the same time (Brante, 2009).

Self-efficacy. In this study, the term is used to define a person's beliefs about his or her ability to carry out a particular course of action (Helms-Lorenz, Slof, Vermue, & Canrinus, 2011).

Synchronous work. Refers to how the teachers' personal or cultural background or past experiences affect their work (Brante, 2009).

Workload creep. In this study it is defined as the addition of new responsibilities to the existing ones that teachers' have, while none of the previous tasks are removed from the teacher workload (Buchanan, 2009).

Significance

Maintaining highly qualified teachers in the classroom is vital for school administrators aiming to produce successful graduates from their programs. School districts go to great lengths to recruit new teachers. "Attracting and retaining competent teachers is a key concern when it comes to managing the supply and demand for teachers," (Alliata et al., 2009, p. 574). In order to attract new teachers, many school districts offer competitive pay rates, mentor programs, and bonus pay for high-need subject areas. Retaining experienced, highly trained, and effective teachers has never been more imperative than it is today (Alliata et al., 2009). Today's teachers are preparing students to compete at a global level for jobs. If teachers' priorities are shifted away from instruction and towards completing administrative tasks, the result could be students who are underprepared and uncompetitive in the job market. In addition, beginning teachers' passion for teaching could diminish greatly due to the increased workload and changing expectations for their practice (Ballet & Kelchtermanns, 2009). The loss of enthusiasm for their work due to these additional tasks creates an avenue for significantly increased teacher attrition.

Determining effective strategies for supporting new teachers is an important task for school administrators in the study site. Improving the job performance of teachers should improve learning outcomes for students. Administrators desire educators who can promote student success, continue professional growth, and increase the district's

accountability rating. A study determining how novice teachers are using their time could assist administrators in the design of supports that would help them be more effective instructors, increase learning for students and increase teachers' satisfaction with their job. The purpose of this study was to determine how beginning teachers use their time at work and reveal ways in which policy makers can reduce early teacher attrition.

Guiding/Research Questions

A common theme found among the literature is teachers exiting the profession due to experiencing high levels of stress and symptoms of burnout. There are numerous studies about why teachers leave the profession early. Some reasons cited in the literature for why teachers resign are stress, heavy workload, frustration from top-down policies, and excessive discipline issues. Teachers' work has steadily increased with paperwork stemming from accountability measures and curriculum demands. The time teachers spend actually teaching has decreased and the time spent doing paperwork has increased despite raised expectations for learning outcomes for students. Part of the reason for this shift has been because of additional legal requirements of NCLB (2002). Due to these requirements, teachers are held to an increased level of accountability for student success, despite being expected to perform more work in less time.

Although there are several studies about the reasons teachers experience burnout, there has been limited research focusing on the intensification of teacher workload, and how they cope with it. A qualitative case study examining first and second year teachers' preparation for and current practice of time management could provide school leaders with a better understanding of how to prevent teachers from leaving their practice prematurely. Determining how teachers are spending their time at work, may provide

valuable insight into the direction that current policies are leading teachers, and ultimately leading schools.

There are three questions, which guided this study to examine how beginning teachers manage their time at work. The following questions guided my research:

1. How do current procedures and policies affect beginning teachers in being proficient at balancing teaching and time management?
2. What prior experiences with managing multiple responsibilities should teachers have to be successful in their first year?
3. How can school administrators best support beginning teachers at using their time primarily for teaching?

Review of the Literature

The focus of this study emerged as beginning teachers at my campus in the school district were voicing concerns that the job they were hired for is not what they originally believed it would be. These novice teachers expected that being a teacher meant just that, teaching. With limited time, and an increasing number of tasks to complete, new teachers are suffering job-related stress and burnout. “Time to teachers, is one of the most valuable resources, which in the current teaching profession is limited,” (Crotwell, 2011, p. 11). Teachers are doing more work with less time allotted to them.

This section contains the research that relates to beginning teachers’ experiences with teaching and time management. Also examined is the contribution of increased pressure on teachers’ time, and how it affects the rates of teacher attrition. The literature was acquired by examining journal articles, books, and educational websites. Searches were conducted using Walden University’s library databases such as ERIC, Education

Research Complete, SAGE, and ProQuest. Keywords used in the search for relevant literature included: *time management, beginning teachers, teacher induction, teacher mentoring, teacher retention, time use, intensification, and administrative support.*

Boolean search terms included *beginning teachers* and *time management, novice teachers* and *workload, new teachers* or *novice teachers* and *stress*, and *new teachers* and *attrition.*

The search was narrowed to within a 5-year period.

Conceptual Frameworks

The conceptual framework for this study is Apple's Theory of Intensification (1986) which Apple proposed as a result of a shift in the expectations placed on teachers due to increased workload and less time to accomplish the work (Ballet & Kelchtermans, 2008). Teachers are now the executers of other peoples' decisions such as administrators and district personnel, whom are far removed from the classroom (Ballet & Kelchtermans, 2008). Apple stated that the intensification of the teacher workload is a result of increased accountability measures related to state testing and policy changes at all levels. Teachers have a rigorous curriculum that demands every instructional minute be used to its fullest. In addition, teachers become overwhelmed with emails from parents and administration, demands for collecting data about their students' progress and reporting on the data, and creating engaging, innovative lesson plans using technology. Therefore, they have limited time to complete these additional tasks except on their own time. Apple (1986) discussed that teachers' limited time created mounting pressure and found that it restricted teachers' abilities in the classroom as well.

Beginning teachers in the school district are experiencing this intensification, while at the same time they have little or no prior experience with, or training for,

handling these demands. Almost half of American teachers are becoming discouraged and almost a quarter of new teachers leave in the first five years, according to the US News and World Report (Crotwell, 2011). This is a serious concern for administrators of school districts who want to retain creative and effective teachers with a passion for teaching.

Experiential Learning Theory (Kolb, 1986) also informs the body of literature for this study. Kolb's theories were based upon previous studies done by Dewey (1897) and Lewin (1935) to develop a cyclical theory composed of four stages of learning. Kolb believed, "learning is the process whereby knowledge is created by the transformation of experience" (Kolb, 1984, p. 38). According to Kolb (1984) a person may begin at any one stage, but he or she moves from doing something, then reflecting upon their experiences, forming an abstract understanding, and then experimentation. New teachers cycle through these four stages as they learn through experience on the job. Until beginning teachers have experienced the mounting pressure and the lack of time to complete their work, they do not yet have an idea of how to do their job effectively.

Relatively few studies (Crotwell, 2011; Vannest, Soares, Harrison, Brown, & Parker, 2009) have been conducted to determine how time management affects beginning teachers' experiences in the classroom. Numerous studies (Gaulton, 2008; Ingersoll, 2003; Sugden, 2010; Ullrich, 2010; Wong, 2006) have cited that increased responsibilities, reduced time, and limited prior experience leads to teacher frustration and increased rates of teacher attrition.

Reasons for Early Attrition

Time management. Lambert, McCarthy, and O'Donnell, (2008) noted that people become teachers because they want to make a difference. However, when they are faced with challenging students, long work-hours, and stress, it makes them want to leave the field early. For example, Hansen and Sullivan (2003) stated that the various facets of teachers work such as meetings, paperwork, email, and discipline issues are other problems that cause stress and make teaching more difficult.

When teachers fail in managing their time and workload effectively this too can lead to teacher turnover (Crotwell, 2011) such as the trend described by Wong (2006) of prepackaged curriculum replacing teacher creativity and increased pressure to implement these changes. Beginning teachers are finding themselves trying to keep pace with curriculum and policy changes as well as their day-to-day responsibilities, which lead to stress and burnout. Buchanan's (2009) study found that "Teaching appears to be subject to 'workload creep' wherein new responsibilities are periodically added to existing ones, but few responsibilities are removed from the profession" (p. 3). This accumulation of work, added to the novice teacher who is still learning the practice of teaching, adds to feelings of ineptitude and lack of confidence to do the work effectively.

Burnout is defined as "a distinctive kind of job-related stress that inhibits the person's capacity to function effectively because the body's resources for resisting stress have become exhausted" (Davidson, 2009, p. 47). Davidson (2009) conducted a qualitative study that identified challenges within the middle school that produced stress for middle school teachers. The results indicated that the main sources of stress were excessive paperwork, unfair workloads, and extra tasks brought on by NCLB (2002).

Mistrust of teachers. Another term, deskilling, has been mentioned in recent studies as well. “Many researchers have identified a process they call 'deskilling', which they use to describe the daily experience of teachers who have been gradually losing control of their own labor within 'low-trust' workplaces” (Wong, 2009). “Deskilling” refers to districts micromanaging teachers’ duties and adding several types of teacher monitoring systems such as common formative assessments, data collection processes, and other ways of taking control away from the teacher.

Fitzgerald (2008) conducted a study on the intrusion of the state into the educational setting in the New Zealand school system. According to Fitzgerald, mistrust began with the public scrutiny of school performance. Subsequently the state began to see schools as a problem, which could be corrected by intervening in their daily activities. Fitzgerald explained, “There has been a gradual yet insistent erosion of trust in teachers and their professional knowledge, autonomy and expertise” (p. 113). Administrators not demonstrating trust in their teachers is another reason that early attrition is occurring.

Lack of support. Many teachers are quitting teaching due to working in a poor school climate, lack of administrative support, low salary, high stakes accountability, and lack of teacher preparation (Heckman, 2011). Heckman’s study (2011) examined the reasons that teachers leave and looked at strategies that school administrators can implement to prevent teacher attrition. Guarino et al. (2006) suggested that factors such as whether teachers have a mentor or go through an induction program, and the amount of administrative support influenced whether teachers choose to stay in teaching or leave.

In a qualitative study of beginning teachers, Wider (2012) found that induction programs could have a significant and positive effect. However, in this study in a South

Carolina school district, the mentor program did not have an effect on retaining teachers. Wider noted that, despite an increase nationwide of induction programs to prevent teacher attrition, teacher retention rates have not improved.

An Australian study conducted by Hudson (2012) investigated the mentoring and induction practices and their effect on teacher retention. Most participants in the study indicated that despite mentoring and induction assistance, their greatest difficulties were balancing work and life, providing adequate coverage of the curriculum, and behavior management. These issues made some teachers want to quit and find something less stressful.

In a national study of agricultural educators, Franklin and Molina (2012) determined that only 15% of preservice agricultural teachers actually choose to remain in teaching after their student teaching experience. Of those teachers that stay, many of them leave after their first year. Franklin and Molina found that participants cited lack of induction support led to teacher attrition. They stated that several agriculture teachers only received instructional and work management support from other colleagues who were just as busy and overwhelmed as they were.

Work intensification. In Ballet and Kelchtermans' (2009) exploratory case study, teachers indicated that there are numerous sources of intensification in schools. They stated that although the exact source of particular demands can be ambiguous at times, they nevertheless feel compelled to execute them promptly. For example, teachers cited meaningless administrative duties as a contributor to the feeling of intensification at work (Ballet & Kelchtermans, 2009). Administrative duties include paperwork related to student grading, emails, phone calls, and meetings.

Workload intensification is a term becoming more and more common in education literature. Sugden's (2010) phenomenological study of intensification for Canadian teachers discussed the increase of non-teaching roles. Sugden pointed out that "because of increasing workload, many teachers are faced with basically four choices: taking on the additional responsibilities, teaching part-time, choosing to resign from the profession, or retiring early" (p. 3). This intensification is adding new levels of stress to already over-burdened teachers.

Gaulton (2008) described the intensification of the school environment in Britain as being similar to schools worldwide. The study depicted the experiences of teachers everywhere feeling additional pressure due to the expectation to incorporate technology into their classrooms and the globalization of the economy. Gaulton (2008) stated:

The contemporary world is one in which young people are less and less inclined to be simply at the receiving end of a delivered curriculum. Yet, for governments, the solution seems to lie in greater containment, stricter testing regimes, and ever increasing pressure on teachers to "raise standards," leading to what is described as "intensification." (p. 40)

Students are accustomed to being engaged with the curriculum through technology, which challenges educators to maintain rigor and creativity. These pressures may add to the intensification of teaching. Keogh, Garvis, Pendergast, and Diamond (2012) studied 16 first-year teachers and their strategies for coping with the intensification of teaching. Participants in this study discussed society's higher expectations for teachers but lower respect for teachers overall. They also cited the increased accountability pressure they experience, constant change in teaching pedagogy and curriculum demands, as well as

the increased demand for technology training and diversity of student needs in the classroom.

Multitasking. Teacher work has increased in complexity and intensity. Brante (2009) studied teachers' use of multitasking to accommodate the work increase. Brante termed "synchronous work," to determine how the change in the work demands of teachers affects their work satisfaction. Brante described how the pace of the workplace has changed and a more fluid organization is driving the frantic pace of activity in schools today. "[It] seems to make people feel disoriented and gives them the sense that everything is meaningless, worthless, and useless" (Brante, 2009, p. 430). Brante described the intermittent work of teachers, and stated that time issues can be a hindrance on teachers' work or it could provide opportunities for improved student success.

Jones (2012) found that beginning teachers have difficulty juggling the responsibilities of learning how to balance engaging learning with the demands of lesson planning, fire drills, grading, and administrative tasks involved with budget and accountability. Jones described feeling overwhelmed, burdened, stressed and on the verge of burnout in his first year teaching. Jones stated, "With so much to think about and plan for, how can a rookie teacher be expected to succeed?" (p. 75).

New Teacher Assimilation

First-year teachers experience a variety of new situations at work, for which they may need support from colleagues. Connelly (2012) conducted a study about the experiences of new elementary teachers' assimilation into a new school environment. The study reported that teachers leave because they have limited time and resources, and minimal administrative support to assimilate to their job. Teacher attrition patterns show

that if a teacher can persevere throughout her first five years, she will likely make a career of teaching (Liu, 2006). Howard (2008) conducted a study to determine how mentoring affected new teachers and whether it reduced burnout in new teachers. The study found that retaining qualified teachers was difficult for school systems across the nation due to teacher burnout. In the pretest-posttest experimental research design, Howard found that mentoring significantly decreased the burnout levels of new teachers, while teachers who received no mentoring showed a significant increase. This demonstrates the need for induction programs to support beginning teachers. Howard stated that teachers struggle to meet the competing demands of accountability ratings, as well as fulfilling the roles of parent, counselor, nurse, and teacher.

School administrators often unintentionally “haze” new teachers according to Fry (2010). Fry noted that institutional practices and policies tend to lean toward favoring veteran teachers in regards to room assignments, furniture, assignment of special needs students and older, ragged textbooks. This leads teachers to feel unappreciated and devalued.

Work-Related Stress

In a study examining teachers’ job satisfaction related to stress, Watson, Harper, Ratliff, and Singleton (2010) found that teachers’ perceived stress and holistic wellness positively correlated with their level of job satisfaction. Therefore, research shows that teachers who experience job related stress tend to have less job satisfaction and that can leave to teacher burnout and attrition. Work stress, according to Watson et al. is also found to be related to increased teacher absenteeism, burnout, and symptoms of depression, anxiety, and psychological distress.

Worthy (2005) stated that because of the excessive expectations placed on teachers, they are experiencing job-related stress that detracts from optimal job performance and leads to teachers leaving the profession prematurely. Teachers today are working longer hours, they are taking more work home, and they are neglecting their own personal needs, such as time with family (Ullrich, 2010). The increased amount of work required at school can be overwhelming to a novice teacher and leads to stress, early burnout, and changing careers.

Aris (2009) found in a study of primary teachers and early childhood educators, that the incidences of Burnout Syndrome were becoming more and more common. Burnout Syndrome, described by New York psychologist Herbert Freudenberger (1974) is a set of physical and psychological symptoms experienced by educators, such as a perceived state of exhaustion, from working long hours at high stress levels. Aris stated, “In a few short years, a new teacher full of hopes can become frustrated and perplexed about the role he or she should take on” (p. 832). Teachers feeling worn out and overworked may leave the profession prematurely. Districts experience difficulty retaining secondary science teachers due to the isolation they feel at work. In Pirkle’s (2011) research on science teacher retention, she found that science teachers quit because of increased accountability measures, higher demands for laboratory safety and learning guidelines, and feeling a lack of involvement with the other faculty.

Special education teachers also report feeling symptoms of burnout due to excessive paperwork and non-teaching tasks required. Vannest et al. (2009) found that special education teachers only teach for a little part of their workday. This is due to the large amount of paperwork that is required as part of special education laws for

accountability. They articulated goals of increasing their amount of time teaching and decreasing the amount of paperwork.

Slaughter's phenomenological study (2011) with seven former teachers regarding their experiences on the job found their reasons for leaving were cited as low morale, job related stress, and burnout. Other factors for burnout in similar studies were the amount of paperwork and other roles aside from teaching (Ingersoll, 2006). Ingersoll's (2006) study investigated ways Maslow's Hierarchy of Needs played into teachers' dissatisfaction with their career. The study found that when teachers' primary needs are not being met at their workplace, they become disheartened and unmotivated, and eventually they leave the profession.

Teacher Self-Efficacy

Blackburn and Robinson (2008) admitted that teachers leaving the field early is becoming a growing problem. Their study was a descriptive-correlational study on teachers' self-efficacy and how it related to their remaining in or leaving the profession, and their overall job satisfaction. Teachers' self-efficacy, according to Blackburn and Robinson is "the teacher's belief in his or her own capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (p. 2). This study and other studies cited within it suggest that teachers, who demonstrate a higher self-efficacy, tend to remain in the profession, and those with lower self-efficacy leave early. Experiences of frustration, incompetence, and failure, were cited as reasons teachers may have a lower self-efficacy.

In their longitudinal study of beginning teachers Lam and Yan (2011), identified four typologies that define the motivations for entering the profession and factors for

either staying or leaving. The two categories for motivation were idealistic and pragmatic. Idealistic teachers have an intrinsic motivation and find teaching students meaningful. Pragmatic teachers cite the external motivations of salary, holidays, and status. The factors for choosing whether to remain in the field were teachers finding the school environment either suitable or unsuitable. Reasons teachers felt their school environment was unsuitable were heavy workloads, tedious administrative work, and managerial pressures.

Other research regarding self-efficacy and its impact on novice teacher performance indicates that beginning teachers' experiences of induction can help improve their self-efficacy. Helms-Lorenz et al. (2011) studied beginning teachers in The Netherlands to find out about the relationship between perceived stress and self-efficacy. The results of their study indicated that stress causes, such as feeling overworked and unsupported, had a direct correlation to stress outcomes, such as disillusionment and dissatisfaction with teaching. "The premise behind our proposed conceptual model is that the context in which beginning teachers work, affects their psychological processes and, thus, their perceived stress and perceived self-efficacy" (Borman & Dowling, 2008, p. 368). Therefore, teachers who felt unsupported at work reported lower self-efficacies.

Ritchie, Tobin, Hudson, Wolff-Michael, and Mergard (2011) studied how new teachers responded emotionally to their experiences at work. The researchers found that, "For a new teacher, the reason why satisfaction in teaching is a positive emotional experience is because this would align with the teacher's expectations associated with successful teaching," (p. 748). However, Ritchie et al. stated that when a teacher experiences negative emotions on the job, such as anger or fear and sadness, they may

feel that teaching is not the career for them because it doesn't align with what they perceived the profession to be like.

Balancing Work and Personal Life

Sonnentag and Zijlstra (2006) found that with increasing demands at work and longer work hours, teachers need time away from work for relaxation. Their research explained that when one has a very demanding career, recovery time spent away is crucial for continued success and satisfaction at work. New teachers often take work home such as papers to grade or lessons to plan and therefore they are not getting that critical rest time to unwind from work responsibilities. Add to that their family responsibilities and it is easy to understand how new teachers may burnout quickly and want to leave teaching.

A teachers' health and well-being may also be affected when they are working in high-stress professions. A study conducted by Cladellas and Costello (2011) analyzed the effect that time management and hours at work had on perceived health and stress symptoms. Their findings indicated that teachers who have a lighter work schedule and thus can balance their work life and personal life have less perceived health and stress symptoms.

In a British study, Morgan, Ludlow, Kitching, O'Leary, and Clarke (2010) studied what types of experiences cause teachers to remain in a profession, which is considered stressful and difficult. Morgan et al. found that factors such as teacher self-efficacy and commitment could deter them from being a teacher. The major influence that supported teachers' commitment to teaching were the positive emotional feelings teachers' had when students were successful in class, or they perceived their work as being helpful or

making a difference. Negative experiences, such as job stressors can affect a teachers' perceived satisfaction at work.

Strayton (2009) investigated the renewal processes of teachers used to combat work intensification and burnout. Strayton proposed that teachers who do not engage in renewal processes could disengage in their work and student learning outcomes could suffer. Strayton stated that finding ways to sustain teachers' well-being and commitment to teaching is imperative to reverse the trend of teacher stress and burnout.

Summary of Review of the Literature

This body of literature validates the need for an investigation into how teachers are using their time at school and how administrators may better support them to do their work and to prevent teacher stress and early attrition. Clearly, there is a trend of workload intensification occurring locally and abroad in the education field. Causes for this intensification stem from policies related to NCLB (2002) but also from pressure for graduates competing for jobs on a wide reaching level. Novice teachers are entering their profession already feeling pressure and feeling overwhelmed with the scope and capacity of what being a teacher means. The lack of trust demonstrated through policies put forth from school administration leaves teachers feeling unappreciated, resentful, and unmotivated to continue in the profession.

Implications

Understanding the problems related to beginning teachers' use of time will help teacher preparation programs and school district administrators implement effective induction programs aimed at retaining teachers in the profession. Determining which

activities take up beginning teachers' time at work may assist policy makers in the district with providing supports that promote teaching and learning outcomes.

Research into this area may also implicate a need for change in the district's expectations for teachers' workload and time. For example, if the study demonstrates that teachers' workload is interfering with student learning, this problem could be addressed by implementing a workshop for administrators and teachers to discuss ways to reduce tasks, which remove time from the teachers' instructional day. This professional development workshop could demonstrate ways administrators may reduce the amount of unnecessary or redundant work tasks. In addition, including a component in the workshop discussing time management, prioritizing tasks and collaboration could assist teachers of various experience levels with handling their work more efficiently.

The proposed project is a workshop for teachers and administrators to address areas where new teachers need support. This workshop would be professional development training for teachers and administrators in the study site. The presentation would be focused on a power point presentation, which outlines the findings of the study and includes important content correlated with the literature that will address the findings of the study, such as time management strategies and ways in which administrators may support new teachers.

