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The Perceptions of New Middle School Teachers Regarding Teacher Job Satisfaction

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COLLEGE OF EDUCATION

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Paula Joan Evans

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2017

Abstract

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MA, Walden University, 2010

BA, Clayton State University, 2006

Doctoral Study Submitted in Partial Fulfillment

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Abstract

Teacher attrition has been a problem for school systems for more than 30 years. Large numbers of new teachers leave the profession within their first 5 years of service, creating a significant cost associated with hiring and training of replacement teachers. Attrition is problematic for a middle school in the state of Georgia. New teachers at the school have disclosed that induction did not meet their needs. In addition, the district has experienced budget cutbacks and demographic shifts in the student population, increasing the rate new teachers have left the school. The purpose of this study was to explore and give voice to the new teachers' perceptions about the profession, their preparation for classroom teaching, and their understanding of the school's climate and culture. Using Herzberg's theory of motivation, a qualitative case explored perceptions of 10 teachers who had fewer than 5 years teaching experience. The research questions were focused on perceived satisfaction with teaching, preparedness for classroom teaching, and satisfaction with the climate and culture of the school. The data were collected through face-to-face interviews using an interview protocol. Findings revealed that novice teachers were satisfied with the teaching profession, but satisfaction changed over time as they became more immersed in the daily routines necessary for students and classroom management. The data showed that novice teachers were dissatisfied with the climate and culture of the school. In response to the findings, a professional development support group project for novice teachers was developed. This project contributes to positive social change by providing a safe and trusted environment for new teachers to help each other manage challenges and assimilate into their new school environment.

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Dedication

I dedicate my doctoral work to my family. Without my husband's support and encouragement, I could never have completed this task. David, although I do not tell you as often as I should, you mean everything to me. I have achieved this dream because of you. Thank you for your belief that I could rise to this task or any task that I set my mind. I promise to start cooking and cleaning again. To my kids, Paul, Matthew, and Dianna thank you for pushing me and asking, "Are you a doctor yet?" Anything is possible over time with hard work and perseverance. What you strive may not come as quickly as you want, but take a step and complete a little each day. Eventually, you will get to where you need to be. I am so proud of you. Thank you for bringing me joy.

To my daughter-in-law, Tracey, and son-in-law, Saleem, you are integral members of my family. It brings me joy to see the positive interactions and encouragement you give your spouses and children. You strengthen our family relationships, and I am blessed to call you my children. To my grandchildren, Kilian, Alexander, Nicholas, and Keller, you inspire me. Learning is lifelong, and you are fast learners. Do not let anything interfere with learning or stop you from going after your dreams. If your grandmother can do, so can you. I love you all so much.

Furthermore, I dedicate the work to family members who God has called home. My parents, Paul and Joan Cole, you were my champions. Over your lives, you made countless sacrifices to raise me to be my best. I love and miss you every day. I imagine that mom is telling everyone in heaven that her daughter earned her "doctorits" [*sic*] degree. To my in-laws, Gene and Lee Evans, you always were encouraging and supportive. I appreciate the time I had with you and that you raised you son to be the

man that he is. To Ann Jollie, my husband's aunt who returned to school at 50 years old and earned a nursing degree. Thank you for setting me on the path of lifelong learning which led me to this level. I appreciate all that you did to give me direction. I love, and miss every one of you.

Lastly, I dedicate this work to Melba Stultz who recently was called home. You accepted my son into your family as your own. You were there to teach him how to work on his car, to babysit the grandchildren, or just do what was needed. When I could not help because of school or work, I knew anything would be handled when you were present. I miss your creativity, resourcefulness, and never ending smiles.

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Section 1: The Problem

Introduction

Described as a vocation or calling, teachers view their work as a devotion that originates from a sincere desire to serve others (Bullough & Hall-Kenyon, 2011; Winter, 2010). This devotion links teachers' belief for action to their idealism for practice in which their commitment to teaching outweighs the sacrifices that the career may demand (Bullough & Hall-Kenyon, 2011; Winter, 2010). Consequently, when new teachers enter the classroom and find teaching is not easy, they may choose to leave within a short time.

An extensive problem throughout the United States, teacher attrition takes place when teachers leave the profession, retire, or move within a school, district, state, or out of state (Ingersoll & Strong, 2011). Multiple empirical studies have set attrition rates for new teachers with less than 5 years experience between 30% and 50% in the United States (De Angelis & Presley, 2011; Fry, 2010; Ingersoll, 2001; Ingersoll & Merrill, 2013; Ingersoll & Strong, 2011; Kaiser & Cross, 2011; Marinell & Coca, 2013). Not only are teachers leaving the classroom, but also there are great financial burdens placed on the school system.

Additionally, teacher attrition creates significant costs for school systems. Reported nationally, attrition costs were $329 million a year; yet, costs could be as high as $2.1 billion when considering employment termination procedures, substitute coverage pay, loss of learning curve for teachers and students, and additional professional education mandates for new hires (Carroll, Fulton, & Doerr, 2010). School district's expenditures have been reported as $4,366 per person in small regions. However, costs

have climbed to $17,872 per person in very large school districts for the recruitment, hiring, and training of new staff (Barnes, Crowe, & Schaefer, 2007; Brown & Schainker, 2008; Goldhaber & Cowan, 2014; Ingersoll & Perda, 2010; Ronfeldt, Loeb, & Wyckoff, 2013). Marinell and Coca (2013) state that teacher attrition might create continued instability by redirecting scarce funding to hire and support new teachers. The uncertainty creates a continuous problem that produces circumstances that lead to further attrition, especially in urban schools where resources are already limited. For these reasons, creating a positive school culture could be more challenging. In economic times of budgetary shortfalls, educators argue that those dollars could be better spent supporting mentor-mentee relationships through induction support since most induction policies are underfunded (Carver & Feiman-Nemser, 2009; Glazerman et al., 2010). Effective induction programs bridge the gap between teacher preparation and the new classroom experience.