The project would take place over the course of three days to allow for focus on the needs of beginning teachers, and an opportunity to share the findings of the study with administrators and recommend strategies to improve teacher induction practices. . Each day's training would last three hours and would be presented at the district Learning Annex. All beginning teachers and administrators in the study site would be invited to

participate in the training. The presentation would allow for interaction and dialogue between teachers and administrators focused on the findings of the study. Evaluation of the plan would include follow-up sessions with the participants in monthly “learning community” groups which could provide ongoing opportunities to “check-in” and ensure learning transfer for both teachers and administration in a more relaxed and collegial setting.

Summary

Despite first-year teachers entering the profession with passion and excitement in the beginning of their career, the burdens of learning the practice, a heavy workload, and the expectation to meet the same demands as veteran teachers, leads to burnout and teacher attrition. The problem is that new teachers’ time is limited and the scope of their job continues to grow, without anything being removed. There is more work for teachers to do, than ever before.

Section 1 outlined the local problem to be studied, which is beginning teachers’ experience with teaching and time management. It described the rationale, special terms used in this study, significance of the problem, guiding research questions and a thorough review of the current literature related to the problem. The implications of the study were also discussed.

Section 2 outlines the research design for this doctoral project study. The research design to study the problem was determined based on the research questions, and which methods would best address those questions. Data determining what activities comprise new teachers' time at work and the impact of induction supports on teacher perspectives

was gathered using data from various sources (Lodico et al., 2010). Section 2 also summarizes the data collection criteria and tools, participants, and data analysis methods.

Section 3 describes my proposed project (Appendix A) and the evaluation plan. This project was designed to address how beginning teachers can manage issues of time, such as balancing teaching with other administrative tasks that are part of their job. The goals of the project are outlined in Section 3.

Section 4 describes my reflections on my research and the proposed project to address the findings. The research methods, including the strengths and weaknesses are discussed, as well as implications for further research. In addition, it includes ways in which this project study affected me as a researcher, practitioner, scholar, and project developer.

Section 2: The Methodology

Introduction

This study used a qualitative case study design to examine the experiences and perceptions of first- and second-year public school teachers and how they balanced teaching and other job duties. Case study is one of the most common qualitative approaches, and is used to document an individual's or group's experience within a limited setting (Lodico et al., 2010). I selected this method because it was especially appropriate for documenting and analyzing beginning teachers' experiences and perceptions, and how they manage their day-to-day responsibilities, as suggested by Hancock and Algozzine (2011).

The findings of this study will directly influence the policy and procedures of the study site and Project Invest (PI). A case study was the most appropriate research design for this project due to the nature of the research questions being explored. Yin (2009) described three criteria, which guide the selection of a research design: a) the research question, (b) the research focus, and c) the extent of researcher control. The research questions explore the perceptions of beginning teachers on how they manage their time, and what areas of support they experience or lack in the workplace.

A program evaluation design was also considered to investigate the problem. Evaluating the PI program in the study site would have provided the local school administrators with valuable data about how to support novice teachers more effectively. However, exploring this phenomenon through the lens of the PI constraints may not have fully highlighted the stressors and work issues that lead to early teacher attrition, since only first-year teachers are included in PI. Therefore, since teachers within their first

three years of teaching are leaving the profession, it would benefit PI to mentor teachers through the first three years in order to be most effective. Using a program evaluation design would have narrowed the scope of information obtained and been unsuccessful at answering the guided research questions for this study, which are focused on how teachers use their time and what supports they need to be better at their job.

A case study design was chosen for this project study. There are advantages to using case study research over other methods of research design, such as the program evaluation design. Case studies allow the researcher to gather data that create a comprehensive picture of what is occurring in the research setting over time. One disadvantage of conducting a case study is just that, it takes time. Another disadvantage is that the results of the study do not lend themselves to generalization; however, they can be used to inform future studies about the topic (Hancock & Algozzine, 2011).

Participants

Beginning teachers are the best source from which the guided questions can be answered. They are considered the “key participants in the situation whose knowledge and opinions may provide important insights regarding the research questions” (Hancock & Algozzine, 2011, p. 44). A purposeful convenience sample of the population of first and second year teachers working in the study site was used to observe the central phenomenon, as suggested by Creswell (2012), and to collect data. The participants that I invited were 15 first and second year teachers and six administrators from various schools in XYZ School District. The recruitment process began with my contacting the human resources department of XYZ School District and requesting a list of possible participants who met the criteria of being a first or second year teacher in elementary,

middle school, or high school. I requested teachers' names, work email addresses, and campus locations for contact purposes. Additionally, I requested contact information for six principals. My intention was to interview two administrators to gain insight into the perspectives of personnel outside of the classroom. The reason for using only a small sample for the study is to develop a deeper inquiry into the problem.

Gaining Access to Participants

I had direct access to the study site due to being a faculty member in XYZ School District. Prior to beginning recruitment, I had already discussed the possibility of this project with district personnel, including the director of PI. Although I am a member of the district faculty, I did not personally know any of the participants in this study, which assisted me with remaining an unbiased, impartial researcher of this problem. I introduced myself to potential participants as a colleague and as a researcher so as to make them more comfortable, in hopes that they would be forthcoming with responses and honest throughout the study. To establish a researcher-participant working relationship, I had a conversation by phone with each participant after consents were returned via mail or email. During this conversation, I introduced myself, explained my role as the researcher, reminded the participant about the purpose of the research, and explained that their cooperation was appreciated. The phone conversation also permitted participants to ask questions about the study and get to know me before the study began. Before beginning this research, I gained approval through the Institutional Review Boards (IRBs) of the study site and Walden University. The IRB approval number for this study was 11-19-13-0263307.

Scheduling of interviews was done via email and/or telephone. My preference was to conduct the interviews at the teachers' campuses, but I also explained that we could conduct the interview in another place, if the participants were more comfortable with this. All participants chose to conduct the interviews in their classrooms. Interviews were scheduled via email or telephone at a date and time convenient to each participant. The questionnaires and time diaries were emailed to participants once their consents were obtained. Participants were asked to return the completed questionnaires via email within one week. I also requested that the time diaries be returned by the second week.

Ethical Protection of Participants

I presented participants with an invitation letter (Appendix B) which explained the purpose of the research and delineated their rights during the study, including the protection of their identity. Each participant was also presented with an informed consent form (Appendix C) that explained the purpose of the research and that participation was voluntary. The advantages and disadvantages of participation were delineated on this form. Protections from harm were delineated on this form as well. All participants were asked to sign informed consent forms prior to any data collection. The consent forms explained to participants that their privacy and confidentiality would be protected because participants' names will be replaced with pseudonyms in the study report, and that they could leave the study for any reason. All data collected were kept locked in a secure cabinet at my home office. This study began in December of 2013.

Data Collection

Creswell (2012) outlined five interrelated steps that a researcher should follow in qualitative data collection. Those steps are:

1. Decide whom the participants should be and which site will be studied, then begin a sampling method that is appropriate for your study and your research questions.
2. Gain access to the participants and obtain written permissions.
3. Think about what types of information will best answer the research questions.
4. Design data collection protocols or instruments.
5. Conduct the data collection with consideration of ethical issues, which may happen. (p. 178)

Using research protocols ensures that the researcher maintains a structure for interviews and observations and provides a detailed record to analyze later (Creswell, 2012). The data collected answered the research questions for the study by addressing the experiences of new teachers and how they use their time at work. The methods of data collection that I used were open-ended questionnaires, interviews with participants and administrators, and time diaries. These types of data are primary sources of data collection common to qualitative research (Creswell, 2012). I emailed the open-ended questionnaires to each teacher participant first with a request to have them returned within one week. After review of each participant's responses, the interview protocols were adjusted depending on their responses to the questions. The interviews were conducted within the second and third weeks. I interviewed each of the five teachers and two administrators for no longer than one hour each, so as to develop a deeper inquiry into the problem in the study site. The teacher participants logged in their time diaries for one full week and submitted them via mail or email in the third week.

To ensure the reliability and validity of subsequent research findings, I maintained a chain of evidence as recommended by Yin (2009, p. 122) by saving and documenting all data collected. I maintained a physical and electronic copy of all interview transcripts and field notes and scanned time diaries for this study. The chain of evidence assists with demonstrating the trustworthiness of the research. The data were collected and will be maintained on a computer hard-drive, external flash drive, and in a locked file cabinet for a five-year period (Walden IRB Application, 2010).

Data Tracking

Data tracking began with creating a checklist in the research log for each participant. It included the date of initial contact, receipt of consent form, date the questionnaire and time diary were emailed, and dates the transcription was sent and received back after member checks. Following the steps outlined in the IRB data collection process helped me stay on track.

One principle put forth by Yin (2009) is to create a system to organize the data collected. This includes determining a filing system and a user-friendly system for retrieving data for analysis. In addition, personal notations were recorded on interview transcripts, scanned into a computer file, and saved electronically. Interviews were transcribed into a Microsoft Word document for detailed analysis. Maintaining a reflective journal assisted me with recording personal notations, observations, or insights into the guiding questions and the data collected throughout the study. Cataloguing the data in the database also helped me explore relationships and patterns in the data.

Large, manila envelopes for each participant helped me keep each individual's consent form, questionnaire, transcript, time diary, and field notes organized and

confidential. Data collected electronically were stored on my password-protected computer in my home office. Data were stored in an electronic folder created for data analysis and transcripts.

Using multiple sources of evidence provided me with a wealth of information from which understanding and meaning were derived. I strengthened the validity of the study, by including more than one beginning teacher's perceptions of their use of time and teaching. In addition, administrators' perceptions were analyzed to determine how beginning teachers in the study site were managing their time.

Open-Ended Questionnaires

The use of open-ended questionnaires is helpful to collect data to support theories found in the literature (Creswell, 2012). The choice to use open-ended questionnaires was so that "the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings," (Creswell, 2012, p. 218). The questionnaire protocol is outlined in Appendix D. Once the participants had given permission, they completed the questionnaire and returned it during data collection. The information gleaned from the questionnaires guided the interview focus. Using open-ended questionnaires provided data that answered questions about what new teachers perceive to be obstacles affecting their time at work, what prior experiences they believe have or would have helped them do their jobs more efficiently, and what kinds of supports they feel they need at work.

Semi-structured Interviews

I used a teacher interview protocol (Appendix E) and an administrator interview protocol (Appendix F) to assist me with conducting the semi-structured interviews with

each participant. The protocol included the purpose of the study, a place to record the date and background information on the interviewee, and the preliminary questions to be used in the interview (Siegel, 2012). Lodico et al. (2010) stated that the interview structure should be flexible, allowing for additional questions depending on the response to the previous question. Individual participants' questionnaire responses guided the selection of interview questions and more questions were added as the interview progressed. The questions allowed participants to describe their perceptions about their experiences with teaching and time management. During the interview, the teachers were encouraged to reflect on their experiences and answer freely. The interviews focused on the perceptions of beginning teachers in relation to factors which aide them at performing their duties and the perceived barriers to being successful in their practice. Follow up questions were asked to clarify understanding of the teachers' experiences and allow for elaboration on what teachers need in order to be successful at work.

Each interview was digitally recorded and then transcribed directly afterward. Member checks were conducted with each participant to review the transcripts, and changes, if requested, would have been made to the transcription. No participants requested changes to the transcriptions.

Time Diaries

During the course of data collection, each participant maintained a time diary for one week. In the diary, they logged tasks they performed during their workday and how much time they spent on each task. The time diary protocol is outlined in Appendix G. Yin (2009) stated that the use of diaries is an excellent way to corroborate the evidence collected in a study. These diaries provided me with a closer, detailed look at the teaching

versus non-teaching tasks that teachers do and permitted me to ascribe numerical values to the time they spent on the different aspects of their work. Time diaries were a tool that provided quantitative data to support the responses to the interviews and questionnaires.

The Role of the Researcher

My current role in the study site is a fifth grade teacher. I have no working or personal relationship with any of the participants in the study. Although I work within the study site, I wanted to conduct this study about the experiences of new teachers and their use of time at school, to understand on a deeper level. In order to maintain objectivity and be aware of my own personal biases, I reflected upon my own feelings and identified my own beliefs about the topic of the study. I recognized that I needed to remain open minded about the data collected and remain objective regarding the data analysis.

Data Analysis

Data are interpreted and summarized as an ongoing reflective process, in case study research (Hancock & Algozzine, 2011). I examined the data with the research questions in mind at all times. "Each new piece of information should be examined in light of these fundamental questions," (Hancock & Algozzine, 2011, p. 62). As the data collection was ongoing, new information gathered enhanced my understanding of the problem and developed my analysis of the data. According to Creswell (1998) in an exploratory case study, data analysis should be conducted using detailed description, categorical analysis, interpretation, finding patterns in the data to establish a pattern, and the development of natural generalizations or conclusions.

Manual Analysis

I chose to analyze the data by hand rather than using a software program. Creswell (2012) recommends hand analysis when the database is small and when the researcher wants to work closely with the data. According to Yin (2014) most case studies are difficult to fully analyze using computer assisted tools, and therefore rely heavily on the researcher to use iterative thinking and personal analysis to understand what the data means. Therefore, I chose to construct my own databases to organize the data, and then developed codes based on my initial observations of the data. All data collected were entered into the electronic database I created. Data were organized and sorted, and coded thematically and categorically. I entered all data into tables created in Microsoft Word. First, I completed an initial reading of each piece of data, as recommended by Creswell (2012), just to get a sense of the information as a whole. I wrote notes on each document about my initial summary.

To organize the participant data and record emerging understandings of the questionnaires and time diaries, I used tables created in Microsoft Word. The first table organized the questionnaire responses side by side and allowed me to use the constant comparative method (Strauss & Corbin, 1990). The second table organized the codes from the time diaries and described how many minutes each participant spent on each type of activity in the week. This helped determine the percentage of time teachers spent on various types of activities. The third table recorded the number of hours each person worked in a day as recorded on the time diary. To analyze interview responses, each interview was transcribed, summarized, and analyzed for themes and patterns. Then

examining the data with the research questions in mind, I began by reviewing the data as a whole to get a sense of what themes or patterns may emerge.

Coding

As I read the interviews, questionnaire responses, and time diaries, I color coded words or phrases based on the category identified. I read identifying themes such as ordinary themes, unexpected themes, hard to classify themes that did not fit into just one category, and major themes. The differentiation of color made grouping ideas and analysis easier for reporting purposes. After all data were entered into the tables, I used color codes to identify emerging themes and patterns. I looked for themes such as barriers to teaching, time-robbers, support structures provided, time management methods, and support structures needed. I grouped findings according to similarities. Lastly, I summarized the overall themes and ideas emerging to determine the ways beginning teachers use their time, what barriers exist, time management methods they use, and supports they experience at work.

Accuracy and Credibility of the Findings

Considering my own biases as a researcher was integral to validating the findings in the study. Creswell (2012) recommended identifying the researchers' role in the research and being self-reflective of how he or she interprets the findings. Therefore, triangulation of data helped demonstrate validity of the data collected. Triangulation is the process of finding similarities among the evidence from various sources such as different participants, or different methods of data collection (Creswell, 2012). I used member checks to validate the credibility of the data reported and ensure an accurate accounting of the interview data recorded. In this case, the use of different types of data

collected, and various sources such as teachers and administrators ensured accuracy and credibility and promoted trustworthiness of the findings.

Discrepant or differing cases found in the data are information or themes that seem to contradict the overall findings of the researcher. All discrepant data were included in the findings so that the true overall picture of the case was represented. This information will provide stakeholders an honest accounting of how beginning teachers are using their time and ultimately will guide their possible decision-making process in the future.

In qualitative design, the researcher is not required to demonstrate external validity because the findings are not intended for generalizability (Merriam, 2009). The research findings are applicable only to similar persons in similar situations; therefore, the techniques for validating and establishing trustworthiness of the findings are appropriate in this study.

Assumptions, Limitations and Scope of the Study

Assumptions

1. Participants were forthcoming with their information during interviews and on questionnaires.
2. Participants' perceptions and responses were representative of beginning teachers across the district.
3. Participants accurately maintained their time diaries to reflect the actual work done.

Limitations

Limitations are the factors in a study that could affect the outcomes and are not within the researcher's control, such as unexpected occurrences (Hancock & Algozzine, 2011). In this case study, the research sample was limited to beginning elementary teachers in their first or second year teaching and elementary administrators in one school district. Also, the data collection period was limited to four weeks and was analyzed by only one person. Consequently, there are risks to the credibility, validity, transferability, and trustworthiness of the findings. Methods to address these concerns were addressed in the section titled Accuracy and Credibility of the Findings.

Scope of the Study

The time use of first and second year teachers in the study site is the scope of this single case study. It also includes the perceptions of administrators regarding the experiences of beginning teachers. There were no attempts to describe teaching practices, learning activities, course objectives, or learning outcomes.

Findings

The participants for this study were three first-year teachers, two second-year teachers, and two administrators in the study site. Four out of five teacher participants attended the mandatory five-day professional development required by PI for all new hires. Karen said she was only required to attend a two-day training. All of the teachers and administrators participating in the study work in the elementary setting within the study site. Table 1 displays the participants' profiles.

Table 1

Participant Profiles of Experience, Gender, and Current Position

Participant Pseudonym	Teaching Experience	Gender	Current Position
Melissa	0 years	Female	Pre-Kinder
Joan	0 years	Female	Kindergarten
Karen	1 year	Female	3 rd Grade
Sharon	1 years	Female	Kindergarten
Tom	0 years	Male	4 th Grade
Linda	20 years	Female	Assistant Principal
Sarah	8 years	Female	Assistant Principal

Melissa is currently a first-year teacher. She teaches two pre-kindergarten classes. Previously, Melissa was a resource aid for five years. She was assigned a mentor before the first day of school during the new teacher orientation. Melissa meets with her mentor once every other month to discuss her progress, questions, or problems she experiences at work. She usually works 11-12 hours per day.

Joan is currently a first-year teacher. She was originally certified to teach in another state and is completing alternative certification to teach in Texas. She teaches kindergarten. She was assigned a mentor before the first day of school, however within a few weeks she said she became overwhelmed with the hours they spent meeting. She was assigned two new mentors. She meets with her mentors weekly to receive assistance with questions about paperwork or methods to assist her students. She often comes to work

early and leaves late, spending about 45-50 hours a week at work. She commented that for the first several weeks of school she left work around 7 o'clock each night. She said she was quickly becoming burned out.

Karen is currently a second year teacher. She teaches third grade math and science. In her first year teaching in this district, she had a mentor whom she met with weekly for reflection and assistance with lesson planning and classroom management concerns. This year she no longer has a mentor, although she believes it would have been beneficial. She spends about 10-12 hours a day at work.

Sharon is currently a second year teacher and she teaches kindergarten. Her first year teaching was not within the study site. She left her previous school due to what she perceived to be a disorganized school system. Although it is her first year within the study site, she does not have a mentor and states that she seeks the support of her colleagues when she needs help. She works about 8-9 hours a day but feels as though she should be spending more time at work or taking more work home.

Tom is currently a first-year teacher. He formerly worked as a social worker in another country and is completing alternative certification. He teaches fourth grade math and science. Tom has a mentor and he meets with her once a week for assistance with lesson planning and classroom management. He said he often leans on his teaching partner and other fourth grade teammates for help. He goes to them with questions about paperwork and administrative tasks, or lesson preparation questions. He stated he feels as though he uses his time wisely, but is always working to be more efficient. He works about 10-12 hours a day and takes home papers to grade each week.

Linda is currently an Assistant Principal (AP) working in the study site. She was formerly a principal and moved to the district from another state 5 years ago. She taught fourth grade at one campus, then served two years as an AP at a second campus, and now works at a new campus. This year there are four first and second year teachers working at her school. She feels it is important for all new teachers to be proactive and seek help when they need it.

Sarah is currently an AP working in the study site. She taught fourth grade for 3 years at another campus and was promoted to AP last spring. She now works at a new campus. There is only one new teacher at her campus this year. Sarah believes that no teacher can be completely prepared to do their job until they actually enter the classroom and get some experience.

Finding Themes

The process of analysis required lengthy, tedious work. Once the data were collected, they were entered into the various databases in order to be analyzed and coded thematically and categorically. Initially I would read the entire piece of data one time and record my first observations and analyses.

In order to determine emerging patterns or themes, I first examined the questionnaire responses of the participants. I entered the responses into a database that allowed me to view each participant's data side by side. Then I reviewed the data set for repeating words, phrases, or ideas and highlighted those using different colors. As patterns emerged, I tried to put similar ideas or codes into a broader category.

The interviews were audio taped and immediately transcribed into a Microsoft Word document, and saved electronically on my computer. After member checks were

complete, they were printed and each transcript was read through several times along with the researcher field notes. Again, I reviewed the transcripts, highlighting repeating words and phrases in the same colors as the questionnaires and grouped similar themes into a broader category.

After looking at the data on the time diaries, I totaled the number of hours or minutes spent on each task, such as teaching students, lesson planning, administrative duties, grading papers, and other various codes. I also noted the frequency of each code recorded on the time diary. Then I entered the hours and minutes as well as the frequency for each code into the database. Then I totaled the number of hours each participant worked per day, as indicated on the time diaries, and entered that data into another database for comparison between participants. Additionally I used the recorded hours spent on each activity to determine what percentage of time was spent on the various activities in one week. This data provided a quantitative component to inform my analysis regarding the actual amount of time spent on each activity at work.

To develop emerging themes and patterns from the data analysis, all data were read several times. The codes analyzed were teaching students, lesson planning, parent communication, administrative work, grading, email, meetings, student behavior, work duties, and conferences. Some participants included additional codes of their own such as lunch, travel, mentee meetings, and Response to Intervention (RTI) paperwork. This process summarized and categorized the responses to the questionnaires, the comments made by participants during the interviews, and the time diary notations. The interview transcripts provided the basis for the codes and notations were made about how beginning teachers are using their time, support structures that are helpful, barriers to

being effective, time management, and time robbers. The following categories were identified below:

1. Classroom Work
2. Administrative Work
3. Mentee Work
4. Extracurricular Duties
5. Time Robbers
7. Desired Administrative Support
8. Organization and Time management Methods
9. Teacher Preparation
10. Mentor Support

After the patterns emerged within the coding, the related themes were grouped under a broader category. Thus, several themes were created and used to identify how beginning teachers are using their time at work, as well as the related issues. Table 2 displays the categories and themes created and used in this study.

Table 2

Identified Categories and Themes of How Beginning Teachers Use Time at Work

Categories	Themes
Classroom Work	Lesson planning Emailing Parent conferences Grading Teaching
Administrative Work	Meetings/ training Paperwork
Mentee Work	Meetings Observations Paperwork
Extracurricular Duties	Before/after school duties Committees After school clubs/activities
Time Robbers	Paperwork Meetings Grading Student testing

From analysis of the interviews, categories and themes emerged that align with the themes in the literature review in Section 1. The findings of the research are presented to correlate with the research questions, which guided this study. The categories and themes related to the research are discussed below.

Themes on Research Question 1

Research Question (RQ) 1 in this study asks: How do current procedures and policies affect beginning teachers in being proficient at balancing teaching and time

management? Questionnaire questions (QQs) 1, 2, 3, and 8 and Interview Questions (IQs) 1, 2, 3, 7, and 8 addressed Research Question 1:

QQ 1. How do you feel about how you use your time at work?

QQ 2. What kinds of activities do you feel rob you of time at work?

QQ 3. What duties do you perform at work in addition to teaching?

QQ 8. Are there any barriers you perceive at your work that prevent you from being successful as a new teacher?

IQ 1. Could you please describe your experiences of how you use your time on a typical day at work?

IQ 2. In what ways do you manage your time and work? (Crotwell, 2011)

IQ 3. How has your experience affected or influenced your workload and time in this profession (Crotwell, 2011)?

IQ 7. If you had a longer planning time, how would this influence or affect your workload (Crotwell, 2011)?

IQ 8. How do current procedures and policies affect you in being proficient at balancing teaching and time management?

Activities that beginning teachers perceive as time robbers. Four out of five teachers identified at least one or more activity at work that they feel robs them of time to perform their job. Three teachers indicated that paperwork such as stuffing student folders with graded papers and school notices either takes time from teaching or requires the beginning teacher to complete them before or after school. Two teachers described RTI paperwork and filling out other administrative forms as time robbers as well. Other activities such as committees, meetings, and trainings were described as activities that rob

teacher's time. The average number of hours participants spent on duties other than teaching are displayed in the following table.

Table 3

Average Number of Hours Participants Spent on Duties other than Teaching

Duties	Hours per Week
Committee duties	1
Grading papers	3
Checking email	11
Meetings	6
Miscellaneous work duties	13
Paperwork	2

Duties performed in addition to teaching. All five beginning teachers described several duties that they perform at work, in addition to teaching. All teachers indicated that they participate in morning arrival and afternoon dismissal duties each day or week. Some teachers have a rotating schedule with their grade level team in which they perform a different duty each week or each day. All participants described having a number of committee duties such as yearbook, newsletter, or technology committees, which require additional planned meetings and occasionally create more tasks for the teacher to do on his or her own time. Four beginning teachers listed lesson planning or lesson preparation activities as additional duties to be performed outside of instructional time. Table 4 displays the duties performed in addition to teaching and the frequency at which they occurred, as they indicated in their time diaries.

Table 4

Duties Performed in Addition to Teaching

Teacher Responses	Frequency
Committees	5
Emailing	2
Lesson planning/preparation	5
Arrival/dismissal duty	5
Lunch/recess duty	5
Meetings/professional development	4
Paperwork	5
Parent communication	3
Grading and reporting	2
Weekly student folders	2
Posting student work	1

How beginning teachers manage their time. Each teacher describes a workday that includes several tasks besides teaching. All five teachers made remarks about how there is not enough time in the day to perform all the work they have. The following are some descriptions of the work beginning teachers do and how they manage their time.

Melissa arrives at work at 6:30a.m. and typically leaves around 5:30p.m. She describes using check-off lists to keep track of the work she needs to do. She stated:

I use the computer, first and foremost, when I get here. Then I set up calendar, ideas for the lesson plans for the day, and do morning duty out in the hallway. I'd say it's mostly preparatory [tasks] for the day of work.

When asked what she does between dismissal and 5:30p.m. when she leaves, she stated, "I'm amazed at the meetings required. I do the multicultural committee, the Heart of XYZ committee, and team meetings which encompasses kinder this year, more so because it's my first year." Having routines established, following time frames on the lesson plans, and checking the clock are ways in which Melissa explained how she stays on track.

Joan feels like she uses her time very well despite her perception that there is not enough time to finish her work each day. She arrives at 6:30a.m. and leaves around 5:30p.m. She said:

I feel like I'm always doing something, like I never have time off. And even for my 15 minute lunch period I'm doing something. Especially because I am doing Intervention Support Team (IST) paperwork for four kids and that is a lot of paperwork! But besides that, I feel like I utilize my time really well.

Karen described having only a little time during the day to check email or do work besides teaching. She uses her planning time and lunch time to make copies or prepare for lessons. She explained how she struggles with time management:

I feel like in school they didn't teach a lot of that aspect. And when you actually get into the real world of teaching you kind of realize, oh well this is something that I didn't really have a lot of practice with! I feel this being my second year

though; I'm a little better than I was last year so hopefully it will incrementally get better as I go through the process.

She also described feeling overwhelmed and rushed, at work.

I think it's just that there's so much to do and you can never be ahead or on track. So, it's like a constant circle where I feel like I'm always trying to keep my head just above water so that I'm in compliance with everything.

Sharon stated that she feels she could be more organized. She feels as though she gets distracted talking to other teachers during her planning period and she does not utilize any strategies for managing her time. She arrives at work at 7:30a.m. and typically leaves at 4:00p.m. She said:

When I leave, I leave. I don't really work on things at home. I feel like work is where I need to get it done and sometimes I leave with nothing finished so I have to come in early and start working on it then. Then, I get distracted with talking to other teachers.

Sharon said that she stays on track by using her calendar, and she tries to start tasks right after they are assigned or else she will forget about them.

Tom describes his time management as a "work in progress". He described his typical day, which includes lesson planning, teaching, administrative tasks, emails, and meetings. In the open-ended questionnaire, he stated that he uses his time as productively as he would like. When asked how he manages his time he explained, "I just need to develop some kind of pattern, some kind of plan. That's what I need to do for myself. I need to develop some kind of routine that will allow me to use my time more efficiently."

The teachers that participated in this study indicated in their time diaries the number of hours they work each week. The average number of hours for the teacher participants in this study was 52 hours a week. The participants' time diary hours are displayed in the table below. The average percentage of time participants spent teaching students was 53% of the week. Six percent of participants' time was spent in meetings, 15% was spent doing lesson planning and preparation, and 12% was spent doing administrative and work duties outside of instruction.

Table 5

Participants' Number of Hours Worked in One Week

Name	Day 1	Day 2	Day 3	Day 4	Day 5
Melissa	13.5	12	11	11	11
Joan	11.5	11.5	9.5	11.5	10.5
Karen	11	12	10	9	10.5
Sharon	8.5	8.5	10.5	0-absent	8.5
Tom	11.5	10	10.5	10.5	10

Administrators' views on how beginning teachers manage their time. From her administrative point of view, Linda, believes beginning teachers have difficulty juggling the various tasks that are required of them. Both administrators mentioned in their interviews that new teachers are unaware when they are hired as to the magnitude of what they will be expected to do when they begin their practice in teaching. Linda stated:

I don't think they get the timelines, the deadlines, how much it builds and if you let it go it just mounts and becomes unrealistic. That seems to be a challenge for them, to kind of get a rhythm going of how it all works because it's their first time.

Linda also believes that the focus of all teachers, whether they are new or not, should be instruction. She said that meeting the needs of the students and preparing for that first should be the priority of how they spend their time at school. She said:

One of the things I've shared with new teachers is never to assume that tomorrow's going to be, you're never going to have more time because something is going to come up the next day. Stay on track with the deadlines. They're fast and furious, coming at you.

Linda recommended that beginning should teachers streamline their documentation and stay current with it because it can quickly become overwhelming. She also suggested that new teachers write down questions, thoughts, and timelines in order to stay on track. Sarah stated that she believes the most important job of any teacher is building relationships with students.

Situations affecting beginning teachers' workload and time. Throughout the interviews with beginning teachers, there were some recurring themes, which the participants indicated affect their workload and time. First, and foremost, all five teachers stated that teaching the curriculum encompasses the majority of their time at work. All five participants indicated that meetings, paperwork, and parent communication play a definitive role in their use of time outside of instruction. However, four beginning

teachers stated that not knowing the expectations at work affected how much time it took to complete their additional work.

For example, three teachers stated they did not know how to complete paperwork for the RTI process or special education paperwork, which may be legally binding documents. Sharon explained how completing paperwork is a learning process:

It's just a lot of sitting at the computer. Being new to the district, I don't know how they like their paperwork [done]. I filled out a whole RTI paper to turn in and I got it handed back and they said you did it all wrong! So it's a learning process of having to ask people, how is this supposed to be filled out? Where do I even find the form sometimes?

Four participants said that they wished that they had more instructional support from a specialist or administrator because they were unsure how to teach certain content in their curriculum. Joan described how she would have liked to have instructional support for her struggling students. She explained, "I have kids and I'll teach them two word wall words for 30 minutes and the next day they don't know it. And that's like wasting, well not wasting, my time but not having that extra support for your low kids that you thought you would have. We had it the first week and then it was taken away."

Meetings were another activity that several teachers cited as affecting their work and time. Melissa stated, "Meetings affect my time. Preparing, you know, if it is a vertical team meeting or such, you need to have the materials to go in, so having things in place to be away from your room takes time." Joan stated that she feels that she never has her planning period available to do the work she wants to do. "I feel like we always have planning meetings so I don't really have a planning period. So I have only two planning

periods for me.”She explained that her planning times are usually interrupted with mandatory meetings for book club, team lesson planning, and other team meetings

Joan spoke about how her first assigned mentor was taking up two or more hours after work each day to review suggestions for behavior concerns. Karen explained that having two new administrators assigned to her campus, she and her colleagues feel unsure of policies and procedures and expectations. Sharon and Tom could not identify anything specific that they perceive which prevents them from being effective at completing their work.

Table 6

Policies and Procedures that Affect Teachers' Time

Teacher Responses	Frequency
Meetings	3
Lesson planning/preparation	1
Paperwork	3
Parent communication	2
Mentee duties	2
Testing	2
Not knowing policies or procedural expectations	2
Inefficient use of time	1
No instructional support	2

Administrators' views on what affects beginning teachers' time. Linda also feels that beginning teachers become overwhelmed due to issues with students who have

difficulty learning or exhibit behavioral concerns. She stated that new teachers often have no idea how to develop an intervention plan or even where to seek the help they need with beginning the RTI process.

Sarah recalled in her interview how she felt as a first-year teacher. She described feeling overwhelmed with learning the district, the school, the curriculum, her colleagues, students, and parents. She said, “All those factors go into what a new teacher juggles. I think the other challenge is managing tasks.”

Themes on Research Question 2

The second research question asks: What prior experiences with managing multiple responsibilities should teachers have to be successful in their first year? QQ 4, 5, and IQ 9 addressed Research Question 2:

QQ 4. How much time did you have in teacher preparation in which you were in the classroom as a student teacher?

QQ 5. What teacher preparation activities best helped you prepare for your job as a teacher?

IQ 9. What prior experience or preparation did you experience to prepare you for your job?

Time in teacher preparation. All five beginning teachers participated in some form of teacher preparation program, which allowed them an opportunity to practice in a real classroom. Though their experiences were diverse, they each described feeling that their preparation was beneficial in similar ways. The varied structures and duration of preparation are displayed in the following table.

Table 7

Structure and Duration of Teacher Preparation

Participant	Structure	Duration
Melissa	ACP Program	1 Year
	Classroom Aide	5 Years
Joan	Engineering Teacher	8 months
	ACP Program	1 Year
Karen	Student Teaching	2 semesters
Sharon	Student Teaching	2 semesters
Tom	Student Teaching	14 Weeks

Prior experience. Each teacher had a unique experience within the structure of his or her teacher preparation program. All five participants completed some portion of student teaching in various forms and on different grade levels. Each participant's experiences are described in detail below.

Melissa completed her Alternative Certification Program (ACP) in 2005 and then taught for two years in pre-kindergarten, and two years in second grade. She left teaching for three years and then returned and accepted a resource aide position where she has worked for the past two years. She stated that her reason for leaving the classroom was that it became too difficult and overwhelming. She chose to return to teaching in a school with a population of higher socio-economic status. Although she had prior teaching experience, she was identified by the district as a new teacher because she had not been a classroom teacher for five years.

Joan earned her degree in early childhood education in another state. She describes her student teaching experience as “not fully immersing” her in a classroom. Her student teaching experience was divided between a pre-kindergarten classroom and a first grade classroom. She explains that she never spent an entire day in each classroom so she was unable to see a full day in either grade level. She also feels as though she did not understand how much the teacher does before and after school.

Karen graduated with a degree in early childhood. She completed one semester of student teaching in kindergarten. She visited the class twice a week and taught a few lessons independently, but mostly observed the cooperating teacher. She spent one semester student teaching full time in fifth grade. She stated:

The everyday helped a lot more than the two times a week just because you could see full retrospect, everything. Where like two days a week it was kind of [like], you come in and the kids readjust to you, then you get ready, then you miss a day, and then you come back. So I think the full week was a lot more beneficial.

She also participated in PI for her first year teaching. She describes how the mentor program helped her with self-reflection and accountability. “It held me accountable a little bit more, and maybe this year that’s what I’m missing, that accountability outside of just myself, and so that program helped.”

Sharon graduated with a degree in early childhood after switching from the business program. She completed the same type of program as Karen where she attended twice a week for the first semester in second grade. She completed her full time student teaching in a second grade Gifted and Talented (GT) class. She feels as though her

experience did not prepare her to accommodate the needs of students with behavior and academic struggles. She said in her interview:

I think it got me ready but not all the way ready. You don't see the full picture. If I would have seen two different classrooms, one that's higher level and one that's lower, I think it would have been better.

Sharon taught her first year at a charter school and states that it was completely different from what she does now. She has relied on her teammates to help her adjust to the different expectations at her current school. She did not have the opportunity to be in the PI program since it is her second year teaching.

Tom formerly worked as a social worker outside the United States. He completed a 14-week student teaching program through ACP. He described his student teaching experience as invaluable. In his interview, he stated:

Obviously, it gave me the opportunity to be with experienced teachers in a classroom. I was seeing how they do things, how they are able to manage time, multitask, still be effective, and getting the job done.

He explained that although student teaching allowed him the opportunity to see how the classroom routine came together, he feels that it does not quite prepare teachers to do it on their own. He said:

It doesn't matter if you are left alone with the class, all the groundwork has been laid by someone else. So it makes it relatively easy to come into that situation and be relatively successful. Then you have to establish that on your own and it's just you.

Administrators' expectations for beginning teachers. In her interview, Linda explained that she has different expectations for beginning teachers versus veteran teachers when she performs classroom walkthroughs. She stated:

I think your routine, your systems is a lot more for a new teacher because you're just starting out. Whereas a more seasoned teacher knows okay, this works, and they [new teachers] have to establish that. I think that's the biggest thing, figuring out your niche and what works best for you.

Linda's view differs from Sarah's approach to evaluating teachers. She believes there should not be a difference between administrators' expectations for new versus veteran teachers. She explained: "We are here to make sure that our students are successful. We're all here to build relationships with our students and we [administration] want all teachers to continue learning." She said that despite a teacher's level of experience in the classroom, she believes all teachers are working on improving their practice, and therefore her expectations are the same for all teachers in her building.

How prior experiences were beneficial. Despite the various structures and duration of the participants' prior experience, all of them described their teacher preparation activities as helpful in several ways. Some ways in which the participants perceived their prior experience had prepared them to teach, are shown in the table below.

Table 8

Benefits of Teacher Preparation

Teacher Responses

 Observed techniques and strategies

Taught without supervision

Gained confidence

Strengthened classroom management

Learned ESL strategies

Taught engagement

Practiced classroom management strategies

Lesson planning and preparation

Collaborated with other teachers

Cooperative teacher modeling

Themes on Research Question 3

The third research question asks: How can school administration best support beginning teachers at using their time primarily for teaching? QQ 6, 7 and IQ 4, 5, 6, and 10 addressed Research Question 3:

QQ 6. What supports do you receive from your school in your beginning years, if any?

QQ 7. What types of supports do you prefer to receive as a new teacher?

IQ 4. How does time management play a role in effective teaching in XYZ ISD?

IQ 5. What are some of the ways in which you manage your time and workload to

provide effective instruction to your students?

IQ 6. How would you prefer administrators to support your teaching and work management?

IQ 7. If you were given more time in the day to plan for instruction, how would this influence or affect your workload?

IQ10. How can school administration best support you at using your time primarily for teaching?

Supports received and preferred supports for beginning teachers. Three of the five participants are first-year teachers. All three first-year teachers have a mentor assigned to them from PI. Both second year teachers indicated that they wished they had a mentor for their second year as well. Three participants indicated that mentor support was helpful with reflective discussion and instructional ideas as well as behavior management suggestions.

Tom meets with his mentor weekly to discuss concerns such as time management, lesson planning, or classroom management. His mentor is another teacher on his fourth grade team.

It may be just as simple as the lesson plan. What do we need to do? How are we going to do it? What is the best way? Also, asking how can I do this? Just bouncing things off, just a dialogue, and sharing stuff. So I can get some help, some support, and hopefully do a better job.

Joan began the school year with another kindergarten teacher as her mentor. She explains that within a few weeks, she felt overwhelmed by the amount of time her mentor was requiring her to meet after school to discuss the questions she had, sometimes up to

two or more hours. She shared her concerns with the principal and within a few weeks, she was reassigned two new mentors. She now meets with her mentors once a week for 30 minutes.

My mentor in the beginning was a lot of work. Like, a lot of work I didn't need to do. So that influenced a lot of where my time was going and trying to do work I didn't need to do. Not going home on time was affecting my home life, so getting a new mentor really helped manage my time.

Karen is currently a second year teacher. She describes how having a mentor last year was very helpful. She explained that she participated in the PI program and that it helped her a lot because she felt like she was in survival mode last year. "I think with having a teacher there to help me and guide me, and that I had to record myself and the observation with the assistant principal helped me a lot." She met weekly with her mentor and she stated that it allowed her an opportunity to think about her teaching practices and her growth as a new teacher.

There were two types of supports participants described receiving. They are modeled lessons of instructional strategies, and team leader support for unanswered questions. Both types of support were perceived as helpful with lesson planning and for receiving assistance regarding paperwork and upcoming tasks or events. Most participants also indicated that they wanted additional instructional support in their classrooms.

Tom explained how he receives specialist support in math and science, in which the reading or math specialists visit the classroom and assist new teachers with small group instruction or modeled lessons.

For me, especially being new to teaching here, it's good to have someone with experience come in and see how they do things. So that has been beneficial to me because when that person comes in, in the morning, even if they don't come back in the afternoon I've seen what they've done and I can take from that and I can add it to my tool bag and use that with my afternoon class.

This support, he feels assists him with reducing the time it takes him to plan lessons after work.

Karen described how the assistant principal modeled a lesson in her classroom. She explained that it demonstrated the administrator's expectations and provided support at the same time.

I think it helped tremendously because I can see what her teaching style is, and what she looks for because that is usually a reflection of what they want. You can tell a lot about a person by the way they teach and the way they interact with the kids.

In addition to modeled instructional support, three participants also mentioned the availability of resources for lesson planning, as a helpful support.

All five beginning teachers identified several types of support they receive from their school. They also described their own time management methods used to accomplish each of their multiple job responsibilities. Participants described an extensive list of preferred supports that go beyond the five types they described that they currently receive. Their time management methods, teacher preparation supports, mentor supports, and desired administrative supports are displayed in the table below.

Table 9

Factors Related to How Beginning Teachers Manage their Time and Work

Organization and Time Management Methods	Multitasking
	Making lists
	Prioritizing tasks
	Taking work home
Teacher Preparation	Student teaching
	Alternative certification
Mentor Support	Reflective discussion
	Questions
	Classroom management
	Training
Desired Administrative Support	Walk-throughs
	Specialist support
	Modeled lessons
	Training for paperwork
	Training for technology

Administrators' perceptions of supports for new teachers. When asked about supports that are provided for second year teachers, Linda said only first-year teachers are assigned a mentor through PI. She explained that there are no formal mentors assigned

for second year teachers, or teachers new to the campus. However, she encourages new teachers to reach out to their colleagues and build relationships. For teachers who had a mentor at the campus during their first year, she advises second year teachers to maintain the communication with their mentor as needed for support. She also explains that as an administrator, she maintains an open-door policy to be available for all teachers when they need additional support to be successful.

Linda described some approaches that her administration uses to help meet the needs of beginning teachers at her campus. She explained that at the beginning of the year they had a goal setting conference with all the teachers. She asked each teacher to identify his or her strengths and some areas he or she wanted to work on. Then the administration paired novice teachers with a more experienced teacher who could assist them with improving in their areas of need. They also walked grade level teams around the building to show teachers some things in other classrooms to give them some ideas to use. She stated:

We've encouraged them to go to each other's classrooms. We've provided time for them, coverage to go see each other's things. It helped us look at commonalities in our building and needs to plan for the year and also it helps us when things come. To let those people connect with somebody who had a need and somebody who's doing it well. That has, I think, proved to be really helpful this year so far.

In her school, Sarah explains that the administration has a similar support structure in place. She said all first-year teachers and any new teacher to the campus are assigned a mentor. They also set up times for beginning teachers to conduct classroom

observations of other teachers and implement continuous, ongoing professional development through vertical alignment teams. For example, a third grade teacher could meet with a fifth grade teacher to discuss how she could ensure her students are academically prepared when they reach fifth grade.

At Sarah's campus, her administration encourages second year teachers to continue their prior relationship with their mentor. She stated that at her previous campus, every teacher had a mentor teacher, even if he or she were veteran teachers with several years of experience. She said, "I found that it really built up the community of the school. Not only do you have your team, but you have someone outside of your team who you can go to." She feels that at her current school, they could benefit from putting more supports in place for beginning teachers. She believes beginning teachers should have the opportunity to observe other teachers at her campus and opportunities to communicate openly about strengths and weaknesses they want to improve.