Induction reduces teacher movement and attrition, decreases the associated cost of teacher change, and increases new teacher effectiveness and satisfaction (Ingersoll & Strong, 2011; Moir, 2009; Wood & Stanulis, 2009). Induction include strategies for planning and class preparation, managing the classroom environment, and instructional practices. Induction also has strategies for professional collaboration with mentors, administrators, and community stakeholders (Ingersoll & Strong, 2011; Moir, 2009; Wood & Stanulis, 2009). Nevertheless, new teachers continue to move schools or leave the profession.

With safeguards in place to support new teachers, it becomes necessary to understand why attrition continues. Within this project study, I have aimed to gather and analyze data that gives voice the teachers who were entering a new school environment at the middle school level. The context of this inquiry is a middle school (Eastside, a pseudonym) in the state of Georgia. Eastside's teacher support specialist (TSS) program administrator has reported that over the past several years, data showed a pattern of teacher attrition, which led to the hiring of five to twelve new teachers yearly with five to seven teachers having fewer than 5 years of experience (TSS, personal communication, January, March, & May, 2013). With Eastside's faculty totaling sixty-three teachers, the overall attrition rate for new teachers is approximately 19% of the total staff per year. However, looking at attrition of new teachers alone, the rate is more than 50% per year (TSS, personal communication, January, March, & May, 2013). To make decisions about training, Caffarella (2010) suggests that program planners need to prioritize ideas and be aware of issues that require interventions through the systematic collection of data.

Prior to this study, there was no assessment of teacher attitudes. Therefore, new teachers' perceptions of how they saw their environment, how satisfied they were with the profession, or what motivated them to stay or leave Eastside was not known. A deeper understanding of why teachers left Eastside, even though new teachers participated in induction, was necessary. This section gives a definition of the problem, provides a rationale for the study, and reviews current research that defines what others have learned.

Definition of the Problem

The 30-year trend of teacher attrition continues even with ongoing regulation to combat teacher movement and improve teacher quality. Teacher quality became paramount with the publication of a Nation at Risk in 1983 (The National Commission on Excellence in Education, 1983). The paper identified a global society in which students would need to compete but did not have the necessary skills. Student illiteracy developed into a foremost issue with mathematics, science, and critical thinking skills also lacking. Additionally, the report spoke of college students entering the teaching profession as the least academically qualified because of the lack of training in the content area they taught, which compounded a severe shortage of qualified mathematics, English, and science teachers (The National Commission on Excellence in Education, 1983). New regulations were introduced in 2001 to address the above issues.

The No Child Left Behind Act of 2001 (NCLB, 2002) set performance standards for schools and school districts to make Adequate Yearly Progress (AYP) and allowed school choice for students in failing schools. Annual state testing in reading, mathematics, and science measured AYP. Under NCLB, teachers had to meet requirements for being "highly qualified." Requirements were holding a bachelor's degree, state certification, and had not had state licensure waived on a provisional or temporary basis. Teachers gained certification by passing state licensing examinations based on the subject taught. Furthermore, the Council for the Accreditation of Educator Preparation (2013) developed standards for the accreditation of baccalaureate teacher education programs. The teacher candidate had to demonstrate content and pedagogical

knowledge, participated in clinical partnerships, and practiced in school-based classrooms. Still, new teachers felt ill-equipped and changed schools or left the profession.

Even though teachers are better prepared in content and classroom pedagogy, problems still exist for new teachers. Race to the Top (RTT) renewed interest in teacher performance (United States Department of Education, 2013). RTT was a $4 billion state grant competition meant for school improvement emphasized the recruitment and retention of effective teachers primarily in disadvantaged school districts (Engel, Jacob, & Curran, 2014). RTT mandated that school districts create and use comprehensive programs to evaluate teacher quality and performance and instituted measures for student growth in the classroom through value-added measures. School districts developed new teacher evaluation systems and student surveys that administrators used to make decisions on teacher retention and merit-based compensation (Garrett & Steinberg, 2015; Schweig, 2014). However, Orange (2014) found that feelings of stress due to "an increased workload, pressure to increase student achievement, and a narrowing of the curriculum" compounded teacher movement (p.5). Teacher shortages, increased classroom size, and more federal, state, and local regulations lead not only to a highly stressful profession but also to teacher attrition.

At the beginning of the school year 2012-2103, the TSS lead mentor for Eastside and the TSS Eastside program administrator reported there were 12 new teachers on staff; by the end of the year, only seven of them remained at the school (TSS lead mentor, personal communication, May, 2013; TSS program administrator, personal

communication, January, March, & May, 2013). Over the summer vacation, one more teacher left the school. Per an email sent to the staff, that teacher accepted a position teaching for another school district (Classroom teacher, personal communication, June 28, 2013). The new teacher program at Eastside has not been evaluated to understand and give voice to educators' feelings. With the attrition rate of the new teachers as the focal point of the study, it was unknown how the new teachers perceived their new classroom experiences regarding their job satisfaction.