The role of time management. Despite all five participants indicating that there are factors at work that can rob them of time or shift their priorities, all of them indicated that they feel they manage their time well. However, each participant identified ways in which they felt they could improve their individual time management at work.

Melissa said that she feels time management plays a huge role in effective teaching. "I can be better. You know the word, procrastinate? That's just a sorry thing. I wish I didn't procrastinate, but I do." She stated that teachers having good time management transfers to student success in the classroom.

Joan feels that her ability to use time management is a necessity for teaching kindergarten. "I'm very organized, like with my time and everything. My classroom is

super organized. My kids have gotten on that schedule too, so if I have time management, I have classroom management.” She believes that establishing routines with her students for the first several weeks was beneficial to her classroom efficiency now.

Karen relates her time management to more effective teaching. “If I feel I manage my time right and I get everything that I need done, I can feel and sense a tremendous difference in the lesson and the way it’s executed.” She also identifies how *not* being fully prepared for the day can lead to frustration and the kids reacting behaviorally to poor planning. “You just kind of roll with the punches but if you have to do it tomorrow, and then you have to do it tomorrow.” She added that she wishes she was more consistent and experienced with managing her time.

Tom views time management as putting your time into tasks that are most important and of the highest priority. He said:

Then when it comes to teaching, you’re not looking for stuff and wasting time trying to locate things you need to have an effective lesson. For sure, that is where time management pays off, and again, I am working on it. I would like to be better.

He stated that he tries to utilize short time frames where the students are all fully engaged in seatwork to check email or complete a simple task, in order to maximize his time at work.

Administrators’ perceptions about time management for new teachers. Linda and Sarah both described the work of beginning teachers as a juggling act. Linda believes it does take experience to become better at time management and advises that asking for help is beneficial. “Just have the attitude that it’s okay to say I don’t know or I don’t

understand because there are a lot of people willing to help.” Sarah talked about how important it was for new teachers to reach out to their grade level team members, team leaders, and other colleagues for instructional or emotional support. She said, “Instead of starting from scratch, you can build on what has been successful in the past. Will it be 100% successful in your class? I don’t know. You’ve got to try, rather than totally reinventing the wheel.”

Linda states that at her campus, she and the principal meet with the teachers weekly or bi-weekly to discuss the concerns teachers are having about their students or other information they need. She explained that they have team leaders and mentors to help monitor new teachers and meet with them weekly to ask how they are doing. She said in her interview:

Everybody learns at a different rate, they need something different. We have a few different ways of meeting to ensure that everybody is getting the same information but at the same time, they know we are available to them as a resource.

How beginning teachers manage their time. Each participant has varied approaches to managing their time at work to be more effective. Some of the methods teachers utilize are setting timers, making lists, and prioritizing tasks. Table 10 shows a list of which strategies each participant uses at work, as stated in their interviews.

Table 10

Methods for Time Management

Teacher Name	Methods Used
Melissa	Exercise Seeking team support Establishing routines Time-frames Watching the clock Being flexible
Joan	Prioritizing tasks Setting timers Working from home
Karen	Being flexible Prioritizing tasks Planning ahead
Sharon	Using a calendar Starting tasks
Tom	Making a list Seeking team support Using down time Taking work home

Desired administrative support for teaching and work management. The participants in this study had very specific ideas about the kind of support they prefer to receive from their administrators and colleagues. Generally, all of the participants sought some type of increased or improved structure to guide their teaching and work management. The main support themes they desire are the following: walk-throughs, specialist support, modeled lessons, training for paperwork, and training for technology.

Melissa feels as though administrator flexibility and a “don’t sweat the small stuff” mentality are supportive of all teachers. She also prefers administrators communicate specific guidelines and procedures to follow. She also appreciates staff development meetings to support her instruction. “I guess the staff developments or what you walk away with from in-services just puts things into helpful perspective for teachers.”

Joan stated that she did not feel as though her campus administrators lived up to the expectations they set in her initial interview for the job. “I think at first, I wasn’t checked on, like for the first nine weeks. Like how are you doing? This is your first year teaching ever, like not once was I checked on.” She said she would welcome more administrator walk-throughs and observations.

Karen experienced much the same thing as Joan, at her campus. She believes many teachers do not prefer administrators observing them in the classroom, but she feels it would be beneficial for her to grow in her practice. “I’m all about constructive criticism and I want to get better. I don’t want to stay exactly where I am, so more walk-throughs would be good.” In addition, she thinks it would be helpful for second year teachers to have a mentor for accountability or to help with time management strategies.

Sharon explained that she never sees administrators come into her classroom. She feels that if there were more accountability, through classroom walk-throughs, and better communication, it would help teachers be more efficient at work. She said, “They don’t really mess with kinder so we get away with a lot more.” She also would prefer more information or training with paperwork such as, where to access certain forms and how to fill them out. Although she is a second year teacher, it is her first year at her campus and she would like to have a mentor for additional support. She explained that another teacher on her kindergarten team, who is a first-year teacher, does not have a mentor either. “One teacher came by and said she was [the mentor], but then she said, you’re not a first-year teacher so she said she’s going to ask and get back to me. And she never got back to me.” She stated that there is no follow-up from administration to ensure that new teachers are meeting with a mentor.

Tom feels as though his administrators do a good job of supporting him and other teachers at his campus. He said they utilize human resources such as specialists and teachers at the campus to do instructional support with new teachers. In his interview, he said:

From what I’ve experienced so far things have pretty much, from what I see, the administrators have tried pretty hard to keep us teachers focused on the activities that help us to be more efficient in the classroom.

He stated that his prior experience with administrators at other schools when he was a substitute, “leave a lot to be desired” and he feels he knows good management and leadership when he sees it.

Perceptions regarding increased planning time. The teachers in this study had mixed feelings about increased planning time and the effect it would have on their time and workload. All of them stated that ideally more time to plan and prepare for instruction would be beneficial. However, some beginning teachers felt as though more time would only lead to more work. Two teachers stated that they may actually accomplish less work with more “free time” available. They explained it might just allow more time to talk or visit with other teachers and not be productive.

Karen felt as though having more planning time may mean she takes less work home. She also stated that more time in the day would just mean she would be working longer. She explained:

That’s difficult. You know how people always say if there were only three more hours in the day! It’s like, well, you would still either not get stuff done or you’d still be just as busy, because you are giving yourself three more hours of work. So if there was more planning time then of course I would get more done.

Sharon stated that it would be nice to have more planning time, but she feels like there is only enough time in the day for instruction and the planning time she has now.

Tom did not feel as though increased planning time would change his workload. He felt it could possibly make him more effective though. “Ideally, I would think that I have everything in place for things to run, at least on my end, as smoothly as possible.”

Melissa also stated that it would help her better manage her time and have the instructional materials ready. .

Joan had a positive response to increased planning time. “It would be awesome. I feel like I’m always here early and I’m always staying late, because I never have

planning periods.” She described how extra time for planning could help her with stuffing student folders, preparing for lessons, and taking less work home.

Best support for using time primarily for teaching. There were two common themes among teacher responses for how administration should best support them to use their time primarily for teaching. The first theme related to beginning teachers needing more training on how to access data forms and how to complete forms regarding their students. Some of the issues participants complained about were, not knowing where forms are kept, how to fill them out, where to find the information they need, and when they need to fill them out. The second theme related to administration communicating their expectations prior to the beginning of school regarding report card comments, meetings, and paperwork requirements.

Melissa specifically suggested administrators could use email to communicate lower priority information with a signed receipt feature. She feels that fewer meetings would help her use her time for more important tasks such as lesson preparation and parent communication. Karen indicated that she felt her third grade team would enjoy some built in time during the day to do teambuilding lunches. She stated that the administrators had previously covered their lunch and recess duties occasionally to allow the team to have a working lunch and it really boosted team morale. She also would appreciate more modeled lessons from specialists. Sharon would like more classroom walkthrough’s from her principal just to know how she is doing. She said having mentors for any new teachers to the campus, regardless of experience level, would be beneficial as well. Tom felt as though his administrators already do enough to support him at work.

Administrators' perspectives about how to support time for teaching. Linda stated that beginning teachers need guidance to navigate through all the reporting systems that schools use throughout the year. She said:

A lot of our new teachers had a hard time, just accessing it, figuring out what's where, and using the curriculum now that it's online. We had to help them figure out how to use it, the pacing guides, all of the resources that are there, and guiding them throughout that; not just assuming they got it, but walking them through.

Linda believed that administrators should be a step ahead of beginning teachers to anticipate the issues that may arise for them at work in their first year. She suggested that new teachers talk to more experienced teachers to ask questions and ease their concerns. Sarah felt that the mentor relationship between teachers improves communication and overall effectiveness of teachers at her campus.

Discrepant Cases and Nonconforming Data

All data collected were analyzed to find similarities and emerging patterns. The majority of the data collected aligned with the themes and patterns developed in this study. However, three discrepant cases emerged throughout the study.

Melissa was the only participant who had previously worked as a teacher, five years earlier. She decided that her teaching assignment was too difficult, due to the nature of the school community. The district identified her as a first-year teacher, because she was a resource aide for five years before taking her prekindergarten assignment.

Karen was unable to attend the five-day PI training for all new hires within the study site. She stated that she attended only half-day training in November of 2012. She explained that despite not attending the training for a full week, she felt mostly prepared

to enter the classroom because she had just finished two semesters of student teaching in the study site.

While the rest of the participants indicated in their time diaries that they worked an average of 45-55 hours in one week, Sharon only worked about 36 hours in the week she completed her time diary. She said that she was absent on one day of that week, but that she often only works the hours required on her contract, which are 7:45 a.m. to 3:45 p.m. In addition, she explained that she does not take work home, whereas the other teacher participants stated that they all take work home each week.

Evidence of Quality

Quality was addressed throughout the study by triangulating the data, using member checks, and thick, rich descriptions. Triangulation of the data was done through comparison of the questionnaires, interviews and time diaries. Member checks were done by allowing each participant to review the transcriptions and the researchers' notes about the interview. After reading a copy of the interview transcription, each participant acknowledged and accepted its accuracy. There were no denials or changes requested.

Outcomes

The purpose of this study was to determine the experiences of beginning teachers and how they use their time at work. These three research questions guided the study: 1) How do current procedures and policies affect beginning teachers in being proficient at balancing teaching and time management? 2) What prior experiences with managing multiple responsibilities should teachers have to be successful in their first year? 3) How can school administration best support beginning teachers at using their time primarily for teaching? The answers to these research questions are explained in below.

The first research question examined how procedures and policies within the site affect beginning teachers, how teachers use their time at work, and what barriers they experience to being effective at their job. All of the participants explained that their work encompasses much more than instructing students. They described executing several, additional duties such as lesson preparation, meetings, committees, paperwork, emails, and parent communication. The majority of participants indicated that meetings and paperwork are the primary time robbers in their work and they each described feeling as though there is not enough time in the day to get all their work done. Most participants either come to work early, leave work late, and take work home.

The administrator participants in the study site explained that they believe new teachers are unprepared for how much work it takes to do their job. They both used the term “juggling act” when describing the work of a teacher. They recommended that new teachers set priorities and stay on track with deadlines to make it work. Although all of the participants indicated that teaching the students was the most prominent aspect of their work, the majority of beginning teachers felt that they were not completely knowledgeable of how to do the extraneous work effectively.

The second research question asked what prior experiences would benefit new teachers in order to be best prepared for their profession. The participants in this study all had varying college and teacher preparation experiences, which influenced how they perceive the work they do now. They all indicated that their preparation experiences were beneficial in a number of ways. Some of the participants followed a traditional approach to becoming a teacher, and completed up to two semesters in student teaching. However, three participants became educators through ACP and learned their skills on the job.

Some of the benefits of the participants' prior experiences with teaching were the opportunity to observe and learn how experienced teachers balance all of their responsibilities, gaining confidence, practicing content delivery methods, and learning strategies for working with ESL students. Talking with other colleagues and working with a mentor were other ways that beginning teachers described as essential to becoming better prepared for their profession.

The third research question examined what types of support beginning teachers receive, how they prefer to be supported, and sought to find out what time management methods new teachers use to balance their time between teaching and additional duties. Three of the five participants were first-year teachers and the other two were in their second year. The first-year teachers each had a mentor assigned to them through PI. All three first-year teachers stated that their mentors have helped them through reflective discussion and providing classroom management suggestions. The second year teachers described a need for continued mentorship.

Some ways in which the participants were supported at work were through peer coaching, mentorship, faculty trainings, team member support, modeled instruction, and specialist support in the classrooms. Despite experiencing some of these supports for some of the time, the participants noted that they would appreciate additional focused support such as walkthroughs by administrators, opportunities to observe other teachers on their grade level, and trainings that are more detailed focused on accessing and completing paperwork. The administrator participants described maintaining an open-door policy for any teacher to request additional supports as needed and the importance of new teachers working with their mentors to get help.

In their interviews, all of the participants expressed the need for effective time management to be successful as a teacher. Each of the beginning teachers described various ways they managed their time to accomplish their work. Some of these methods were using a calendar to keep track of deadlines, incorporating the use of emails to send and receive important information, and making lists where they prioritized tasks. Although most new teachers described themselves as managing their time well, some did not. Two participants explained that they needed to become better at managing their time. All five of the beginning teachers explained that they felt they could improve their time management at work to be more productive. The administrators stated that becoming better at juggling all the responsibilities of being a teacher would take time and experience. They said it is important for new teachers to rely on their colleagues for help and seek ideas and suggestions for time management from other more experienced teachers.

The Project

To address the problem of beginning teachers becoming overworked, stressed, and burned out a project (Appendix A) was developed. According to the findings of the project study, the most appropriate project is a professional development session for beginning teachers, as well as administrators. The project I plan to develop will be a three-day workshop for beginning teachers and administrators in the study site.

The format of the professional development is a standard workshop in which the participants will rotate between breakout sessions. It will likely be held in the large auditorium Annex within the study site for general sessions and smaller classrooms for the breakout sessions. All beginning teachers and district administrators will be invited to

attend. The first day will be for administrators only and the last two days will be for the new teachers.

The purpose of the professional development will be to address the outcomes of this study. I hope that this workshop will serve to improve administrators' understanding of the need to support new teachers, to improve the experiences they have, and to ensure they remain in the teaching field for years to come.

Conclusion

This section presented how data were collected, analyzed, and reported in this qualitative study. The processes for collecting and storing data were explained. A detailed description of the data collected were reported and interpreted. The emergent themes and categories were identified and discussed which included how policies and procedures affect teachers' time at work, how preparation and prior experiences affect beginning teachers' experiences, and how administrators' support is perceived by new teachers.

The findings, patterns, and themes all indicated that beginning teachers spend a great amount of time on their work and perform several duties in addition to teaching. All beginning teachers in this study described varying degrees of prior experience with teaching. Most of the participants identified barriers or time robbers to being effective with their work. All participants listed more than one type of support they receive to help them do their jobs effectively and listed different methods of time management they employ. Section 3 will describe the proposed project to address the findings in this study. Section 4 will discuss the project's strengths and limitations, and offer recommendations for how the problem could be addressed in a different way.

Section 3: The Project

Description and Goals

This project study was designed in part to investigate how beginning teachers use their time at work. Data were collected using semi structured interviews, open-ended questionnaires and time diaries. These data were used to develop a professional development project model (Appendix A). The resulting project is a 3-day workshop for beginning teachers as well as administrators within the district, providing new teacher induction. The first two days of this workshop are designated for first- and second-year teachers and the third day is designated for administrators. The objectives of this professional development are to improve teachers' time and work management, assist administrators with supporting beginning teachers, and ultimately increase teacher retention at the study site. The workshop will include presentations on time management, mentorship, and induction.

Rationale for the Project Genre

My overall goal for this study was to improve the time use of beginning teachers and increase teacher retention at the study site. The professional development model is the best method for presenting the findings of my project study and prescribing a solution to the problems beginning teachers experience because it allows teachers to actively engage in learning and to work collaboratively on a common goal. The data analysis for this study showed that beginning teachers at the study site needed training for time management and suggested that their administrators needed training on how to properly induct new teachers into the profession. A professional development will provide the best opportunity to demonstrate their needs to the administrators who support them at work. A

curriculum plan was also considered as a project option, but was rejected because of my awareness that beginning teachers at the study site were already extremely overwhelmed with their work and their PI responsibilities. Adding additional demands on their time with curriculum course work planning would have imposed more constraints on their time, contributing to the initial problem that this study was designed to resolve.

There are many reasons why a professional development project was identified as the best project structure for addressing the problems that beginning teachers face. Professional developments provide opportunities for teachers to interact and learn in an active way. Suskie (2009) recommended that presenters actively involve the audience when presenting important information, stating, “You want to do more than entertain: you want your audience to think about your findings and leave with a sense of commitment to act on them” (p. 291). Therefore, a 3-day professional development workshop would allow participants to actively engage in the curriculum of beginning teacher preparation, collaborate with other educators with various prior experiences, and develop a plan of action. Wlodkowski (2008) explained that when adult learners feel culturally isolated, this causes their motivation to learn to deteriorate, arguing that adults enrolled in a course or workshop develop a sense of community in which all learners feel included and motivated to learn. Wlodkowski (2008) further recommended the use of activities that promote making personal connections to others, sharing experiences, and use of cooperative learning that leads to effective learning opportunities, all of which are included in the professional development I have planned.

Rationale for Content of the Project

The content of this project was chosen to address the identified need for additional supports for beginning teachers in the area of time management. Ganser (2001) explained that beginning teachers describe their initial teaching experiences as “climbing a mountain that is cloud-covered. You can't see very far ahead, and you don't know how high the mountain is” (p. 2). This means that new teachers entering the profession do not know what their difficulties with time management may be and will be unequipped to predict how best to prepare themselves for the scope of their jobs. The project I developed will help new teachers anticipate some of the time management challenges they will likely face in their first year and beyond, and teach them strategies for making the most of their time at work.

The findings of this study affirmed that there is more that administrators at the study site can do to support beginning teachers. As a result, this project's goals include items for teachers and for administrators. Its goals for new teachers are to provide them with several methods to assist them with managing their time at work and prioritizing tasks. Its goal for administrators is to suggest additional ways that administrators can improve mentorship and induction practices at their schools. A third, overall goal is to enhance the existing induction program in the district.

According to Gailbraith (1990) the professional development model is best designed with the objectives in mind. A professional development format should provide the participants with learning opportunities to enhance self-awareness, acquire content knowledge, participate in shared learning experiences, and evaluate the professional development (Galbraith, 1990). In this case, the professional development activities

planned are designed to address the objectives and goals of the project. Those objectives included teachers identifying areas of strength and weakness with time management, learning strategies and methods to avoid wasted time at work, and acquiring knowledge about how to use their time more efficiently during the day.

Review of the Literature

Analysis of Research

Data analysis indicated that first and second year teachers at the study site were overburdened with the responsibilities of teaching and paperwork, and had a demonstrated need for additional supports from administrators. This literature review was conducted to inform the design of a professional development program to address these needs for time management training and improved induction practices for administrators. Research was specifically conducted in relation to the themes found in the data analysis process, so as to design a project that was well-suited to remedying the problem at the study site.

Developing Project Genre

The literature review revealed that a professional development genre would be best suited for educating new teachers on time management because it would allow for collaborative and active participation in the learning process, just as Suskie (2009) recommends. The professional development program was designed to assist beginning teachers with prioritizing tasks and accomplishing more work in less time. In addition, the project was designed to demonstrate ways in which administrators can support new teachers and modify procedures for induction to better address the needs of their beginning teachers.

For this project study, I used the Walden Library database and the educational databases ERIC and Education from SAGE and Education Research Complete to conduct the primary literature search. I also examined project study dissertations from Walden University to find additional research related to my project. The main descriptors in my searches were: teacher induction, teacher retention, teacher mentoring, teacher orientation, time management, administrative support, technology support, principal support, and induction. Additionally, I used Boolean search terms to support my findings, including beginning teachers and mentoring, administrator support and new teachers, novice teachers and attrition, teachers and induction, and principals and mentoring.

The data analysis in this study identified three major themes. The themes were (a) Time management (b) Mentorship and (c) Administrative Support. These themes are also commonly found in other case studies examining the experiences of beginning teachers, and were used to develop the content of the professional development.

Theme 1: Time Management

As I have experienced myself, all teachers experience the frustration of having too much work and too little time. One major contributor to this problem is that teachers are expected to do a multitude of tasks outside of the scope of simply teaching the curriculum. The amount of work required of beginning teachers, in addition to the stress of learning a new profession, as noted in my personal observations and experiences, can quickly lead to teacher burnout.

Managing the multiple responsibilities as a beginning teacher is similar to students juggling their class load in their first year of college. Van der Meer, Jansen, and Torenmeek (2010) conducted an investigation into the induction practices of universities

that trained first-year students how to practice time management. They found that the various backgrounds and prior learning experiences of students were responsible for many students left college after their first year citing that they were unable to manage their time and workload. Van der Meer et al. argued that new students should be instructed about time management in order to learn how to prioritize their time for improved achievement and student retention. Teachers in their first years experience much of the same thing. They fail at juggling all their new responsibilities and they become overwhelmed and burned out with their job. This leads some to leave the profession after just one year.

Time management is a significant challenge for new teachers as well. Lambert, Torres, and Tummons (2012) studied time management and stress levels of first-year agriculture teachers. They found that two thirds of their participants worked over 55 hours a week, although they perceived themselves as good time managers. Lambert et al. also determined that the more confident a beginning teacher felt about her time management, the lower she perceived her stress level.