Context of the Study

A Georgia public school system offers all new employees, regardless of experience, a 2 day orientation to countywide policies which includes the strategic plan, teacher growth plan, school district's cycle for results, and retirement information. The district holds two countywide Teacher Induction Program (TIP) meetings for first and second year teachers to address their concerns and provide support. During TIP meetings, the administrators' review Georgia Teacher Keys Effectiveness System (TKES). TKES is a state-wide program used for teacher accountability. A primary goal of TKES is to monitor teacher effectiveness and ensure students succeed academically with state and national curriculum standards. All teachers self-assess their skills and set goals for both their students and their personal success. Administrators assess new teachers with less than three years of experience with a minimum of six classroom evaluations four 10 minute formative assessments and two 30 minute assessments. Additionally, there is one summative evaluation at the end of the school year. Teachers monitor classroom data to demonstrate student growth and satisfaction.

Besides evaluating new teachers in TKES, TIP program administrators hold monthly follow-up professional learning sessions at individual schools. The in-school, small group sessions involve all novice teachers hired during a year, all previously hired teachers with less than 3 years' experience, and experienced teachers who maintain a school leadership role. The new teachers and teacher leaders who participate in these sessions are in grades kindergarten through 12th grade and teach in multi-content disciplines. A three person department at the county level organizes county-wide professional learning experiences for teacher development and develops agenda guidelines for follow-up curricula. The school TSS administrator for teacher profession development hosts the school-wide program. The effectiveness of the induction varies among schools and depends on the TSS facilitator's ability to provide collaborative support and training for the new teachers.

Eastside is one of the four middle schools that operate in the school district. The middle school provides instruction to students in grades six to eight. Eastside is a Title I school. Title I is a federally funded program for improving the academic achievement of disadvantaged students (United States Department of Agriculture, 2015). The number of students enrolled in a free or reduced lunch program determines the percentage of low income students at the school. At least 40% of the enrolled students must qualify for free and reduced lunch for the school to be Title I and receive federal Title I funding (United States Department of Agriculture, 2015). There are 963 students at Eastside of which 83% are eligible for free or reduced lunch. Because Eastside participates in Title I funding, the school must ensure that all students are making progress toward academic

achievement. If Eastside does not meet the required academic standards, it will receive sanctions from the state. Under the NCLB Act, adequate yearly progress (AYP) is the measurement of students fulfilling their educational goals (United States Department of Education, 2004). Eastside has met AYP for NCLB in mathematics, reading/English language arts, and the second indicator of attendance for the school year 2011-2012. There are 63 full-time classroom teachers who instruct in core content, learning support, gifted instruction, and specialized connections classes. The connection classes are for student enrichment. The classes consist of foreign language, physical education, computer technology, art, music, band, or remedial study skills in mathematics, reading, and writing.

Teacher attrition is an ongoing trend. Legislative acts and instructional program support on the federal, state, and local levels try to address the issue. Teachers continue to move within the profession or leave the profession altogether. Eastside has experienced teacher attrition over the past several years. The purpose of this study was to understand how teacher satisfaction relates to the teacher's decision to stay or leave Eastside.

Rationale

Several factors arise as problematic for Eastside that gives evidence of the local level challenges. First, given the statements that the current novice teachers made, the current induction program seemingly does not meet the needs of the new teachers. Also, the county experienced budget shortfalls and metro pattern shifts in the demographics of the student population. Providing educational training programs and services that assist

new teachers make the transition from preservice education to the classroom is necessity for teacher success (D'Aniello, 2008; Ingersoll, 2012; Ingersoll & May, 2011). Eastside provided these services. However, new teachers have made comments about the existing induction program, such as the program is a "waste of time" with others asserting "all we do is sit around the table and talk," and, "it doesn't provide information that can be used in the classroom" (Classroom teachers, personal communication, February, 2013). Fry (2010) has noted that some teachers expressed that induction programs were an inefficient use of the teacher's time, and professional learning should be developed from the needs articulated by the teacher. It is important for Eastside to understand how new teachers perceive their satisfaction with their teaching positions and modify the induction curriculum to prepare the teachers for the classroom.

Additionally, the county experienced a demographic shift due to metro patterns. The U.S. Census Bureau (2010) reported a 209% increase in the Black population, 93% increase in Hispanic population, and a 28% decrease in the Caucasian population within the county between the 2000 and 2010 census. The urbanization of the county produced an increase in the number of students who receive free and reduced lunches both at the county and the school levels. The U.S. Department of Agriculture (2015) determined eligibility for free and reduced meals. Households with incomes between 130% and 185% of the poverty levels were eligible to receive meals. The number of student families eligible for funding was an indicator of poverty in the area. Eastside experienced an increase in the number of free and reduced lunches, between 44.49% eligible students in 2000 to 83% eligible students in 2014 (Georgia Department of

Education, 2015a). Although there was a perception of increased crime in the county per residents on the opinion page of the local paper, the state Bureau of Investigation showed crime rates decreased between 2010 and 2014. Goldhaber, Gross, and Player (2011) found that highly qualified competent teachers relocated from rural and urban areas that were undesirable because of salary and working conditions and transferred employment to more suburban schools without the issues and challenges. Demographic changes that were real or perceived caused the traditional residents to move within the county sending their children to the schools they viewed as better, or the residents left the area for neighborhoods they saw as more desirable. Teacher movement within and out of the county followed because of the demographic shifts.

Student enrollment was above projections for the school year 2013-2014 and included a growing population of students with disabilities and increased class sizes, which caused administrative concerns that new teachers would continue to leave Eastside. The purpose of the investigation was to explore which components of the workplace provided new teachers satisfaction. The study agreed with the district's strategic plan to maximize teacher success through targeted professional learning and the district's application for RTT federal funding requirements for new teacher induction (United States Department of Education, 2013). The study could provide stakeholders with data for making decisions on possible changes to the current induction program that could lead to teacher retention at Eastside.