Zampetakis, Bouranta, and Moustakas (2009) explained that good time managers schedule the most unpleasant or boring activities at the beginning of the day so that they may spend most of their time doing things they enjoy, such as being creative. NCLB (2002) has contributed to the amount of work teachers do in addition to instruction. In Greenwood's (2012) narrative inquiry, he demonstrated how NCLB (2002) has redirected the focus for educators on the demands of bureaucracy rather than on learning. He stated:

In this regulatory atmosphere, conforming to national and state mandates under NCLB, or strategizing to meet AYP or to pass an NCATE review, literally

become the aims of education. As a result, the teacher education faculty member is constructed more as a bureaucrat than an educator, scholar, intellectual, or agent of change. (p. 143)

Bresciani, Duncan, and Cao (2010) wrote about practical solutions educators can employ to manage their daily lives and their workload. They advised educators to change their thinking. The researchers posited that teachers never fully achieve balance and if they recognize this ongoing flux, they can better handle the myriad of responsibilities and unexpected challenges they encounter. Bresciani et al. stated, “By reframing our own outlook on balance and utilizing a more realistic approach, our students will likely benefit as well,” (p. 18). One suggestion they had for teachers was to focus primarily on one task at a time, instead of thinking about the other 50 things they have on their to-do list. They also recommended, “By successfully acknowledging and expecting life’s inevitable ambiguity, we will teach students through our example, how to do the same,” (Bresciani et al., 2010, p. 18). Some practical suggestions they included for all professionals were scheduling time for their well-being first, prioritizing their values and communicating them to others, and being flexible by planning for interruptions, schedule changes, and cancellations. Another important strategy described was to make lasting connections with others that may keep us motivated to continue helping and teaching.

Experiencing stress and feelings of being over-burdened may also lead to teacher burnout. Gavish and Friedman (2010) studied novice teachers and their perceived burnout in their first year. They found that occurrences of novice teacher burnout and feelings of stress were high and consistent throughout the entire first year. They postulated that

teachers who feel confident at managing their increasing responsibilities may be less likely to want to leave the profession early.

Theme 2: Mentorship

There are several paths a person can take to become a teacher. The various prior experiences of beginning teachers may determine the success of their first years in education and ultimately can affect their decision to stay in the classroom. School districts have found that implementing induction practices and providing new teachers with a mentor can have a positive outcome for new teachers and the school districts attempting to retain them.

There is an assumption in the education field that beginning teachers come fully prepared for their jobs through their college and student teaching experiences. However, Sutton (2011) studied novice teachers' knowledge and expertise at using technology in the classroom and found that, "Most teachers use technology only for basic tasks such as communication, record keeping, and internet research on instructional materials" (p. 39). A recommendation from Sutton was that new teachers get more than just a crash course on how to use technology. She suggested they receive continuous instruction and one-on-one training from a mentor or from administration so that they can connect what they learned with their practice. This is one example that supports new teachers' need for mentorship in their first few years.

Mentorship is central to retaining effective teachers in the field. Perry and Hayes (2011) studied induction practices aimed at retaining minority teachers in the classroom. Perry and Hayes warned against the missed opportunity of not supporting and mentoring teachers in their first three years. They stated:

First-year teachers who experience professional and social isolation are easily overwhelmed, give up simply by learning the tricks of trade to get by, and are thereby robbed of what could have been an enjoyable, exciting, and rewarding learning experience. (p. 4)

They suggested that mentor teachers be relieved of at least ten percent of their duties to be available for support of their mentee in tasks such as induction orientation, advising, modeling instructional practices, and co-teaching with the novice teacher.

In a case study examining teacher mentoring and the Mentor-Coach Initiative, Onchwari and Kenngwe (2010) explained how mentoring is essential for supporting teachers to be able to manage how they teach to meet the demands of new educational reforms. They recommended mentoring as a framework for training teachers in the field and better meeting their needs. Elliot, Isaacs, and Chugani (2010) argued for differentiated mentoring and supervision to improve the retention of teachers. They found that the schools with high populations of at-risk students are also characterized by higher teacher turnover rates, and several teachers with little or no teaching experience. These students have educational needs that require teachers to have competence in several key areas, which many beginning teachers feel unqualified to manage. These areas include students who need behavior management or who are learning disabled. Elliot et al., (2010) noted:

Thus, the promotion of more individualized and targeted induction, mentoring, and supervision at the school level may have benefits in continuity, competence, and investment in those schools that require confident and competent teachers the most. Such individualized activities have the potential to make the most of the

resources and strengths of teachers with differing preparation routes to the classroom. (p. 140)

Mentorship can be time consuming for the mentor teacher. Mullins (2011) suggested that becoming a mentor should be a voluntary assignment. She warned against mandated mentorship, which reflects a top-down mentality of leadership. The mentor-mentee relationship should be collegial and collaborative in nature. In their study of first and second year teachers' experiences with mentoring, Kardos and Johnson (2010) found that there were often inappropriate mentor matches and a lack of actual classroom observations or core teaching discussion between mentors and beginning teachers.

Pomaki, DeLongis, Frey, Short, and Woehrle (2010) examined the role of social support and how it affected beginning teachers' feelings about remaining in the profession. They found that the more emotional support a new teacher experienced, the lower the rate of teacher turnover intention. Their findings suggested mentoring and a social support system can be an important part of teacher retention. In a study in Chicago public schools, examining the relationship between mentors and beginning teachers, Lesnick, Jiang, Sporte, Sartain, and Hart (2010) found that mentors adapted their support to the needs of the beginning teacher in a specific context at specific times, and they found that each new teacher had different areas of need. However, most teacher needs were related to instructional practices. Trusting relationships were found to be central to effective mentoring as well. According to Gardiner (2010):

In order to learn how best to work with new teachers, coaches made it a point to get to know each new teacher's work and communication styles, personal and professional interests, and how and when they preferred to receive feedback.

Coaches stated that the challenge of the beginning of the year was simultaneously putting teachers at ease, establishing rapport, and working to improve teaching and learning. (p. 203)

Theme 3: Administrative Support

Administrative support plays a key role in the experiences new teachers will have at work. Research studies show that the levels of support new teachers receive can serve as a bridge or a barrier to their success in the classroom. Ingersoll (2012) explained how teaching has become a “revolving door” and “the data show that beginning teachers, in particular, report that one of the main factors behind their decision to depart is a lack of adequate support from school administrators” (p. 49). This not only leads to increased hiring expenses for school districts, but it also leads to a “greening” effect on education where the majority of a teaching staff are novice teachers with only a few years of teaching experience.

Lesley, Gee and Matthews (2010, p. 35) stated, “Teacher quality has been identified as the most significant predictor of student success.” However, they observed that new teachers are feeling pressure from sources outside the classroom to follow mandates aimed at improving the quality of teaching. All types of organizations experience some amount of turnover each year. However, Ingersoll (2012) noted that teaching has a relatively high turnover rate in comparison with other fields, increasing from 50% to 91% in 2008. Due to this “greening” of the field, more than 27 states are now requiring induction programs for new teachers (Goldrick et al., 2012).

Ingersoll and Strong (2011) conducted a study of the effectiveness of induction programs for new teachers. They conceded that overall, these programs had a positive

effect. The findings were that teachers who received induction supports performed better at certain aspects of teaching than teachers who did not have those same supports.

Classroom management, commitment, and student achievement on standardized tests for those participants was higher. In a study about the principal's role in teacher retention, Cross (2011) determined that new teachers want leadership that supports them, adequate planning time, a friendly work atmosphere, and a more manageable workload.

Nasser-Abu Alhija and Fresko (2010) studied beginning teachers' mentoring experiences in Israel. They found that satisfaction in their induction year was moderately high and the five predictors of successful induction practices were: 1) mentorship 2) leadership 3) collegial support 4) a reasonable workload, and 5) preservice teacher training. Mentorship and support from colleagues were cited as having the most significant impact on new teachers' assimilation. In a study about mentor roles Fransson (2010) stated the importance of assigning veteran teachers or specialists at their campus to mentor beginning teachers, rather than the administrators themselves. He explained that mentors should not perform both roles of mentoring and assessing new teachers because it would impede a risk-free learning environment, and it would make it difficult to establish a relationship of mutual trust.

A study of alternatively certified teachers' first years of teaching, by O'Conner, Malow, and Milner-Bisland (2011) found that reasons teachers cited for leaving their schools were minimal administrative or colleague support, issues with classroom management, and too much intrusion from bureaucracy. In their study, teachers reported that the most helpful aspects of the mentoring experience were teacher observations,

shared materials and supplies, planning with team members and being able to share student concerns with their peers.

Collaboration plays a key role in effective teaching and learning. In Gallagher's (2012) study, he stated collaboration plays a powerful, unambiguous role in supporting teacher effectiveness. Principals establishing a collaborative culture can provide significant emotional support to teachers. Russell, Williams, and Gleason-Gomez (2010) found in their study that teachers who think about leaving their job relate it to a lack of being supported or a lack of respect for the administrator leading the school.

Implementation

Needed Resources, Existing Supports, and Potential Barriers

The support of district administrative personnel will be important to the success and implementation of this project. The permission to use the Annex facility for the site of the professional development will be necessary to accommodate the number of anticipated participants. I will need technology in the facility, including a laptop, projector, and large tables for materials. Additionally, I will request the assistance of some administrators within the site to help facilitate the workshop. Existing supports in place are the policies that ensure beginning teachers attend a new teacher orientation and complete 14 hours of professional development during the summer. Human Resource personnel will assist with guiding new teachers to enroll in the professional development session I have planned. Some potential barriers would be scheduling the professional development. With a district of this size, there are several other professional development opportunities, which may need the same facility. Also scheduling a date in the summer months may be best in order to avoid teachers missing work.

Timetable

The implementation of this project will occur in the summer of 2016. In order for this project to be implemented, there are a number of actions that must take place.

1. I will hold a meeting with the Superintendent of the district to propose the workshop and discuss the scope and sequence (July 2015).
2. Upon approval of the project, I will schedule the professional development with the Human Resources personnel and Coordinator for Professional Development (July 2015).
3. I will contact administrators within the site to request their assistance with presenting the professional development (July 2015).
4. I will contact beginning teachers within the district and notify them of the 3-day workshop in the summer (August 2015).
5. I will contact administrators in the district and notify them of the 3-day workshop opportunity in the summer (August 2015).
6. I will conduct the professional development workshop (August 2015).

Roles and Responsibilities

I would be the primary person responsible for implementing and facilitating the professional development. The administrators would act as a support team during the workshop to field questions, monitor groups, and provide assistance to participants as needed. The school district would be providing the facility with tables, chairs, printed materials, and technology needed to present the information to participants. The Human Resources Department will email me a list of teachers with only zero to one year of experience in the classroom. I will ask the Coordinator of Professional Development to

ensure that my workshop is scheduled on a day that no other professional development is scheduled for those teachers.

Project Evaluation Plan

Since this is an original project and has never been implemented before, it is important to use a formative evaluation to determine which areas of the professional development need to be improved upon. Program evaluation is defined by Caffarella (1988) as a process wherein a researcher wants to identify whether the design and delivery of a program or training were effective, and also to determine whether or not it met the proposed outcomes. In order to evaluate the project, I will solicit feedback from the participants at the conclusion of the workshop, using a survey (Appendix H). The purpose of the survey would be to determine which ideas were helpful, which were not, and receive any suggestions for improvement on this professional development for its future use. These forms will be anonymous and include open-ended questions and Likert scaled items as well. The results of these surveys will be used to determine areas where the project could be changed or improved to be more effective.

Justification

Using the formative evaluation surveys will assist with determining the strengths and weaknesses of the project. Formative evaluation is used to improve or change a program while it is in progress (Vella, Berardinelli, & Burrow, 1998). The data gleaned from the project evaluation surveys will indicate whether the activities and information presented targeted the needs of beginning teachers and administrators. The results will guide the planning of follow-up professional development throughout the school year. Good formative evaluation should meet the criteria of utility, feasibility, propriety, and

accuracy (Guskey, 2000). My project evaluation fits these criteria because it will provide useful information to stakeholders, it is realistic and cost-effective, and the results generated will be an accurate reflection of the project's outcomes. This is why the use of formative evaluation is appropriate in this project.

Overall Goals

The goal of the project evaluation is to use participant feedback about the activities and presentations of the professional development to improve it in the future. The survey will indicate participant perceptions about the activity duration, quality of learning experiences, and teacher perceptions about the practical application of the learning.

Key Stakeholders

The primary stakeholders for the evaluation are beginning teachers and the administrators within the study site who attend the training. The teachers and administrators will be receiving the training, and therefore they will be the persons utilizing the professional development in their practice. Their perceptions about its effectiveness and suggestions for improvement will be beneficial to teachers and administrators who may attend any future professional development derived from this one. The results of the project evaluation will be utilized to make improvements upon future professional developments aimed at improving beginning teacher induction. Ultimately, the improvement of new teacher induction will influence schools and communities with improved teaching and learning.

Social Change Implications

The success of any organization begins with the success of its employees. The social change implications in this study are the improved teaching and learning of students. When beginning teachers are supported in their primary years, they may remain in the profession and grow to become highly qualified teachers. Better teachers will mean better education for students.

Every year, districts spend a large portion of their budget on recruiting and hiring new teachers, not to mention the amount of time it takes as well. If administrators can assist the district with reducing teacher turnover, districts will have more money to spend on educational pursuits that more directly benefit students in the community. Therefore, improving new teacher orientation and induction within the district will allow administrators more time to focus on improved instruction and more money to use for educational programs, which may directly improve learning outcomes for students. In a larger context, the development of improved induction practices and support structures for beginning teachers may lead to the development of a state wide or national implementation within the education setting.

Section 4: Reflections and Conclusions

Introduction

The project was designed to assist new teachers with managing their time and work. As an experienced educator, I am familiar with the long hours and frustrations that I experienced as a new teacher. I believe that if I had been assigned a mentor, I would have had a more successful first year. This is the main reason that I chose to conduct this study and design this project. Too many beginning teachers leave the profession because they feel overwhelmed and unsupported in their work. Most educators join the profession because they imagine the difference that they will make in their students' lives and futures. However, many of them leave because although they had hoped their time would be focused mainly on teaching, but their time is taken up with endless paperwork and meetings.

Project Strengths

Administrators recognize the importance of supporting new teachers and most administrators have strong intentions of inducting them properly, as indicated in my interviews with administrators within the study site. However, as the school year begins, everyone is busy and too often new teachers' needs are neglected. Beginning teachers need to feel that support through an orientation process, classroom observations, one-on-one conferences, and intervention support staff visiting their classrooms.

One positive aspect of the project is that administrators will be planning the formal induction process they will implement at the beginning of the school year, as a result of this project. The checklist of activities that an administrator needs to consider and plan for assists them with anticipating the needs of a beginning teacher and

collaborating with other administrators to schedule those activities before their yearly calendar fills up. Carter's (2012) study of pre-service teachers found that when administrators provided a more formal orientation process, teachers felt a lower level of anxiety and increased confidence at work. In schools that had a less formal or no induction, however, the teachers felt unwelcome and experienced a high level of anxiety. This research suggests that administrators planning a formal induction process throughout the year will lead to beginning teachers' starting on a stronger foundation.

Another positive aspect of this project is that teachers in their first two years at the study site will have an opportunity to talk about the fears and frustrations that they experience in their new job. Furthermore, new teachers will learn strategies for managing time and prioritizing tasks at work. Richards (2011) found that teachers need time to talk with one another and share their experiences verbally and emotionally. The top five reported sources of school-related stress, according to Richards, are: 1) feeling overcommitted with too many responsibilities, 2) teaching needy students without enough support, 3) little time to relax, 4) teaching unmotivated students, and 5) feeling constant pressure of being accountable. Therefore, providing beginning teachers with opportunities to share their common fears and discuss ways to prioritize their work activities will minimize their anxiety about their upcoming school year.

The content of this project also addresses the main concerns brought to light in this study, including improving time management, accessing and completing RTI and other paperwork, using technology to increase productivity, establishing a support network, and balancing work and personal life. The project is designed to give beginning teachers ample time to learn new time management strategies, ask questions to

administrators in their district, learn how to access and utilize key databases and software applications related directly to their job and share their fears and frustrations with colleagues experiencing many of the same things. Allowing beginning teachers the time and opportunity to share their concerns, discuss their needs, and create a plan for handling their various responsibilities will improve the induction experiences of first and second year teachers in the study site.

For administrators, this project will identify new teachers' areas for improvement and prescribe for them a framework for establishing an effective induction program at their schools. It will also provide an opportunity for them to ask questions, discuss their campus induction strategies, and create a checklist of what supports they may want to introduce at their schools. Another benefit of this professional development is that it supports the mission and scope of the PI program within the district by ensuring that beginning teachers and administrators start off the year doing the work it takes to prevent teacher retention and providing strong inductive support from the beginning of the school year until the end. With administrators having a plan in place, it will be less likely that new teachers will go unsupported during the year.

Project Limitations

One of the limitations of the project is that I have no control over how many participants will attend the training. In addition, I cannot control how receptive and willing participants will be to implement any of the strategies or suggestions provided. Pianta (2011) stated that research demonstrates that professional development has little, if any impact on teachers and that most one-time workshops are usually ineffective in the end. Once the professional development is completed, the experiences of beginning

teachers will largely depend on their individual circumstances. In addition, whether administrators implement some or all of the suggested induction practices, and whether they maintain these practices, is out of my control.

The improvement of teacher retention is dependent on several factors that lie outside of my control, including school climate, mentor relationships, student behavior, teacher attitude, and teacher ability. Lam and Yan (2011) found that teachers' perceptions of work environment overrode their initial induction or orientation process, if it was perceived negatively. They found that a poor working environment can extinguish the teachers' enthusiasm and cause them to leave the field of teaching. In this study site, this could be a factor for some campus principals that preparation and induction support may not overcome, unless something drastic is done to reverse the poor school climate. Therefore, despite the quality of the professional development, there are factors outside of my control that may influence its effectiveness for beginning teachers.

Recommendations

The professional development project that I have outlined is the origin of what I hope to become an improved induction experience for beginning teachers that goes beyond the primary scope of the PI program, as it is currently. My first suggestion is that district leaders mandate that all beginning teachers and first-time teachers in the district have the opportunity to participate in the induction process. All teachers new to a campus should have an orientation to their specific school. As part of this orientation, they should learn about the policies and procedures, and the resources at their disposal. Beginning teachers should have the benefit of being completely familiar with the way things are done on

their campus before the school year begins. This step can make or break a new teachers' year, just by starting off on a good note and feeling prepared and ready.

Another suggestion is that school administrators should survey beginning teachers quarterly during their first two years to determine ways they can improve their induction practices within their individual schools. In addition, district leaders should seek feedback from administrators and beginning teachers about the effectiveness of induction practices at their campus. This would provide checks and balances between the district leaders, principals and teachers to ensure that the induction procedures the district puts in place are actually being carried out at each campus. It also provides an opportunity for principals to demonstrate how they are assisting with teacher retention and share ideas about what works and what doesn't. My intention is to foster improved communication about how best to support new teachers.

An alternative project that was considered to address the problem was a curriculum plan for beginning teachers and their administrators, implemented for 9 weeks during the school year. The purpose of the curriculum plan would have been to provide induction support for administrators and to teach time management and other stress relief strategies for beginning teachers. In addition, administrators would have conducted formative evaluations to collect feedback from new teachers about the curriculum plan and individual teacher experiences. This could have served as a pilot program for the district, and if successful, possibly lead to a supplemental induction program in conjunction with the PI program. However, a professional development model was chosen instead for its ability to be immediately implemented, rather than waiting for a curriculum plan to be developed and piloted in the district.

Analysis of Scholarship

There are three ways in which I feel I advanced in the area of scholarship. First, I became much more adept at using educational databases to conduct research. I learned how to search using Boolean terms and then after reviewing literature that informed my study, I used the references pages of that literature to assist me with finding other articles related to the same content area. This helped me to conduct my literature review in a more efficient way and ensure adequate saturation of the literature about the problem.

The second way in which I advanced in scholarship was through conducting thematic analysis of my collected data. As I collected data, I performed ongoing analysis and construction of themes, relating them to the literature. I made connections between ideas, identified overall themes, and made surprising discoveries about the participants that were unanticipated and informative.

The third way in which I advanced in scholarship was through the utilization of data to formulate a project. The project is intended to be an introductory workshop that will become a part of the ongoing induction program currently being used in the district. This project may improve the experiences of beginning teachers within the local context, but could also inform the larger context of the body of literature.

Analysis of Project Development and Evaluation

The concept of conducting a research study was a far-reaching and intimidating idea to me when I first began the doctoral program at Walden University. However, the development of the project felt like a natural and fitting conclusion after identifying a problem, collecting data, and analyzing the needs of beginning teachers. I look forward to receiving feedback from the stakeholders within this study about the recommendations to

improve the experiences and time use of beginning teachers. I have felt a profound sense of accomplishment and pride for working to improve the effectiveness of beginning teachers and developing a plan to increase teacher retention. I have always wanted to work with students in teacher preparation and I believe this could lead to additional research endeavors related to this topic.

Developing the project evaluation piece helped me to see how all the components of the problem, the findings, and the project fit together. When I began thinking about the evaluation, I had to reflect upon my initial problem and determine whether my project prescribed a solution to the problem in the first place. It assisted me with coming full circle in the project study and truly examining the relationship between the sections of my paper. I modeled my formative evaluation after the type of surveys that our district uses to evaluate most professional development courses. I determined that the more specific I wrote the questions, the more accurate my feedback would be. I wanted the project evaluations to provide me with useful suggestions for improvement on future professional development for beginning teachers and the administrators who support them.

Analysis of Leadership and Change

Throughout the development of this project study, I reflected on my own past feelings of being overwhelmed, inadequate, and unprepared for the demands of being a new teacher in my early years of practice. Now that I have mentored several student teachers and first-year teachers, and found so much literature related to this very topic, I recognize the need for a change in the way school leaders may support and retain new teachers. Since I began my higher education, I have hoped to work at a university and influence the

teaching and learning of students studying to become educators. I look forward to using my scholarship, experience, and future research to have a positive impact on future educators in our profession.

Analysis of Self as a Scholar

I have learned a lot about the process of research and inquiry and how it can have a positive and lasting effect on education. Through the literature review, I found that the problem I have investigated is an issue that affects teachers not only locally and nationally, but also worldwide. I encountered many studies that investigated how the increase of government intrusion in education is affecting the workload of teachers in a negative way. I also realized that several scholars are working to improve teaching and learning through mentorship. I feel that conducting this project study opened my eyes to the possibilities of change that come from scholarly inquiry pursuits. I believe I have developed strong research skills and I can use these skills to improve education for teachers and students.