Evidence of the Problem from the Professional Literature

New teachers often cite working conditions and lack of support as factors that lead to job dissatisfaction as the primary reasons for leaving the profession. The MetLife Foundation's (2011) survey of American teachers identified a decline in education and raised questions regarding teacher job satisfaction. Teachers who participated in the investigation revealed a 15-point decrease in job satisfaction from 59% in 2009 to 44% in 2011, which was the lowest level of job satisfaction in 15 years (The MetLife Foundation, 2011, p. 14-15). New teacher satisfaction was dependent on the school's overall climate, the administrative staff, and peer relationships.

Furthermore, recruiting and retaining teachers in districts with students of low income is problematic. Higher rates of attrition related to low student performance and high poverty areas (Barnes et al., 2007; De Angelis & Presley, 2011; Sass, Flores, Claeys, & Perez, 2012). Growing evidence from researchers supported that students demonstrated higher academic gains when teachers remained at schools (Boyd, et al., 2011; Hanushek & Rivkin, 2010; Ronfeldt, et al., 2013). Henry, Bastian, and Fortner (2011) connected teacher success to student performance on standardized test scores. Their findings included that students received lower scores when taught by teachers who left the profession after 1 year of teaching. Student success increased significantly in the second year of teaching and leveled in the third and fourth years. However, if the teacher left the position in years three and four, student performance dropped in the teacher's final year (Henry et al., 2011). Providing comprehensive induction for novice teachers is

one way to combat the attrition and assist the teachers positively assimilate into their schools.

Comprehensive induction programs improved teacher success and retention. Induction with content-specific mentors who had common planning for collaboration increased teacher retention (Ingersoll, 2012). Moir (2009) asserted that induction not only accelerated teacher effectiveness but also set principles to create a culture of learning through communities of practice and set a pathway for building new school leaders. Bartlett and Johnson (2010) stated that, although more than 80% of new teachers received induction, "there is a great variety both within and across states at to the instrumentation and goals of induction" (p. 847-848), which muddles the effectiveness of programs. Although induction participation was rising, Shockley, Watlington, and Felsher (2013) confirmed the disparity between states with differences in induction programs' purpose, curriculum, and the length of time new teachers were required to participate. Program requirements for new teachers ranged from 1 to 5 years. Participating in induction improves teacher practice, but the range of what constitutes induction practices is diverse.

Definition of Terms

Case study: Research method where the case or unit of analysis or the phenomenon that is the focus of the study (Merriam, 2009).

Hygiene factors: Extrinsic factors that cause employees to be dissatisfied and leave their jobs (Skaalvik & Skaalvik, 2014).

Induction: A process, separate from preservice and teacher professional learning programs, to improve the retention and performance of beginning teachers through "socialization, adjustment, development, and assessment" by employing activities such as orientation sessions, developmental workshops, collaborative work with faculty, administrative meetings, as well as mentoring and coaching from veteran teachers (Ingersoll & Strong, 2011, p 203).

Motivator factors: Intrinsic factors such as the work itself, advancement, achievement, recognition, and reward that causes employees to be satisfied and stay at their jobs (Skaalvik & Skaalvik, 2014).

Teacher attrition: Teachers who either leave a school but remain in a district, leave a district but remain in the profession, or leave the profession for opportunities outside teaching (Henry, et al., 2011).

Teacher retention: A teachers' persistence to stay at a school (Henry, et al., 2011).

Significance of the Study

The issue of new teacher attrition is an ongoing educational problem. Working conditions contribute extensively to teachers' job satisfaction and their decision to stay or leave a school, a district, or the profession altogether. Teacher movements affect students' academic progress and success. This study provides Eastside with the information needed to understand why the school experiences attrition from the new teacher's perspective. Additionally, this research contributes to the overall understanding of the decisions new teachers made on whether they stay or left the profession. This knowledge potentially make an impact on novice teachers' perception of job satisfaction

by positively affecting the school climate and teacher retention, thereby, improving student academic success.

Research Question

The purpose of this study was to explore the components of the workplace for new teachers that provide or inhibit workplace satisfaction. The study sought to give voice to new teachers' perception of their workplace satisfaction. With the high number of teachers leaving Eastside within their first 5 years of service, several questions arose. The central research questions were:

1. How do novice teachers perceive teaching, and how satisfied are they with their teaching role at Eastside?
2. How do novice teachers perceive themselves as prepared for classroom teaching?
3. What are novice teachers' perceptions of jobs satisfaction in relationship to the climate and culture of Eastside?

Review of the Literature

The review of literature contains current research on new teacher attrition. The topics included in the literature review are the reasons new teachers choose to leave their careers, as well as information and services that help new teachers assimilate into their new positions. I primarily used the Walden University's library database to research information including Education Research Complete, ERIC, ProQuest Central, and Education from SAGE databases. Additionally, I utilized Internet searches of educational and governmental websites to gather pertinent information. Keywords used

to search for literature included: *teacher attrition, reasons for teacher attrition, teacher retention, teacher satisfaction, teacher induction,* and *transitions into the classroom.*

Conceptual Framework

The conceptual framework for this study was organizational psychologist Fredrick Herzberg's two-factor theory of motivation. The basic tenet of this theory was that items that motivated individuals to be productive were different from issues that caused dissatisfaction or demotivation in the workplace. Therefore, the opposite of job satisfaction was no job satisfaction, and the opposite of dissatisfaction was no dissatisfaction (Herzberg, 1987). Akin to Maslow's theory of the hierarchy of needs, Herzberg developed his factors as physiological needs, which address the need to avoid unpleasantness and psychological needs for personal development. Herzberg's seminal work placed job satisfaction into two categories of needs: hygienic and motivational (Herzberg, Mausner, & Snyderman, 1959).

Hygiene or maintenance factors were issues that lead employees to dissatisfaction and include working conditions, interpersonal or peer relationships, supervision, relationship with administrator, benefits, and salary (Herzberg, 1987). If present, hygiene factors made employees either satisfied or not satisfied with their position; to be extremely satisfied, employees needed the motivating factors addressed. Hygiene factors were necessary to keep employees from being unhappy but did not inspire employees. Conversely, motivational factors such as achievement, recognition, advancement, personal growth, and challenging work caused extreme satisfaction in the workplace (Herzberg, 1987). However, if motivational factors were not present in the environment,

employees were not necessarily dissatisfied with their positions. They just had no job satisfaction. Motivators contributed to employees' satisfaction when present in the workplace (Herzberg, 1987). Dissatisfaction often stemmed from employee frustrations with the bureaucracy within the organization, from the administrative management, from internal politics, or personal perceptions of job realities.

Although verified by other researchers, Herzberg's two-factor theory of motivation studies centered on the narrow range of job types to measure attitudes. Researchers primarily used the approach in business settings and less often in educational contexts (Katt & Condly, 2009). A study of the recruitment and retention of personnel for the U.S. Department of Energy findings were inconsistent with the motivational theory (Tamosaitis & Schwenker, 2002). With an emphasis placed on hygiene factors as an agent of retention, Tamosaitis and Schwenker (2002) demonstrated factors such as pay, job security, workplace location, and career growth greatly influenced attrition of technical employees. Another study by Foley, Lee, Wilson, Young, and Canham (2004) investigated school nurses' job satisfaction using Herzberg's theory. Findings indicated autonomy rather than personal or professional interactions was the most important aspect of job satisfaction, which was the opposite of results concerning hospital nurses (Foley et al., 2004). Given that school nurses were sole providers of care in educational settings, it was reasonable that they first found satisfaction through independent work-related activities and then through collaborative networks with others healthcare providers (Foley et al., 2004). A Norwegian study of 2,569 elementary and middle school linked independent work-related activities to job satisfaction. The researchers found a positive

correlation between teacher self-efficacy, teacher autonomy, job satisfaction, and teacher engagement and a negative correlation with emotional exhaustion and satisfaction (Skaalvik & Skaalvik, 2014). A study of 120 employees at five private universities in Uttar Pradesh, India, found that general demographics (age, education, and degree) of participants did not impact overall job satisfaction; however, gender did affect overall job satisfaction when reviewing the content and context of the positions (Siddiqui, 2015). Men were less satisfied with the context or work itself while women were less satisfied with the working conditions for fear of retribution if they did not participate in the study (Siddiqui, 2015).

The Herzberg's two-factor theory of motivation was an appropriate framework for this study because teachers' perceptions of job dissatisfaction often stem from a hygiene factor related to working conditions. Additionally, this framework provided a system of assumptions for the development understanding the relationship between job satisfaction and teacher movement.

Reasons for Teacher Attrition

Teacher movement within the profession remains a critical issue especially affecting new teachers with less than 5 years of experience. How novice teachers navigate the complexities of their new school experience could determine job satisfaction and could influence their decision to stay or leave the school. Researchers linked teachers' perceptions of their school and administrators to job satisfaction and attrition (Boyd et al., 2011; Kelly & Northrop, 2015; Ladd, 2011; Moore, 2012). Teachers showed mixed feelings when entering the profession with a sense of anticipation and

excitement about a new position, but also loneliness and isolation in the classroom. Ingersoll and Strong (2011) compared new teachers' feelings to "being lost at sea" and undergoing a "trial by fire" (p. 202). Janet Williams, a first year teacher participating in a graduate writing course for new teachers, expressed these feeling in a poem she wrote entitled *Dread*, which highlighted her feelings about returning to school on Monday mornings (cited in Schultz & Ravitch, 2013). She wrote of her apprehensive feelings of fear that she experienced when returning to her class as a "pulling at the pit" of her stomach and a "dark cloud hanging overhead" that caused her anguish (Schultz & Ravitch, 2013, 36).

Researchers demonstrated the necessity of providing support for new teachers as they cope with the complexities of their first classroom, stating that induction programs provided the necessary connection between preservice education and the first teaching experience (e.g. Fry, 2010; Ingersoll & Strong, 2011). The new teacher's decision to stay or leave the profession was dependent on many variables. Schools with more challenging circumstances had higher rates of teacher attrition (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008; De Angelis & Presley, 2011; Perda, 2013). The conditions included the district or school environments, types of students served, and the general working conditions (De Angelis & Presley, 2011; De Angelis, Wall, & Che, 2013; Ladd, 2011). Giving voice to new teachers' perceptions of job satisfaction may impact their decision to stay or leave the school and provide direction for possible solutions to high teacher turnover rates.

School climate. One reason for why teachers choose to stay or leave employment is the teachers' perception of school climate. The National School Climate Council (NSCC) defined school climate as the school's quality and character based on school norms, values, and expectations for feelings of inclusivity and physical safety (National School Climate Council, 2017). Although there was no national consensus, the NSCC offered categories to organize school climate under the headings of safety, teaching and learning, interpersonal relationships, institutional environment, and staff. A positive environment fostered relationships of trust, cooperation, and teamwork among staff; thus, schools retained more satisfied staff, were more effective, and had more autonomy in the classroom (Moore, 2012; Skaalvik & Skaalvik, 2014).