Analysis of Self as a Practitioner

Since my undergraduate classes in teacher preparation, I have been planning ahead about how I can work on helping improve teaching and learning for students. In my first year teaching, I saved the encouraging quotes my principal would email the teachers, and I would hold onto any article that spoke about how to be a better teacher. I have always felt strongly that I could affect a positive change in the field of education. Throughout my graduate schooling, I began to see myself as a leader and mentor for others. Colleagues seem to gravitate toward me to seek understanding, support, and advice with teaching and collaborating. My principals tell me they can picture me as a

principal. I have always envisioned myself as a future college professor. Now that I am going to earn my doctorate degree, I am seeking a position where I can make a lasting difference. I feel that becoming a principal will help me build my leadership skills and have a direct effect on teachers' work and student success. I feel that after developing this project, I understand the value of seeking feedback from teachers and asking them about what types of support they want and need. I realize the importance of using research and data to help educators determine solutions to the problems we find in our schools.

Analysis of Self as a Project Developer

Developing the project was an eye opening experience. A great deal is involved with planning a professional development. Participants may not realize the amount of preparation that happens before they attend a professional development. The most important component for me during the planning phase was ensuring that the project be something that teachers would perceive as a worthwhile experience. It had to be engaging and helpful for teachers, which is a feat easier said than done. During planning, I wanted to let the findings of the study direct what the content would be. Beginning teachers feel overwhelmed with the amount of work they do and they do not feel like they have enough time. Unfortunately, I cannot give them more time. Therefore, I had to come up with ways that I could show them how to create more time within the schedule they already have. Additionally, I also had to determine how best to get administrators to buy into the idea of investing time and resources on induction practices at their campus. One way I felt I could achieve this is by demonstrating the need with relevant data.

Administrators respond to data about their students' achievement scores. I believed in the importance of demonstrating how the implementation of induction practices and

purposeful supports for beginning teachers would improve their students' test scores, and hoped they would realize the value of induction. Consequently, increased student achievement would reflect that increased effort because their teachers would be more focused on instruction, rather than paperwork and deadlines. Planning the project has demonstrated to me the importance of why educators should use the data they collect and analyze to make changes in their own practice.

Overall Reflections

Completing this project study has been a profound learning experience for me and I am proud of the work I have done. It has been a somewhat daunting and overwhelming task at times. The process of conducting the literature review was my first challenge. As I began reviewing the literature about my problem, I found that there was not much research about the problem of beginning teachers and time management. In my experience of being a new teacher several years ago, and now mentoring new teachers, I have found that most teachers complain about not having enough time to do all their work. I decided to focus on beginning teachers because I cannot imagine how hard it is for new teachers to do the work I do now, with so little understanding of the teaching profession or how they can balance it all.

After I began collecting data from my participants, I recognized the importance of the work I am doing. The teacher participants were happy to do the study because they wanted to help improve the experiences of future novice teachers. During my analysis and writing of the findings, I learned how to see the "big picture" derived from the data and determine what I needed to report to the stakeholders. Developing the project allowed me to share solutions to the problem that I found in the literature, as well as

solutions prescribed by administrators during their interviews. Overall, I feel that it was a very rewarding experience and I am grateful for the extensive support I received from my chairpersons, my administrators, my colleagues, and most of all my family.

Implications, Applications, and Directions for Future Research

The goal of this study was to improve the workload and time management of beginning teachers in the district. I hope that after participating in the professional development, new teachers will feel better prepared to handle their various responsibilities and administrators will provide mentorship and support that helps them be successful. If beginning teachers receive adequate support and feel successful in their work, they will be more likely to remain a teacher and have a positive effect on student achievement. This project is an induction program, which will likely continue for the next several years, and should be evaluated annually to determine if any improvements could be made to improve its outcomes. As changes in society affect teaching and learning for the future, further research should be done regarding the extent, scope, and purpose of education, and how to ensure teachers are educating students in the most effective ways. Research about the effectiveness of increased curriculum on student outcomes after high school graduation would provide valuable insight into whether more is really better. With the trend of teachers being given more curriculum to teach, but not more time to teach it, researchers and administrators should evaluate the schedule of the school day or consider the implications of an extended school year.

Conclusion

Beginning teachers are in need of guaranteed safeguards put in place by their administrators, to assist them with learning on the job in their first two years in the

classroom. It is very overwhelming for new teachers entering the classroom for the first time. They have expectations of executing perfectly designed lessons and enjoying their new position. However, they are met with unexpected requirements of data collection, extracurricular duties, and many additional tasks added to their already full schedule and they can become easily overwhelmed and frustrated. In order to keep these enthusiastic, well-trained teachers in the field, induction programs must be designed and implemented at the district and campus levels to prevent them from becoming discouraged, burned out, and leaving the profession.

References

- Alliata, R., Benninghoff, F., & Müller, K. (2009). Attracting and retaining teachers: A question of motivation. *Educational Management Administration and Leadership*, 37(5), 574-599.
- Apple, M. (1986). *Teachers & Texts: A Political Economy of Class & Gender Relations in Education*. New York, NY: Routledge & Kegan Paul.
- Aris, N. (2009). Burnout syndrome in educators. *Electronic Journal of Research in Educational Psychology*, 7(2), 829-848. Retrieved from ERIC database.
- Ballet, K., & Kelchtermans, G. (2008). Workload and willingness to change: disentangling the evidence of intensification. *Journal of Curriculum Studies*, 40(1), 47-67.
- Ballet, K., & Kelchtermans, G. (2009). Struggling with workload: Primary teachers' experience of intensification. *Teaching and Teacher Education*, 25(8), 1150-1157.
- Barrett, B. D. (2009). No child left behind and the assault on teachers' professional practices and identities. *Teaching and Teacher Education*, 25(2009), 1018-1025.
- Blackburn, J. J., & Robinson, J. S. (2008). Assessing teacher self-efficacy and job satisfaction of early career agriculture teachers in Kentucky. *Journal of Agriculture Education*, 49(3), 1-11.
- Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78(3), 367-409.
- Brante, G. (2009). Multitasking and synchronous work: Complexities in teacher work. *Teaching & Teacher Education*, 25(3), 430-436.

- Bresciani, M. J., Duncan, A. J., & Cao, L. H. (2010). Embracing the ambiguity: Twelve considerations for holistic time management. *American College Personnel Association and Wiley Periodicals, Inc.*, 15(5), 17-21. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/abc.20037/abstract/>
- Buchanan, J. (2009). Where are they now? Ex-teachers tell their life-work stories. *Issues in Educational Research*, 19(1), 1-13.
- Caffarella, R. S. (1988). *Program Development and Evaluation Resource Book for Trainers*. New York, NY: Wiley.
- Carter, B. (2012). Facilitating preservice teacher induction through learning in partnership. *Australian Journal of Teacher Education*, 37(2), 99-113.
- Cladellas, R., & Costello, A. (2011). University professors' stress and perceived state of health in relation to teaching schedules. *Electronic Journal of Research in Educational Psychology*, 9(1), 217-240. Retrieved from ERIC database.
- Clark, K. (Jan. 2010). The extreme school makeover. *US News and World Report*, 147(1), 25-31.
- Clark, S., & Byrnes, D. (2012). Through the eyes of the novice teacher: perceptions of mentoring support. *Teacher Development*, 16(1), 43-54.
- Connelly, M. (2012). *The perspectives of first-time teachers concerning their assimilation into the new school environment* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.
- Cook, J. (2012). Examining the mentoring experience of teachers. *International Journal of Education Leadership Preparation*, 7(1), 1-10.

- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J. W. (2009). *Research Design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson.
- Cross, K. (2011). *Examining the role of principals in the retention of new teachers* (Unpublished master's dissertation). Dominican University of California, San Rafael, CA.
- Crotwell, W. (2011). *Elementary school teachers' experiences of professional workload and time* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.
- Davidson, K. V. (2009). Challenges contributing to teacher stress and burnout. *Southeastern Teacher Education Journal*, 2(2), 47-56.
- Dewey, J. (1897). My pedagogic creed. *The School Journal*. LIV(3):77-80.
- Elliot, E. M., Isaacs, M. L., & Chugani, C. D. (2010). Promoting self-efficacy in early career teachers: A principal's guide for differentiated mentoring and supervision. *Florida Journal of Administration and Policy*, 4(1), 131-146.
- Fitzgerald, T. (2008). The continuing politics of mistrust: performance management and the erosion of professional work. *Journal of Educational Administration and History*, 40(2), 113-128.

- Franklin, E., & Molina, Q. (2012). Teacher induction programs in agricultural education: description of the role of AAEE higher education programs. *Journal of Agricultural Education*, 53(1), 123-135.
- Fransson, G. (2010). Mentors assessing mentees? An overview and analyses of the mentorship role concerning newly qualified teachers. *European Journal of Teacher Education*, 33(4), 375-390.
- Freudenberger, H. J. (1985). *Impaired clinicians: Coping with burnout*. Sarasota, FL: Professional Resource Exchange.
- Fry, S. (2010). The analysis of an unsuccessful novice teachers' induction experiences: a case study presented through layered account. *The Qualitative Report*, 15(5), 1164-1190.
- Galbraith, M. (1990). *Adult learning methods: A guide for effective instruction*. Malabar, Florida: Krieger Publishing.
- Gallagher, M. (2012). How principals support teacher effectiveness. *Leadership*, 41(3), 32-37.
- Ganser, T. (2001). *Building the capacity of school districts to design, implement, and evaluate new teacher mentor programs*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, 53rd, Washington, DC, March 3, 2001.
- Gardiner, W. (2012). Coaches' and new teachers' perceptions of induction coaching: time, trust, and accelerated learning curves. *The Teacher Educator*, 47(3), 195-215.
- Gaulton, M. (June 2008). Teachers under pressure: the impact of government policies on teachers' working lives. *Education Review*, 21(1): 39-48.

- Gavish, B., & Friedman, I. A. (2010). Novice teachers' experience of teaching: a dynamic aspect of burnout. *Social Psychology of Education: An International Journal*, 13(2), 141-167.
- Goldrick, L., Osta, D., Barlin, D., & Burn, J. (2012). *Review of state policies on teacher induction*. Santa Cruz, CA: New Teacher Center. Retrieved from <http://www.newteachercenter.org/>
- Greenwood, D. (2012). A critical analysis of sustainability education in schooling's bureaucracy: barriers and small openings in teacher education. *Teacher Education Quarterly*, 37(4), 139-154.
- Guarino, C. M., Santibanez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 72(2), 173–208.
- Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin.
- Hancock, D. R., & Algozzine, B. (2011). *Doing case study research: A practical guide for beginning researchers*. New York, NY: Teachers College Press.
- Hansen, J., & Sullivan, B. (2003). Assessment of workplace stress: Occupational stress, its consequences, and common causes of teacher stress. *Informational Analysis ERIC Digest*. ERIC Clearinghouse on Teaching and Teacher Education, (Eric Document reproduction Service No. ED480078). Washington, DC.
- Heckman, L. (2011). *A correlational study of factors influencing teacher attrition* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.

- Helms-Lorenz, M., Slof, B., Vermue, C. E., & Carrinus, E. T. (2011). Beginning teachers' self-efficacy and stress and the supposed effects of induction arrangements. *Educational Studies, 38*(2), 189-207.
- Howard, T. (2008). *Mitigating new teachers' burnout levels: mentoring for social change* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.
- Hudson, P. (2012). How can schools support beginning teachers? A call for timely induction and mentoring for effective teaching. *Australian Journal of Teacher Education, 37*(7), 70-84.
- Ingersoll, R. M. (2003). The teacher shortage: Myth or reality? *Educational Horizons, 81*(3), 146–152.
- Ingersoll, R. M. (Mar. 2006). *Teacher recruitment, retention, and shortages*. USA: University of Pennsylvania and the Consortium for Policy Research in Education.
- Ingersoll, R. M. (2012). Beginning teacher induction: what the data tell us. *Phi Delta Kappan, 93*(8), 47-51.
- Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201-233.
- Johnson, S. M., & The Project on the Next Generation of Teachers (2004). *Finders and keepers: Helping new teachers survive and thrive in our schools*. San Francisco, CA: Jossey-Bass.
- Kardos, S. M., & Johnson, S. M. (2010). New teachers' experiences of mentoring: the good, the bad, and the inequity. *Journal of Educational Change 11*(1), 23-44.

- Keogh, J., Garvis, S., Pendergast, D., & Diamond, P. (2012). Self-determination: using agency, efficacy and resilience (AER) to counter novice teachers' experiences of intensification. *Australian Journal of Teacher Education*, 37(8), 45-65.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. NJ: Prentice-Hall
- Lam, B., & Yan, H. (2011). Beginning teachers' job satisfaction: the impact of school based factors. *Teacher Development*, 15(3), 333-348.
- Lambert, R., McCarthy, C., & O'Donnell, M. (Nov. 2008). School poverty status, time of year, and elementary teachers' perceptions of stress. *Journal of Educational Research*, 102(2), 152-160.
- Lambert, M. D., Torres, R. M., & Tummons, J. D. (2012). The influence of time management practices on job stress level among beginning secondary agriculture teachers. *Journal of Agricultural Education*, 53(1), 45-56.
- Lesley, M., Gee, D., & Matthews, M. (2010). Separating the chaff of bureaucracy from the grain of pedagogy: creating quality new teachers in the age of accountability. *Teacher Education Quarterly*, 37(2), 33-51.
- Lesnick, J., Jiang, J., Spote, S.E., Sartain, L., & Hart, H. (2010). *A study of chicago new teacher center induction coaching in chicago public schools: 2009-2010*. Consortium on Chicago School Research, Chicago, IL.
- Lewin, K. (1935). *A Dynamic Theory of Personality*. New York: McGraw-Hill.
- Liu, X. (2006). The Effect of Teacher Influence at School on First-Year Teacher Attrition: A Multilevel Analysis of the Schools and Staffing Survey for 1999-2000. *Educational Research and Evaluation*, 13(1), 1-16.

- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research*. San Francisco, CA: Jossey-Bass.
- Manuel, J., & Hughes J. (2006). 'It has always been my dream': exploring preservice teachers' motivations for choosing to teach. *Teacher Development*, 10(1), 5-24.
- Merriam, S. B. (2001). *Qualitative research and case study applications in education* (rev. ed.). San Francisco: Jossey-Bass.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey Bass.
- Morgan, M., Ludlow, L., Kitching, K., O'Leary, M., & Clarke, A. (2010). What makes teachers tick? Sustaining events in new teachers' lives. *British Educational Research Journal*, 36(2), 191-208.
- Mullen, C. A. (2011). New teacher mentoring: A mandated direction of states. *Kappa Delta Pi Record*, 47(2), 63-67.
- Nasser-Abu Alhija, F., & Fresko, B. (2010). Socialization of new teachers: Does induction matter? *Teaching and Teacher Education*, 26(8), 1592-1597.
doi:10.1016/
- Neason, A. (2014). Half of teachers leave the job after five years. Here's what to do about it. The Huffington Post. Retrieved from http://www.huffingtonpost.com/2014/07/23/teacher-turnover-rate_n_5614972.html/
- No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002).

- O'Conner, E. A., Malow, M., & Milner-Bisland, B. M. (2011). Mentorship and instruction received training: views of alternatively certified teachers. *Educational Review, 63*(2), 219-232.
- Onchwari, G., & Kenngwe, J. (2010). Teacher mentoring and early literacy learning: a case study of a mentor-coach initiative. *Early Childhood Education Journal, 37*: 311-317.
- Perry, B., & Hayes, K. (2011). The effect of a new teacher induction program on new teachers reported teacher goals for excellence, mobility, and retention rates. *International Journal of Educational Leadership Preparation, 6*(1), 1-12.
- Pianta, R. (2011). Teaching children well. *Center for American Progress (November)*, 1-32.
- Pirkle, S. (2011). Stemming the tide: retaining and supporting science teachers. *Science Educator, 20*(2), 42-46.
- Pomaki, G., DeLongis, A., Frey, D., Short, K., & Woehrl, T. (2010). When the going gets tough: Direct, buffering and indirect effects of social support on turnover intention. *Teaching & Teacher Education, 26*(6), 1340-1346.
- Richards, J. (2011). Help teachers feel less stressed. *Principal Journal, 91*(1), 30-33.
- Ritchie, S., Tobin, K., Hudson, P., Wolff-Michael, R., Mergard, V. (2011). Reproducing successful rituals in bad times: exploring emotional interactions of a new science teacher. *Science Education, 95*(4), 745-765.
- Russell, E. M., Williams, S. W., & Gleason-Gomez, C. (2010). Teachers' perceptions of administrative support and antecedents of turnover. *Journal of Research in Childhood Education, 24*(3), 195-208.

- Shernoff, E., Marinez-Lora, A., Frazier, S., Jakobson, L., & Atkins, M. (2011). Supporting teachers in urban schools: what iterative research designs can teach us. *School Psychology Review, 40*(4), 465-485.
- Siegel, T. (2012). *Assessment practices at a suburban New Jersey associate degree nursing program* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.
- Slaughter, J. A. (2011). *A phenomenological examination of early attrition among early career teachers* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.
- Sonnentag, S., & Zijlstra, R. F. (2006). Job characteristics and off-job activities as predictors of need for recovery, well-being, and fatigue. *Journal of Applied Psychology, 91*(2), 330-350.
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications.
- Strayton, M. V. (2009). *Elementary teachers' experiences of renewal: Sustaining the spark* (Unpublished doctoral dissertation). Columbia University, New York City, NY.
- Sugden, N. A. (2010). *Relationships among teacher workload, performance, and well-being* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.
- Suskie, L. (2009). *Assessing Student Learning*. San Francisco, CA: Jossey-Bass.
- Sutton, S. (2011). The preservice technology training experiences of novice teachers. *Journal of Digital Learning in Teacher Education, 28*(1), 39-47.

- Ullrich, A. (April 2010). Comparing stress, coping, and burnout symptoms between elementary teachers in the United States and Germany. *Journal of Curriculum and Instruction, 4*(1), 1-15.
- Van der Meer, J., Jansen, E., & Torenmeek, M. (2010). 'It's almost a mindset that teachers need to change:' first year students' need to be inducted into time management. *Studies in Higher Education, 35*(7), 777-791.
- Vannest, K. J., Soares, D. A., Harrison, J. R., Brown, L., & Parker, R. I. (2009). Changing teacher time. *Preventing School Failure, 54*(2), 86-98.
- Vella, J., Berardinelli, P., & Burrow, J. (1998). *How Do They Know? Evaluating Adult Learning*. San Francisco, CA: Jossey-Bass.
- Walden University.(2010). Walden IRB Application. Retrieved June 27, 2013, from <http://www.waldenu.edu/>
- Watson, J., Harper, S., Ratliff, L., & Singleton, S. (2010). Holistic wellness and perceived stress: predicting job satisfaction among beginning teachers. *Research in the Schools, 17*(1), 29-37.
- Wider, B. S. (2012). *The impact of mentoring programs on teachers in urban middle schools* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.
- Wlodkowski, R. (2008). *Enhancing Adult Motivation to Learn*. San Francisco, CA: Jossey-Bass.
- Wong, J. (2006). Control and professional development: Are teachers being deskilled or reskilled within the context of decentralization? *Educational Studies, 32*(1), 17-37.

- Wong, K. H., & Wong, T. R. (2009). *The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.
- Worthy, J. (2005). "It didn't have to be so hard": The first years of teaching in an urban school. *International of Journal of Qualitative Studies in Education*. 18(3), 379-398.
- Yin, R. K. (2009). *Case study research: Design and methods (4th ed.)*. Washington D.C.: Sage.
- Yin, R. K. (2014). *Case study research: Design and methods (5th ed.)*. Washington D.C.: Sage.
- Zampetakis, L. A., Bouranta N., & Moustakis V. (2010), "On the relationship between individual creativity and time management." *Thinking Skills and Creativity*, 5(1), 23-32.

Appendix A: The Project

Welcome to Beginning Teacher Induction

Summer 2015

Day 1: Time Savers and Tips for a Successful Year

Day 2: Technology 101 and Mentor Support

Day 3: Built in Success- Administrator Induction for New Teachers

8:00 A.M. - 4:00 P.M.

Day 1 Agenda

8:00-8:15 Welcome: Teachers sign in, pick up packets, write name tags and find their seats at K-5, 6-8, 9-12 tables

8:15-8:30 Keynote speech from Superintendent

8:30-8:45 Ice Breaker: Around the World Activity

8:45-9:15 A Look at Your Daily Schedule for K-5, 6-8 and 9-12:

Discussion: How much time do you see in your schedule that is available for non-teaching tasks? (Administrators will walk around and ask tables what types of activities they anticipate will take up their non-instructional time).

9:15-9:45 Sharing Out: K-5, 6-8, 9-12 List on chart paper what activities they will need to do on their “free” time. Administrators assist groups with understanding or recalling various tasks, which may be required.

9:45-10:00 Break

10:00-11:30 Preparation is Key Powerpoint: presentation detailing the preparation activities that beginning teachers can do before the school year begins to make their school year go smoothly.

11:30-1:00 Lunch Break

1:00-1:30 Time Saving Tips Discussion: (Handout) Presenter will review the contents of the handout and teachers will discuss at their tables how they will use the suggestions.

1:30-2:15 Balance Activity: Groups will work together to use the rings and strings to try and balance a ball while raising the ring and string off the ground. Purpose of the activity is for teachers to see the importance of balance.

2:15-2:30 Break time for participants

2:30-3:45 Balance of Work and Personal Life: Presenter will speak about the relation of the balancing activity, to balancing work and life. Veteran teachers will share some personal stories about how they maintain their balance through exercise, healthy eating, building relationships, and collaborating with others. (Handout for teacher notes)

3:45-4:00 Question and Answer session.

4:00 Dismissal

Day 2 Agenda:

8:00-8:15 Participants sign in, take handouts, and find their seats from Day 1.

8:15-8:30 Presenter will display the rotation schedule and explain in which order each group will attend the three sessions and how to follow the schedule.

8:30-9:30 Session 1- Intro to Skyward Grading, Aesop, & E-learning

9:30-9:40 Break

9:40-10:40 Session 2- Intro to PCG Curriculum Guide

10:45-11:30 Rti HELP! Powerpoint: Presenter will review the powerpoint slides detailing the Rti process and how to navigate the paperwork and online resources accessible in the district to provide Tier 2 and Tier 3 interventions.