Previous researchers demonstrated that the school's administration influenced school climate. Principals were essential in fostering trust, cooperation, and open dialogue that created higher levels of satisfaction among staff (Price, 2012). Teachers who work in schools where they perceive administrative support, increased communication among staff, and elevated levels of collegiality were more satisfied and less likely to leave the classroom for other professions (Salley, 2010). A positive work environment mattered more to teachers than the principal's attitude, specifically the school's shared expectations and values (Price, 2012). Drawing data from the 2010 NCES Teacher Questionnaire, Moore (2012) found that only 15.5% of the teachers surveyed were moderately or very dissatisfied with their jobs suggesting that positives like helping children outweigh the negative aspects (p. 6). Negative perceptions of the school and administration did lead to teacher dissatisfaction.

Teachers who perceived their school environment to be positive and had more classroom control exhibited more satisfaction (Moore, 2012). Teachers were less satisfied with their position when there was: (a) less classroom control over teaching practices, grading or discipline; (b) more student problems such as tardiness, frequent absences, and student apathy; and (c) community issues such as low parent involvement, student preparation, or high poverty (Moore, 2012). Moore (2012) indicated that researchers who focused only on teacher and school background demonstrated higher percentages of dissatisfaction leading to the conclusion that student race was not as important as teacher perception.

Theory/classroom disconnect. In addition to school climate, teacher preparation is a contributing factor to workplace satisfaction. Initial teacher training and their early experiences in the classroom formed new teachers' decisions to stay or leave the profession. Fontaine, Kane, Duquette, and Savoie-Zajc (2012) and Spalding, Klecka, Lin, Wang, and Odell (2011) found a disconnect between university theory and school application of theory in teacher practice. When new teachers entered the classroom, they often discovered that they were theory-rich but lacked the necessary skills to perform their jobs effectively. Fontaine et al. (2012) examined connections between teachers' perceptions of their initial preparation, their early career choices, and their intentions to remain in the teaching profession. Their initial finding showed that 54% of the new teachers who felt unprepared in classroom management and with student assessment intended to leave the profession (Fontaine et al., 2012, p. 389). Spalding et al., (2011)

stated more research needed to be conducted to understand the impact of teacher preparation through improved university education courses.

Teacher preparation. Teacher initial preparation, the traditional university program versus an alternatively prepared model, shapes teacher perceptions. New teachers entering the profession are recruited for their backgrounds to fill specific classroom shortages such as in the topics of mathematics, science, and special education. There are multiple routes to enter teaching and obtain licensure. Schultz and Ravitch (2013) found that professional learning communities shaped teacher identities whether the teachers participated in the communities with their peers, at the university, or with the alternative program attended. Alternatively, prepared teachers, or those teachers prepared in nontraditional or accelerated ways, felt less ready for the classroom than teachers who pursued the traditional university preparation and were at higher risk to leave the profession (Darling-Hammond, 2009; Hallam, Chou, Hite, & Hite, 2012). Nonetheless, Beare, Torgerson, Marshall, Tracz, and Chiero (2012) found that teacher supervisors did not rate new teachers differently dependent on the path to certification that the teachers followed.

Educational researchers connected teacher internship placement to teacher turnover. Evidence revealed that when teacher candidates completed internships in schools with low levels of attrition, the candidates were less likely to leave the school when they entered the labor force as a new teacher (Goldhaber, Krieg, & Theobald, 2016; Ronfeldt, 2015). When student demographics were similar between the internship placement and first teaching position, the rate of retention increased (Goldhaber et al.,

2016). Additionally, schools that collaboratively functioned in positive ways offered better field placement opportunities for teacher candidates and produced better prepared novice teachers (Ronfeldt, 2015).

Teacher demographics. Another factor affecting attrition is teacher demographics. Age, experience, and qualifications are other factors that play a role in retaining new teachers. New teachers who were less than 30 years old tended to leave the profession at higher rates than older candidates entering teaching. Young women were at greater risk to leave teaching than young men (De Angelis & Presley, 2011; Hallam et al., 2012). Education and ethnicity findings were mixed. Exit rates differed between new teachers with bachelor degrees than those with an advanced degree. Teachers prepared with advanced degrees showed an increase in teacher attrition (De Angelis & Presley, 2011). When compared to Latino teachers, Caucasian teachers were at greater risk of leaving; yet, when Caucasians were compared to minority teachers more generally, the rates of attrition are similar (De Angelis & Presley, 2011; Hallam et al., 2012). Ingersoll and May (2011) found that minority attrition was on the rise, which may be due to a more culturally diverse teaching community. Additional challenges of less concern were: not being prepared to interact with parents, workload, and administration (Fontaine et al., 2012; Hallam et al., 2012).

Teacher effectiveness. Besides the demand for highly qualified teachers, teacher effectiveness is a key factor in attrition. Researchers correlate teacher proficiency with teacher attrition and student performance. Teachers' effectiveness significantly increased within the teachers' first two years of classroom experience and then increasing

efficiency slowed (Chiang, Clark, & McConnell, 2016; Henry et al., 2011; Staiger & Rockoff, 2010). When examining the relationship of teacher attrition and the selected variables of teacher undergraduate grade point average, gender, race, and student reading proficiency scores, Greiner and Smith (2009) found no significant connection. However, the teacher, school, and labor market conditions influenced teacher effectiveness distribution and attrition. Researchers established that the "more effective teachers are less likely to leave their schools," and the most ineffective are more apt to move schools within a district or to another system (Goldhaber et al., 2011, p. 81). Also, Goldhaber et al. (2011) correlated the inclination for teacher movement with more successful and higher educated teachers who left the most challenging schools and pursued employment at schools they thought were better.