11:30-1:00 Lunch

1:00-2:00 Session 3- Intro to FBISD Digital Resources

2:00-3:00 The Importance of Mentorship Presentation. Handout: How to Utilize your Mentor

3:00-3:45 Question and Answer Session

3:45-4:00 Participant Evaluation Survey

4:00 Dismissal

Day 3 Agenda:

8:00-8:15 Administrators sign in, take handouts, and find their seats in sections for K-5, 6-8, 9-12

8:15-8:45 Icebreakers- Induction Gallery Walk- administrators travel around the room and write answers about their own campus on each chart paper to answer the following questions:

- 1) What do you believe is the current attrition rate for teachers from 1-3 years?

- 2) What do you feel is beginning teachers' greatest obstacle at being successful at work?
- 3) What kinds of supports do you provide at your campus to support beginning teachers?
- 4) How often do you conduct walkthroughs on your beginning teachers?
- 5) How long do beginning teachers receive mentor support? How often?
- 6) What are you doing personally to help your beginning teachers' to be successful?

8:50-9:25 Presenter will ask a participant from 6 tables to come and read the answers administrators charted about each question.

9:25-9:40 Break time.

9:40-10:25 Researcher Introduction- explain the purpose of the workshop and the goals, present Project Study findings

10:30-11:00 Administrators Discussion Question: What information was similar to your experience with your faculty? What was surprising? What questions do you still have? Share out with the group and write questions to be answered on the "Parking Lot".

11:00-11:20 Leggo My Lego Activity: Administrators will observe one person at their table while he/she assembles a craft model airplane with a time limit of 10 minutes. The assembler may not seek help from her group and the group may not assist him or her in any way. The purpose of this activity is for administrators to experience the frustrations of a beginning teacher learning the profession "on the job" and what it is like without assistance from her peers.

11:20-11:30 Activity Discussion: What struggles did the assembler have with putting the model together? What frustrations did they experience? What did the administrators

observe about the person's demeanor and they worked through the task? What could you have done to help? This will lead us into the second half of our day where we will talk about what induction supports administrators can provide to help beginning teachers at their campus.

11:30-1:00 Lunch

1:00-2:00 Built In Success Session- explaining the process of induction as it relates to the finding of the study.

2:00-2:15 Restroom break

2:15-3:15 Making a Plan that Works: Administrators will use the planning calendar handout to schedule the induction activities that they plan to implement with their first and second year teachers.

3:15-3:30 Sharing Out: Administrators are invited to share with the group their plan for how they will begin and maintain induction supports for their beginning teachers.

3:30-3:45 Questions from the Parking Lot and any other questions

3:45-4:00 Evaluation of the Professional Development Survey

4:00 Dismissal

Icebreakers and Activities

Day 1

Around the World In a Day: All participants will stand up and form an outer circle of teachers facing inward and an inner circle facing outward. Each teacher will begin with a person facing him or her. They will be rotating 5 people to the right, once a minute for 5 minutes. For each minute they will exchange names and tell what grade they teach and answer the question for that minute.

Minute 1: Why did you become a teacher?

Minute 2: What is one thing they are most excited about for this year?

Minute 3: What is one fear you have about being a new teacher?

Minute 4: Who is the biggest supporter for you this year?

Minute 5: What is the most important thing your administrator can do to support you?

Return to seats and presenter will ask for a few teachers to share their response to one of the questions.

Balance Activity- Presenter explains that groups of 20 will work together to use the “Rings and Strings” to try and balance a ball while raising the ring and string off the ground. Purpose of the activity is for teachers to see the importance of balance and collaboration.

Teachers will stand in a circle holding the strings and work as a team to lift the strings off the ground while balancing a beach ball on the ring in the center of the strings. This will take several tries and a lot of discussion and strategy in order for the ball to balance on the strings as they lift it off the ground. Once groups get the ball balanced and off the ground about waist level, the presenter will ask 10 people to let go and sit down under the strings and ball. The challenge is for them to determine which strings to let go and still allow the ball to balance.

Participants return to their seats and presenter will ask the teachers to share what they learned during the activity. The presenter will explain that this activity is a metaphor for being a successful teacher.

Day 3

Induction Gallery Walk- Presenter will ask administrator groups by table to begin at an assigned chart paper and go to each numbered question to discuss and write answers about their own campus on each chart paper to answer the following questions:

#1 What do you believe is the current attrition rate for teachers from 1-3 years in the U.S. and in [REDACTED]?

#2 What do you feel is beginning teachers' greatest obstacle at being successful at work?

#3 What reasons do you believe new teachers cite as to why they leave teaching?

#4 What kinds of supports do you provide at your campus to support beginning teachers?

#5 How often do you conduct walkthroughs on your beginning teachers per week? Per month?

#6 How long do beginning teachers receive mentor support? How often?

#7 What are you doing personally to help your beginning teachers to be successful?

Presenter will ask a participant from 7 tables to come and read the answers administrators charted about each question.

Leggo My Lego! Presenter explains that participants will observe one person at their table while he/she assembles a Lego model airplane with a time limit of 10 minutes. The directions on Lego models do not have words, only pictures of the steps. (The catch is, two observers at each table have been given one of the pieces without the knowledge of the others.) Observers may not help or speak during the exercise. They are only supposed to observe.

Participant Discussion: After time is up, participants will discuss the following reflection questions:

- 1) What struggles did the assembler have with putting the model together?
- 2) What frustrations did they experience?
- 3) What did the administrators observe about the person's demeanor and they worked through the task?
- 4) What could you have done to help?

Presenter shares with participants that each table has two pieces missing from their Lego bag. The purpose of this activity is to allow participants to experience the frustrations that a beginning teacher would have during the first year of teaching. The team members that have the missing pieces are symbolic of the mentors and administrators who have the "missing pieces" that a beginning teacher needs to be successful in the classroom.

Day 1 Daily Schedule Handout

Middle School Schedule*

Teacher Arrival	8:45
1 st Period	8:55-9:55
2 nd Period	10:00-10:50
"A" Lunch	10:50-11:20
3 rd Period	11:25-12:15
4 th Period	12:20- 1:20
1 st Lunch	10:45-11:15
3 rd Period	10:55-11:45
"B" Lunch	11:45-12:15
4 th Period	12:20-1:10
3 rd Period	10:55-11:45
4 th Period	11:50-12:40
"C" Lunch	12:40-1:10
5 th Period	1:15-2:05
6 th Period	2:10-3:00
7 th Period	3:05-3:55

Teacher Dismissal 4:45

Elementary School Schedule*

Teacher Arrival	7:45
5 th Grade Outclass	8:15-9:10
4 th Grade Outclass	9:10-10:00
3 rd Grade Outclass	10:00-10:50
2 nd Grade Outclass	10:50-11:40
Kinder Outclass	11:40-12:30
1 st Grade Outclass	12:30-1:20
Kinder Lunch	10:15-10:45
2 nd Lunch	11:15-11:45
3 rd Lunch	11:45-12:15
4 th Lunch	12:15-12:45
5 th Lunch	12:45-1:15
Teacher Dismissal	3:45

*Teachers have a daily 50 minute period off for planning or conferences. Teachers have a 30- minute lunch.

High School Schedule *

Teacher Arrival 7:00

1st period 7:30 - 8:20 6th Period 12:40 - 1:30

2nd period 8:25 - 9:15 7th Period 1:35- 2:30

3rd period 9:20 - 10:10 Teacher Dismissal 3:00

4th period 10:15 - 11:05

5th period 11:10 - 12:40

A Lunch 11:05 - 11:35

B Lunch 11:35 - 12:05

C Lunch 12:05 - 12:35.

Day 1 Powerpoint slides- Preparation is Key

10 Helpful Tips for new teachers

1. Accept advice from your mentor, your colleagues, and your administrators.
2. Try not to wear your favorite clothes to work (they will be ruined).
3. Remember that you are in charge of your classroom!
4. Ask your principal to give you time to observe other teachers teaching.
5. Be friendly to the custodians by keeping your room clean. They will be the ones helping you when you need a clean-up or a repair!
6. Decorate your classroom with class-created work, pictures, and charts that really reflect what they have learned. Anybody can put up store bought posters, but that is not teaching.
7. Beg, borrow, and steal from other teachers. Don't reinvent the wheel. Ask to copy ideas from other teachers on your team and utilize the internet for really great teaching ideas.
8. Preparation for your week is key to having a smoother time. Designate a day or time when you will prepare for your upcoming lessons and make copies.
9. Remind your students that each day is a chance for a do-over. Allow students to learn from their mistakes by giving them a second chance to do the right thing.
10. Just like your students, you will make mistakes. Remember that you will have bad days and good days and just try to appreciate the learning experience.

Time Saving Tips

Work Smarter Not Harder

- Team plan for subject areas
- Ask team members to share workbooks and files they have about your content
- Adapt your daily routine from a veteran teacher
- Ask for help when you don't know

Be fully Prepared the Week Before

- Complete lesson plans by Wednesdays each week
- Gather materials, make copies by Thursdays each week
- Create charts and write on board for the following week on Fridays
- Spend some time on the weekend reviewing what you will teach

Planning is for Planning, Lunch is for Lunch

- Check email, make phone calls on planning, take care of business!
- Use your lunch time to relax, reenergize and talk with family, friends or colleagues

Day 1 Powerpoint Slide-Preparation is Key

BEGINNING-OF-YEAR CHECKLIST



- ___ 1. Have reviewed cum folders and picked up STARS folders from office.
- ___ 2. Have telephoned list of homeroom students. Be certain to determine mode of transportation particularly for the first day/week including rainy day procedure.
- ___ 3. Prepare for Meet the Teacher Night – Parent info sheet, Parent Dismissal Cards, Organization for student supplies, Welcome letter to introduce yourself.
- ___ 4. Have checked out textbooks and have obtained textbook forms to complete for students who will have possession of textbooks.
- ___ 5. Have dismissal cards for each student. These will be used the first nine weeks of school.
- ___ 6. Have prepared to send home on the first day of school:
 - a. Student/Parent handbooks
 - b. Emergency cards (returning students only)
 - c. Supply list (if needed)
 - d. Federal lunch program information
 - e. PTO handout
 - f. Menu
 - g. Calendar
- ___ 7. Have posted names of students, boys and girls separately, in alphabetical order (last names first) outside your door. Revise as needed and leave up until after Parent Night.
- ___ 8. Have met with team to discuss:
 - a. Expectations for students' good behavior/CHAMPS/Foundations
 - b. Method by which students do their lunch count tally each morning
 - c. Review of first day procedures
- ___ 9. Have detailed lesson plans for beginning of school. Be sure to include plans for teaching school, classroom, playground, hallway and bus rules.
- ___ 10. Have made a "sub folder". See directions.
- ___ 11. Keep smiling.....you'll make it!!!!



Day 1 Handout- Balance of Work and Life

5 Tips for Better Work-Life Balance

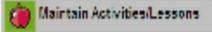
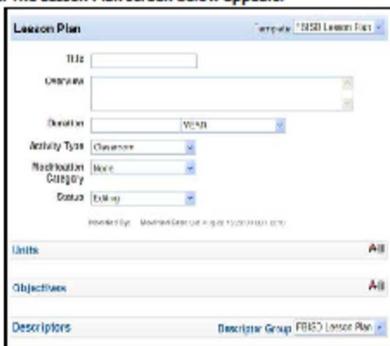
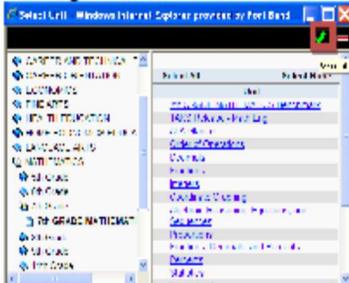
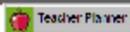
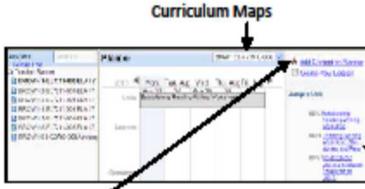
(Developed from the Feature Article by Jen Uscher)

1. Schedule the time you will work on school stuff, and schedule fun, family activities, or time for yourself. Enjoy extra time before work with your spouse or children to start your day in a positive way.
2. Reflect on the activities that you currently are involved with and decide whether they add or take away from your happiness. Dump those activities that sap your time and keep or add activities that are fun or helpful.
3. Reschedule your errands so that they don't have to happen after work. Try to delegate some responsibilities to your children or your spouse, or find a company that can do them for you.
4. Exercise is a great way to boost your energy and maintain a positive outlook. Make time for exercise before or after work or just go for a walk each night after dinner.
5. A little relaxation can make a big difference. Try to leave work on time or early at least one day a week. Make time for a hobby to give your mind a break from the demands of work and home.

Day 2 Intro to Technology Resources Slide and Handout



D2SC Lesson Plans & Teacher Planner Quick Reference Sheet

Logging in	Logging Out
<ol style="list-style-type: none"> 1. Double-click D2SC icon from FBISD Homepage under Employee Services. 2. Username: Firstname.Lastname 3. Network password. 	<ol style="list-style-type: none"> 1. Click on Logout from the D2SC Main Menu. 
Creating Lesson Plans	Adding Units
<ol style="list-style-type: none"> 1. Select Maintain Activities/Lessons.  2. The Lesson Plan screen below appears.  3. Enter the Title of the lesson. 4. Additional information may be added in the Overview (optional). 5. Select the lesson Duration, Activity Type, and Modification Category by clicking the drop down box for each section. 6. Select Editing status. 	<ol style="list-style-type: none"> 1. To add a unit to the lesson, click the Add icon button.  2. The Select Unit screen will appear. 3. Select the course and level on the left side of the screen. Select the unit name you wish to associate with this course. 4. Click the green check to add the unit to the lesson.  5. To add Objectives to the lesson, click the Add icon.  6. The Objective Alignment screen will appear displaying the unit objectives. 7. Select the objective and click the green check to add the objective. 8. Enter the Procedures, Materials, Homework, Technology, Re-teach/Re-assess, and Reflection information. 9. To add Instructional Resources to any of the sections, click the Add icon. 10. Make selections for Assessment Type, Strategy, Accommodations & Differentiation. Click Save.
Teacher Planner	
<ol style="list-style-type: none"> 1. Click the Teacher Planner button on the main menu.  	
<ol style="list-style-type: none"> 2. Select the class. 3. Select the title of a unit on the Jump to menu. 4. To add other lessons, click Add Content to Planner (upper right). Click the Add link when finished and close the window. 	

Day 2 Handout**Skyward Grading Checklist**

Assignments- ensure all assignment dates correspond to the proper grading period

- Entered date
- Assigned date
- Proposed date
- Actual due date (Optional)

Conduct

- Select the appropriate grading period to enter conduct (Citizenship) CP3
- Input the appropriate conduct grades
- Save

Posting Comments

- Select the posting tab at the top of your screen
- Select the *Post Comments* tab
- Go to the appropriate grade period.

Grade Changes- After posting period has ended, any changes have to be made via a grade-change request.

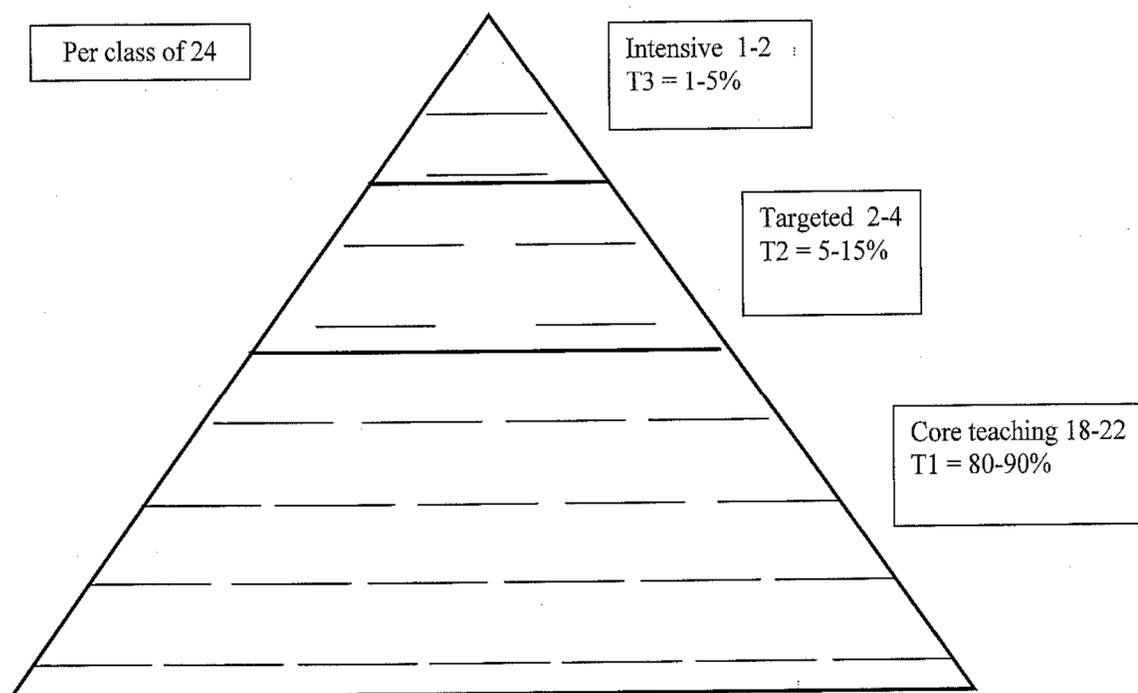
- Select the grading period to adjust grades
- Select the appropriate term
- Drop down menu- *Grade Posting status*
- Request Grade change*

- Enter the reason 2-hr. window
- Find assignments/comments that need to be changed/added
- Save
- Once changes have been made, go back to the posting screen.
- Click the *Complete Grade Change Request* button. (All changes require admin. approval before finalized)

Day 2 Powerpoint slides- Rti Help!**“The Triangle”**

How many students am I looking at?

****Use the blank Triangle to list students from your class.**



SPECIAL EDUCATION INFORMATION

1. Files are kept:
 - a. In file cabinet in safe room
 - b. At the administration building
 - c. In monitoring teacher's classroom
2. Based on their IEPs some students may be exempt from the regular STAAR and may take:
 - a. STAAR Modified
 - b. STAAR Alternative
3. Referral process begins with RtI. All referrals for academics and/or behavior require complete documentation of Tier 2 and 3 interventions through RtI forms AND data to support lack of progress.
4. If there are academic or behavioral concerns about a special education student, seek help from the special education teachers. Lack of progress must be documented showing evidence of current modifications and accommodations.
5. Modification and accommodation sheets are given out to classroom teachers (outclass teachers only if applicable). Behavior Intervention Plans (BIPs) are give out to all teachers who service that student. These documents are confidential.
6. Progress of special education students is monitored every 4 ½ weeks (monitor folders will be provided). If a student fails 2 grading periods in any subject a failure ARD will be held. You must provided that all modifications and accommodations have been made (e.g. reteach/retest opportunities, oral administration, etc.)
7. Be sure you are aware and familiar with the services, modifications, and accommodations that your special education students receive. Teachers are required to document modifications/accommodations in their grade books and lesson plans.

504 INFORMATION SHEET

1. What is 504?
Students may be eligible for 504 if the student has a physical or mental impairment that substantially limits one or more life activities such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks.
2. What are some impairment that our students have?
 - Mild ADHD
 - Mild Dyslexia
 - Mild learning disability
 - Anxiety disorder
 - Selective mutism
 - Health related impairment
3. Files are kept
 - At Drabek in Counselor's office
 - Dyslexia students also have a file at the central administrative bldg and with the Reading Specialist.
 - All teachers who service a student have access to the files
4. Can 504 students be exempt from STAAR?
NO! But they can have testing accommodations.
5. Referral process
 - Documented RTI at Tier 2 and 3
 - IST (Instructional Support Team)
 - Parent request and/or outside referral
6. How is 504 different from Special Education?
 - Only formal testing is for dyslexia-other disorders done through data gathering and outside medical diagnosis
 - No CMC
 - No grade modifications
 - No STAAR exemptions
 - No annual ARD. 504 meetings are held once every 3 years or if there is a change of placement such as middle school or dismissal from the program.
7. Accommodation sheets are given out to every classroom teacher of the student. Behavior plans are given out to all teachers who service that student.
8. Progress of 504 students is monitored every week (monitor folders). If a student fails two nine weeks in any subject, a failure 504 meeting is usually held.

Advanced: This student is nearly fluent in English speaking, reading, and writing. They are reading on grade level. These students would receive direct support in the regular classroom (as long as they are ESL certified) for 45 minutes daily. They are carefully monitored and receive some modifications. If the classroom teacher is not ESL certified, an ESL certified teacher will provide this instruction.

EXIT CRITERIA

To exit the program, the student must score at the 40th percentile on the Iowa Test of Basic Skills in reading and language. This test is given to all students in grades 2-5 at the end of the year. The students may also exit if they pass the reading portion of the STAAR test given in grades 3-5 (writing in fourth grade). The student must score FES on the oral proficiency test.

MONITORING

Students who meet the exit criteria will leave the ESL program. The LPAC Committee monitors exited students for two years determining if they are being successful in the regular classroom without ESL support. Classroom teachers will submit 9 weeks grades to ESL teachers. This information will be entered by the ESL teachers on the LPAC Monitored Report for Exited Students Form.

ESL ACCOMODATIONS

Teachers who have ESL students in their classrooms will receive a accommodations sheet from the ESL teachers on the individual campuses.

It is the responsibility of the ESL teachers to make sure that the regular education teachers know who the ESL students are and what accommodations are needed based on their placement level.

Each ESL teachers must address the faculty at the beginning of the year and discuss how these students will acquire their oral and academic language as well as review the need to modify the students' work. (ELPS)

The faculty presentations are an excellent chance to provide a list of ESL students to faculty and ask them to highlight the ones that are in the teachers' classes. The ESL teacher can then provide accommodation sheets to the teachers in a folder that gives suggestions

on how to accommodate the grading system along with tips for the teacher in working with the ESL student.

It is recommended that an update of ESL students be given to each faculty member at the beginning of each nine weeks as well as accommodations.

The ESL teachers and content area teachers need to work together in order for the ESL students to be not only academically successful but also adjust to the new environments that they will encounter.

How do you handle the grading of newcomers with such fast paced curriculum?

- Narrow the focus, highlighting the key points in the curriculum
- Master one objective at a time
- Set realistic goals
- Look for different ways to assess – ways you can document growth
- Integration between content areas

How can content teachers assess newcomers when the student is lacking necessary background knowledge?