Teacher shortages. Since the 1970's, teacher shortages influenced teacher attrition (Rinke, 2011; Sass et al., 2012). Increased attrition rates were harmful to the public school system and were a contributing factor to teacher shortages making it difficult to attract and retain high-quality teachers (Sass et al., 2012). Teacher shortages were challenging particularly in high minority, low-income schools (Sass et al., 2012). Rinke (2011) stated that research was mixed in their findings on retention of teachers in urban schools; however, that there was supply/demand issue with a high demand for teachers and low supply, which leads to teacher shortages. With the need for highly qualified mathematics and science teachers on the rise, the researchers found that attrition was the single most contributing factor to the scarcity of highly-qualified science, math, and special education teachers (Ingersoll & Perda, 2010; Sass et al., 2012).

Student demographics. Not only teacher effectiveness influenced teacher movement, but also student populations were a factor in attrition. The least experienced teachers face the highest classroom challenges. Researchers' data indicated that higher percentages of new teachers taught minority, economically disadvantaged, and at-risk students (Martinez-Garcia & Slate, 2012; Rinke, 2011). For example, data from five school years (school years 2003-2004 through 2007-2008) from the State of Texas in a causal-comparative research design, Martinez-Garcia and Slate (2012) established that new teachers taught 70% of minority students compared to teachers with experience (p. 93). Feng (2010) confirmed in a study of Florida schools that new teachers were assigned more minority, low-income students with more challenging behaviors. Researchers agree that the most disadvantaged urban students have the most inexperienced teachers. This data is pertinent to suburban districts that experience significantly increasing poverty rates and racial diversity.

Changes are due to the transfer of low-income families seeking opportunities for their children and the flight of more affluent families searching for better schools. This movement led to a loss of tax revenue for suburban school districts widening the low-income suburbs (Holme & Rangel, 2012; Orfield, 2002). Tagged as metro patterns, demographics and local tax resources influenced the ability of a school or district to retain experienced teachers based the teachers' perception of school stability. In highly unstable schools, establishing shared school norms and teacher accountability failed and led to increased attrition because of teachers' perceptions of being unfairly criticized (Holme & Rangel, 2012). Given the flight of experienced teachers, suburban school

systems were finding more in common with their metropolitan area counterparts regarding teacher movement (Holme & Rangel, 2012; Orfield, 2002). Still, not just high risk schools were in jeopardy of experiencing higher rates of teacher attrition. Sass et al. (2012) found that teachers in a high performing, low risk high schools had higher percentages of attrition due to experienced teachers seeking advancement and higher paid opportunities.

Attrition costs. The costs associated with attrition rarely are addressed by policy or formal intervention. Having focused initiatives and policies helped districts to understand who and why teachers leave their employ (Hancock & Scherff, 2010). With the United States Department of Labor estimating teacher attrition costing $2.2 billion annually, the Alliance for Excellent Education (2011) concluded it was more cost effect to effective train teachers that remain in the school districts employ than to continuously recruit and train new staff. Moreover, schools that hired new teachers, who received lower salaries than higher paid veteran teachers, recouped the cost required for teacher training at a faster rate (Alliance for Excellent Education, 2011). Another factor leading to job satisfaction and retention is how the new teachers adjust to the school's culture and new classroom through ongoing support.

Workplace dissatisfaction and attrition. Frequently leading to attrition, teacher workplace dissatisfaction stems from multiple hygiene factors. Teacher attrition disrupted instructional efforts and diminished the ability for teachers to develop collaborative networks (Ronfeldt et al., 2013). Akbaba (2014) found a significant connection between workplace stress and employee dissatisfaction that led to

psychological and physical teacher burnout. When present these factors indicated new teachers felt overwhelmed or underprepared for the task of managing a classroom. Workplace stress from feelings of being overworked was a common theme that causes dissatisfaction and burnout not only for this country but also other developed countries (Collie, Shapka, & Perry, 2012; Fernet, Guay, Senécal, & Austin, 2012; Liu & Onwuegbuzie, 2012). Dissatisfaction due to increased stress affected the teachers' job commitment and potentially led to attrition (Acheson, Taylor, & Luna, 2016). Equally, building positive relations with peers improved a sense of belonging and acceptance which increased job satisfaction and decreased emotional stress and burnout (Droogenbroeck, Spruyt, & Vanroelen, 2014; Skaalvik & Skaalvik, 2011).

Working conditions, school climate, and administrative or peer relationships impacts new teachers' feelings of being either satisfied or dissatisfied with their position. Although factors such as metro patterns may be outside the school's ability to change, there are opportunities within the educational system that could foster a more satisfying workplace for new teachers.

Workplace Assimilation Programs

When new teachers enter the classroom, they are expected to have an in-depth understanding of content, have pedagogical tools to present the information, provide class management, understand the growth and development of their students' thinking processes, and produce results on high stakes testing (Kena et al., 2016). With the high demands and increased accountability placed on new teachers, opportunities that assisted teachers to see beyond the challenges were less distinct, leaving profession development

educators unclear how to or what experiences to provide novice teachers when creating new mentoring programs (Kahrs & Wells, 2012). High-quality induction that utilized mentor-mentee relationships helped new teachers meet the challenges of their new positions and assimilate into their classrooms. However, what effective programs entailed were not as clear (Kahrs & Wells, 2012). Whereas many states mandate the development of mentoring practices, school districts receive little support on induction program design and implementation.