- Use simplified questioning or an alternate activity
- Concentrate on what they know/what they have been taught
- Grade level teachers meet with ESL teacher to create the assessments
- Base assessments on modified work
- Have pictures available
- Find alternatives to paper/pencil testing
- Use supplemental materials
- Build background knowledge prior to presenting lesson to whole class
- Use Discovery Education

Day 2 Handout

Top 10 List of Making the Most of Mentoring

10. Get to know your mentor on a personal and professional level.
9. Make a weekly appointment with your mentor, even if it's only for 10 minutes.
8. When you experience a problem, ask your mentor to help rightaway.
7. If you want a lesson modeled, ask your mentor to schedule it with you.
6. If your mentor is not working out, tell your supervisor right away.
5. Schedule some time for your mentor to observe you teaching.
4. When you are designing lesson plans, ask your mentor to go through it with you.
3. Try to take your mentor's advice. They are the experienced teacher and they can save you time and frustrations.
2. Ask your mentor how to find resources to make your teaching easier and more effective.
1. Thank your mentor with a simple note or email, just to show them you appreciate their time and effort!

Day 3 Making a Plan that Works Handout

Making a Plan that works: Induction Activities to Include

- Introduce the new faculty member to the team he/she will be working on
- Give new teachers a tour of school facilities and direct them to where they can access books, resources, and other supplies
- Provide them with a handbook early to get acquainted with policies before teacher work days
- Assign mentors to new members and schedule a lunch “meet and greet” where everyone can meet, talk, and learn some new faces
- Visit new members classrooms before school starts to help them determine how to set up room, bulletin expectations, and other important aspects expected of all teachers
- Schedule a weekend day or late day before school begins for the new teachers to have extra time to get their rooms set up
- Meet with mentors and mentees to plan out some monthly meetings to touch base with each pair and check how things are going
- Schedule classroom observation times for each teacher to visit their team members’ classrooms
- Schedule weekly visits to each new member’s classroom to check in
- Convey your “open door policy” to all faculty members to come and seek help or suggestions for improvement in their work

Day 3 Handout: Making a Plan that Works- Planning Calendars

1st nine weeks period

23  First day of class	24	25	26	27
30	31	September 1	2	3
6 	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	October 1

4	5	6	7	8
11	12	13	14	15

2nd nine weeks period

October 18	19	20	21	22
25	26	27	28	29
November 1	2	3	4	5
8	9	10	11	12

15	16	17	18	19
22	23	24 Thanksgiving Break	25  Thanksgiving	26 Thanksgiving Break
29	30	December 1	2	3
6	7	8	9	10
13	14 Exams 	15 Exams 	16 Exams 	17 Exams 

Appendix B: Invitation Letter

Study Title: A Case Study on Beginning Teachers' Experiences and Use of Time

Dear _____,

My name is Laura M. Ahles. I am a doctoral candidate in the College of Education at Walden University. I am conducting a research study as part of the requirements of my degree in Higher Education and Adult Learning, and I would like to invite you to participate. I am studying how beginning teachers experience and use their time at work.

If you decide to participate, you will be asked to meet with me for an interview about your experiences and use of time at work. I may also be conducting observations of you to gain more insight into beginning teachers' use of time in the classroom setting. Finally, you may be asked to maintain a time diary to log how your time-use for one week. The interview will take place at your campus or a mutually agreed upon time and place, and should last about 1 hour. The interview will be audio taped so that I can accurately reflect on what is discussed. The tapes will only be reviewed by me, who will transcribe them, and analyze them.

Participation is confidential. Study information will be kept in a secure location using a password sensitive computer and a locked file cabinet. The results of the study may be published, but your identity will not be revealed. Taking part in the study is your decision. You do not have to be in this study if you do not want to. You may also quit being in the study at any time or decide not to answer any question you are not comfortable answering.

I will be happy to answer any questions you have about the study. You may contact me at 832-633-4015/ laura.ahles@[REDACTED] or if you want to talk privately about your rights as a participant, you can call Dr. Sydney Parent. Her phone number is 1-801-916-2842 and her email is Sydney.parent@waldenu.edu. She is the Walden University representative who can discuss this with you. Thank you for your consideration. If you would like to participate, please contact me either by phone, 832-633-4015, or by email, laura.ahles@[REDACTED].

With kind regards,

Laura M. Ahles

16622 Village View Trail

Sugar Land, TX 77498

832-633-4015

laura.ahles@[REDACTED]

Appendix C: Informed Consent Form

CONSENT FORM

You are invited to take part in a research study on beginning teachers' experiences and use of time in the education setting at [REDACTED]. You were chosen for the study because you are currently a first or second year schoolteacher who is certified and teaching in [REDACTED]. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part. Laura M. Ahles, a doctoral student at Walden University is conducting this study. The researcher has been a public school teacher for 10 years, and is currently a Fifth Grade teacher at [REDACTED]

Background Information:

The purpose of this study is to develop an understanding of what is involved in beginning teachers work, specifically how teachers experience their workload and use their time in [REDACTED].

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in an interview with the researcher for approximately 1 hour; the interview will be audio recorded to assist in the data analysis.
- Be observed by the researcher for a half day in your normal working environment.
- Participate in a time diary project for one full week (all materials will be provided in advance).
- Read over your typed interview session with the researcher, through what is called member checking, to ensure that your responses are accurate as to what you wanted to

say during the interview. This session will require about half an hour of your time at your convenience.

Voluntary Nature of the Study:

Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one at [REDACTED] will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study, you may stop at anytime. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Study:

The risk involved in the study is minimal with the prior relationship that you may or may not have with the researcher that may influence your participation in the study. The benefits of this study are that you will be involved in a research study that can affect social change in the field of education. Your role will help in establishing a realistic picture of what teacher workload and time management means in public school teaching.

Compensation:

At the conclusion of the study, you will receive a thank you gift card of \$5 to Starbucks for your participation. This gift is for your time and interest in the study by assisting the researcher with information concerning beginning teacher experiences and use of time in [REDACTED].

Confidentiality:

Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research project. In addition, the researcher

will not include your name or anything else that could identify you in any reports of the study.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at 832-633-4015 or email at [laura.ahles@\[REDACTED\]](mailto:laura.ahles@[REDACTED]). If you want to talk privately about your rights as a participant, you can call Dr. Sydney Parent. She is the Walden University representative who can discuss this with you. Her phone number is 1-801-916-2842. Walden University's approval number for this study is 11-19-13-0263307 and it expires on November 18, 2014. The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I am agreeing to the terms described above. Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Appendix D: Questionnaire Protocol

Dear Participant,

You have received this questionnaire as part of a research study. The purpose of this study is to investigate beginning teachers' experiences and use of time. This questionnaire was designed to gather your beliefs about your experiences at work and your perceptions about how you use your time. Your responses are confidential and will not be shared with anyone in any way that identifies you as an individual. Only descriptive data will be presented in the final report. Your participation in this survey is completely voluntary and will not affect your position at work. Your time and cooperation are greatly appreciated. If you have any questions regarding this questionnaire or the study in general, please contact Laura Ahles. You may email me at laura.ahles@waldenu.edu or 832-633-4015.

Please answer the questions as openly and honestly as possible. You may choose not to answer any question if it makes you uncomfortable in any way. Write your responses below each question.

1. How do you feel about how you use your time at work?
2. What kinds of activities do you feel rob you of time at work?
3. What duties do you perform at work in addition to teaching?
4. How much time did you have in teacher preparation in which you were in the classroom as a student teacher?
5. What teacher preparation activities best helped you prepare for your job as a teacher?
6. What supports do you receive from your school in your beginning years, if any?

7. What types of supports do you prefer to receive as a new teacher?
8. Are there any barriers you perceive at your work that prevent you from being successful as a new teacher?
9. Do you have any additional information about this topic that you want to share with me for this study?

Appendix E: Teacher Interview Protocol

Table E1

Teacher Interview Protocol

Time of interview:
Date:
Place:
Interviewer:
Interviewee:
Position of interviewee:

The purpose of this interview is to understand beginning teachers' experiences and use of time in [REDACTED].

Questions:

1. Could you please describe for me your experiences of how you use your time on a typical day of teaching?
2. How do you manage your time and work in a typical day of teaching?
3. What situations have affected or influenced your workload and time in this profession?
4. How does time management play a role in effective teaching in [REDACTED]?
5. What are some of the ways in which you manage your time and workload in providing effective instruction to your students?
6. How would you prefer administrators to support your teaching and work management?
7. If you were given more time in the day to plan for instruction, how would this influence or affect your workload ?

8. How do current procedures and policies affect you in being proficient at balancing teaching and time management?
9. What prior experience or preparation did you experience to prepare you for your job?
10. How can school administrators best support you at using your time primarily for teaching?

Appendix F: Administrator Interview Protocol

Table F1

Administrator Interview Protocol

Time of interview:
Date:
Place:
Interviewer:
Interviewee:
Position of interviewee:

The purpose of this interview is to understand administrators' perspectives regarding beginning teachers' experiences and use of time in [REDACTED].

Questions:

1. About how many new teachers (0-1 years of experience) do you currently have at your campus this year?
2. From your experience with beginning teachers, what do you find to be some of the challenges they may face at work?
3. Of these challenges, which one/ones do you feel are their greatest challenges or most difficult to overcome?
4. As an administrator, what do you feel is your role in regards to supporting new or beginning teachers?
5. What support structures do you currently have in place to ensure new teachers can do their job effectively?
6. How do you expect new teachers to use their time at work primarily?

7. What differences, if any, are there in your expectations for the work of a new teacher versus a veteran teacher? Why?
8. How should a new teacher manage his/her time effectively at work?
9. How do you think your current policies and procedures regarding administrative duties (ex: paperwork, reports) affect a beginning teacher?
10. Do you have any additional information you would like to share with me?

Appendix G: Sample of the Time Diary

Instructions: For one full week, write in your time diary a log of all the work related activities you spent time working on in a 24-hour period. Be as honest as you possibly can in ensuring the validity of this assignment. There is a column on the right side for you to write your notes. Thanks again for your participation.

Codes:

Teaching Students (TS)

Lesson Planning (LP)

Parent Contacts (PC)

Administrative/Clerical Duties (AC)

Grading Papers (GP)

Preparing For Lessons (getting materials ready for lesson, etc.) (PL)

Checking Email (CE)

Meetings (M)

Dealing with Student Behavior (SB)

Work Duties (Morning/Afternoon extra duties) (WD)

Conferences (C)

Insert other codes here:

Date:

Codes:

Notes to Self:

Table G1

Time Diary

	Day 1	Day 2	Day 3	Day 4	Day 5
6:30am					
7:00am					
7:30am					
8:00am					
8:30am					
9:00am					
9:30am					
10:00am					
10:30am					
11:00am					

11:30am					
12:00pm					
12:30pm					
1:00pm					
1:30pm					
2:00pm					
2:30pm					
3:00pm					
3:30pm					
4:00pm					
4:30pm					

5:00pm					
5:30pm					
6:00pm					
6:30pm					
7:00pm					
7:30pm					
8:00pm					
8:30pm					
9:00pm					
9:30pm					
10:00pm					

10:30pm					
11:00pm					
11:30pm					
12:00am					
12:30am					
1:00am					
1:30am					
2:00am					
2:30am					
3:00am					
3:30am					

4:00am					
4:30am					
5:00am					
5:30am					
6:00am					

TOTALS:

Researcher Notes:

Date:

Codes:

Notes to Self:

Appendix H: Project Evaluation

Beginning Teacher Induction Survey**Project Evaluation**

****Teacher participants will complete questions 1-13 only. Administrators will complete questions 1-18.**

Please circle the statement that most accurately reflects your opinions.

1. The presentation was organized in an effective manner.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

2. The presenter appeared knowledgeable about the content.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

3. The information was presented in a clear manner and was easily understood.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

4. The ideas presented were appropriate for improving time use of beginning teachers.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

5. The presenter planned meaningful, engaging activities that were worth your time.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

6. The presenter allowed adequate time for each of the activities.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

7. The technology sessions were easy to follow.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

8. The presenters were knowledgeable about how to use the technology applications.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

9. The technology application sessions were helpful for your teaching assignment.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

10. The handouts were easy to follow and understand.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

11. The powerpoint presentations were easy to follow and understand.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

12. Please describe any activities that you did not feel were appropriate or helpful.

13. Please describe any suggestions you may have that would improve the presentation for beginning teachers or administrators.

Questions 14- 18 are for administrator participants only.

14. The findings presented to administrators demonstrated a need for inducting beginning teachers.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

15. The findings inspired you to improve the induction practices at your campus.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

16. The ideas presented were appropriate for improving induction for beginning teachers.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

17. You plan to implement some or all of the strategies presented.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

18. The presenter planned meaningful, engaging activities that were worth your time.

Strongly Agree Somewhat Agree Agree Disagree Somewhat Disagree Strongly Agree

Appendix I: Time Diary Entry

Sharon Time Diary

	Day 1	Day 2	Day 3	Day 4	Day 5
6:30am					
7:00am					
7:30am	WD	WD	WD	WD	WD
8:00am	TS	TS	TS	TS	TS
8:30am	CE	CE	M	GP,PL	GP, LP, CE
9:00am	TS	TS	TS	TS	TS
9:30am	TS	TS	TS	TS	TS
10:00am	AC- <i>Attendance</i> TS	AC – <i>Attendance</i> TS	AC – <i>Attendance</i> TS	AC- <i>Attendance</i> TS	AC- <i>Attendance</i> TS
10:30am	TS	TS	TS	TS	TS
11:00am	TS	TS	TS	TS	TS
11:30am	PL	PL	PL	PL	PL
12:00pm	WD	WD	WD	WD	WD
12:30pm	TS	TS	TS	TS	TS
1:00pm	PL	TS	TS	TS	TS
1:30pm	TS	TS	TS	TS	TS
2:00pm	TS	TS	TS	TS	TS
2:30pm	TS	TS	TS	TS	TS
3:00pm	WD	WD	WD	WD	WD
3:30pm	M	CE	<i>M-Faculty Meeting</i>	CE	CE

4:00pm	CE	LP GP	M- <i>Yearbook Committee</i>	PL, GP	Organizing room
4:30pm	CE	M	M- <i>Yearbook Committee</i>	Home	CE
5:00pm	PC	GP	M- <i>Yearbook Committee</i>		LP
5:30pm	<i>GP-Weekly Folders</i>	<i>GP- Data for PLC</i>	CE		PL
6:00pm	<i>GP- Weekly Folders</i>	<i>GP- Data for PLC</i>	Home		Home
6:30pm	Home	<i>GP- Data for PLC</i>			
7:00pm		<i>GP- Data for PLC PL</i>			
7:30pm		Home			
8:00pm					
8:30pm					
9:00pm					
9:30pm					
10:00pm					
10:30pm					
11:00pm					
11:30pm					
12:00am					
12:30am					
1:00am					
1:30am					

2:00am					
2:30am					
3:00am					
3:30am					
4:00am					
4:30am					
5:00am					
5:30am					
6:00am					

TOTALS: 11 Hrs. 12 Hrs. 10 Hrs. 9 Hrs. 10.5 Hrs.

Tom Time Diary

	Day 1	Day 2	Day 3	Day 4	Day 5
6:30am	T	T	T	T	T
7:00am	PL	PL	PL	PL	PL
7:30am	PL,CE	PL	PL	PL	PL
8:00am	TS	TS	TS	TS	TS
8:30am	TS	TS	TS	TS	TS
9:00am	TS	TS	TS	TS	TS
9:30am	TS	TS	TS	TS	TS
10:00am	TS	TS	TS	TS	TS
10:30am	AC,CE	LP	AC,CE	CE	CE
11:00am	AC,CE	LP	AC	AC	AC
11:30am	TS	TS	TS	TS	TS

12:00pm	WD	WD,AC	L	L	L
12:30pm	L	WD	WD	WD	WD
1:00pm	TS	TS	TS	TS	TS
1:30pm	TS	TS	TS	TS	TS
2:00pm	TS	TS	TS	TS	TS
2:30pm	TS	TS	TS	TS	TS
3:00pm	WD	WD	WD	WD	WD
3:30pm	WD	WD	WD	WD	WD
4:00pm	CE,AC	M	CE,AC	PL	AC
4:30pm	LP,CE	M	AC,PL	PL	AC
5:00pm	LP,CE				
5:30pm	T				
6:00pm	T				
6:30pm	T				
7:00pm	T				
7:30pm	LP				
8:00pm	LP				
8:30pm	DT				
9:00pm	DT				
9:30pm	DT				
10:00pm	DT				
10:30pm	DT				

11:00pm	B				
11:30pm	B				
12:00am	B				
12:30am	B				
1:00am	B				
1:30am	B				
2:00am	B				
2:30am	B				
3:00am	B				
3:30am	B				
4:00am	B				
4:30am	B	M	AC		
5:00am	P	T	T	AC	AC
5:30am	P	T	T	T	T
6:00am	P,T	T	T	T	T

TOTALS: 11 Hrs. 10 Hrs. 10 Hrs. 10 Hrs. 10 Hrs.

Joan Time Diary

	Day 1	Day 2	Day 3	Day 4	Day 5
6:30am	PL CE PC				
7:00am	CD PL CE	PL CE	PL CE	PL CE	PL CE
7:30am	TS SB				
8:00am	TS SB				

8:30am	TS SB	TS SB	TS SB	TS SB	TS SB
9:00am	TS SB	TS SB	TS SB	TS SB	TS SB
9:30am	TS WD	TS WD	TS WD	TS WD	TS WD
10:00am	WD PL L	PL WD L	WD PL L	WD PL L	WD PL L
10:30am	L TS	L TS	L TS	L TS	L TS
11:00am	M	M	M	M	PL CE PW
11:30am	PL CE PW	M	M PW	PL CE	M
12:00pm	TS SB	TS SB	TS SB	TS SB	TS SB
12:30pm	TS SB	TS SB	TS SB	TS SB	TS SB
1:00pm	TS SB	TS SB	TS SB	TS SB	TS SB
1:30pm	TS SB	TS SB	TS SB	TS SB	TS SB
2:00pm	TS SB	TS SB	TS SB	TS SB	TS SB
2:30pm	TS SB	TS SB	TS SB	TS SB	TS SB
3:00pm	WD	WD	WD	WD	WD
3:30pm	CD M	MD	M CS PW	PW CE PL	M
4:00pm	CD M	MD	M	PW CE PL	PW CE PL
4:30pm	CD M	CE PC		PW CE PL	PL
5:00pm	M CE PC	PW		PW CE PL	PL
5:30pm					
6:00pm					
6:30pm	PW GP	PW GP		PW GP	
7:00pm	PW GP	PW GP		PW GP	

7:30pm					
8:00pm					
8:30pm					
9:00pm					
9:30pm					
10:00pm					
10:30pm					
11:00pm					
11:30pm					
12:00am					
12:30am					
1:00am					
1:30am					
2:00am					
2:30am					
3:00am					
3:30am					
4:00am					
4:30am					
5:00am					
5:30am					
6:00am					

TOTALS: 11.5 Hrs 11.5 Hrs 9.5 Hrs 11.5 hrs 10.5 Hrs

Melissa Time Diary

	Day 1	Day 2	Day 3	Day 4	Day 5
6:30am	CE	CE	CE	CE	CE
7:00am	PL	PL	PL	PL	PL
7:30am	AC	AC	AC	AC	AC
8:00am	TS	TS	TS	TS	TS
8:30am	TS	TS	TS	TS	TS
9:00am	TS	TS	TS	TS	TS
9:30am	TS	TS	TS	TS	TS
10:00am	TS	TS	TS	TS	TS
10:30am	TS	TS	TS	TS	TS
11:00am	TS	TS	TS	TS	TS
11:30am	CE	CE	CE	CE	CE
12:00pm	WD	WD	WD	WD	WD
12:30pm	TS	TS	TS	TS	TS
1:00pm	TS	TS	TS	TS	TS
1:30pm	TS	TS	TS	TS	TS
2:00pm	TS	TS	TS	TS	TS
2:30pm	TS	TS	TS	TS	TS
3:00pm	WD	WD	WD	WD	WD
3:30pm	C	C	PL	M	PL
4:00pm	C	C	PL	M	PL

4:30pm	C	C	PL	M	PL
5:00pm	C	C	HOME	HOME	HOME
5:30pm					
6:00pm					
6:30pm					
7:00pm					
7:30pm					
8:00pm					
8:30pm					
9:00pm					
9:30pm					
10:00pm					
10:30pm					
11:00pm					
11:30pm					
12:00am					
12:30am					
1:00am					
1:30am					
2:00am					
2:30am					
3:00am					

3:30am					
4:00am					
4:30am					
5:00am					
5:30am					
6:00am					

TOTALS: 13.5 Hrs 12 Hrs 11 Hrs 11 Hrs 11 Hrs

Karen Time Diary

	Day 1	Day 2	Day 3	Day 4	Day 5
6:30am	HOME	HOME	HOME	HOME	HOME
7:00am					
7:30am	PL	WD	PL	OUT SICK	PL
8:00am	TS	TS	TS		TS
8:30am	TS	TS	TS		TS
9:00am	TS	TS	TS		TS
9:30am	TS	TS	TS		TS
10:00am	LUNCH	LUNCH	LUNCH		LUNCH
10:30am	WD	WD	WD		WD
11:00am	TS	TS	TS		TS
11:30am	TS	TS	TS		TS
12:00pm	PLC	SB	LP		WD
12:30pm	PLC	LP	LP		INTERVIEW

1:00pm	TS	TS	TS		LP
1:30pm	TS	TS	TS		TS
2:00pm	TS	TS	TS		TS
2:30pm	TS	TS	TS		TS
3:00pm	WD	WD	WD		WD
3:30pm	CE/PL/PC	LP	C		SB/PC
4:00pm	C	C	PL		PL
4:30pm	C	C	PL	M	PL
5:00pm	HOME	HOME	MEETING		HOME
5:30pm					
6:00pm					
6:30pm					
7:00pm					
7:30pm					
8:00pm					
8:30pm					
9:00pm					
9:30pm					
10:00pm					
10:30pm					
11:00pm					
11:30pm					

12:00am					
12:30am					
1:00am					
1:30am					
2:00am					
2:30am					
3:00am					
3:30am					
4:00am					
4:30am					
5:00am					
5:30am					
6:00am					

TOTALS: 9.5 Hrs 9.5 Hrs 10 Hrs 0 Hrs 9.5 Hrs