While mentor-mentee relationships are paramount to the induction and development of new teachers, not all relationships are clearly defined. Kahrs and Wells (2012) employed mixed methods research to discover what characteristics of mentoring were most significant in new teacher development. Researchers collected quantitative data through a survey, which identified a purposeful sample of five new teachers and their mentors for the qualitative data. Teachers were chosen on their "strong propensity to grow and develop and determine the role mentoring played in this development" (Kahrs & Wells, 2012, p. 41). The researchers described that teachers felt supported but were unclear of the role the mentors played in their professional development which indicated that new teacher growth was underdeveloped or unattended. The barriers were identified as confusion and depth and experienced by both the mentor and the mentee. Mentors were successful, experienced teachers but doubted their ability to work with the mentee. The self-doubting gave rise to the mentors' inability to act with authority and lead discussions on teacher practice, beliefs, and aspirations. In turn, mentees were confused and desired feedback specific to their practice but were unsure how to ask for

the support (Kahrs & Wells, 2012). Furthermore, there was not a cohesive understanding of expectations for relationships and training between stakeholders.

Opinions on what to include for the mentoring experience vary among new teachers, their mentors, and school administrators. In an examination of mentoring experiences utilizing mixed method research, Frels, Zientek, and Onwuegbuzie (2013) found differing perspectives among principals, mentors, and first year teachers. Mentors had more positive attitudes toward the mentoring experience than toward the mentees they supported. Also, mentors who taught the same subject their mentees experienced a more satisfying relationship versus mentors who helped new teachers from a different content area. Approximately 90% of mentees wanted a subject-matched mentor (Frels, et al., 2013, p. 37). Though, the percentage of new teachers that wanted to work with a mentor decreased as the grade level increased; 95% of elementary teachers, 91% of middle school teachers, and 85% of high school teachers wanted mentors (Frels, et al., 2013, p. 37). Additionally, researchers review program design for organization and content.

Regarding the program format, mentees desired induction programs to have more structure, provide better preparation before the school year begins, classroom management assistance, mentor flexibility with induction content, and help with software and paperwork. Mentors favored scheduled meeting times, reflective practices, handbooks, class management, and workshops throughout the year (Frels, et al., 2013). Time was an issue for both mentor (planning, the beginning of the year) and mentee (release time, workload). Principals saw time as their personal commitment to meeting

with new teachers and providing release time for both mentors and mentees but had no overall plan to make changes to time commitments (Frels, et al., 2013). More differences arose between mentors, mentees, and principles in the topic of mentor preparation.

Mentor training was relevant to mentors and mentees, but not a theme for principals. Mentees wanted mentors to have the specific professional characteristics of (a) better rapport, (b) take more initiative, (c) be more knowledgeable and accountable, and (d) have better personal skills (Frels, et al., 2013, p. 46). Conversely, the listed professional characteristics were not a stated need of mentors who noted the lack of directives and the need for incentives such as stipends as necessary. Mentees wanted better matched mentors while mentor desired better training as a coach. Because of the variety of viewpoints between mentees, mentors, and principals, Frels, et al., (2013) recommended integrating school climate topics into well-organized induction programs. Researchers verify the connections between induction, mentoring, job satisfaction, and retention of new teachers; however, the elements of what constitutes organized induction vary.

Understanding the components of effective induction is paramount; however, there is no set standard for what to included. In a qualitative meta-analysis study, Shockley et al. (2013) reviewed research on the effectiveness of teacher induction on the retention of high-quality middle and high school teachers. The purpose of the study was to (1) understand the essential elements of induction programs, (2) determine conditions that could enrich induction, and (3) understand relationships between induction programs and teacher motivation plus job satisfaction and retention. The researchers found that

results were elusive for the elements of effective induction and conditions that enrich the experience for new teachers (Shockley et al., 2013). Few studies focused on "self-reported" program evaluation or program practice. Additionally, researchers placed little emphasis on the connection between teacher quality and retention. Shockley et al. (2013) further found comprehensive induction is highly variable. Components of programs could have all or parts of the following opportunities: mentoring, coursework, workshops, collaborative planning, seminars, and networking opportunities. However, Shockley et al. (2013) did not conclude what opportunities were most successful or the length the programs should be. Programs varied in length from one to five years and did not account for teacher individual needs. One significant finding was that mentoring was different from induction; however, the two continued to be presented as one (Shockley et al., 2013). Furthermore, the researchers noted discrepancies in the correlation between induction, motivation, and satisfaction.

Researchers found relationships between induction programs and teacher motivation, job satisfaction and retention inconsistent with some programs based on theoretical frameworks and others not. Some of the studies described examples of comprehensive induction decreasing teacher attrition; however, the empirical evidence did not always validate a correlation which necessitated the need for more research (Shockley et al., 2013). Shockley et al. (2013) suggested a potential relationship using Herzberg's two-factor theory of motivation with employees working on a continuum in both satisfactory and unsatisfactory areas. For example, "high school teachers may love the work of teaching itself but be unhappy in a particular high school environment" (p.

366). Therefore, employing Herzberg's two-factor theory of motivation for this project could provide a connection between job satisfaction and retention of teachers.

Implications

Understanding the new teachers' perceptions of job satisfaction may provide the information needed to elevate hygiene factors or add motivational factors to remedy perceived situations, thereby eliminating or slowing the rate of attrition in Eastside. Findings from this research will determine the course of action and the deliverables. Possible course of action could be either face-to-face, video, or online seminar professional development series for new teachers. The outcome of this project determined the content taught for each professional development. The content focused on the teachers' perception of their needs. The professional development series may include information on class management, stress reduction, differentiating content using research-based strategies, or best practices for mentor-mentee relationships to develop a shared collegial vision. Another avenue for a course of action could be a white paper. The white paper could focus on the school's issue of attrition and explain possible solutions to the problem. The white paper could be used in decision making by school or district for policies and advocate possible changes that would benefit the new teacher's retention. Since Eastside is not cognizant of the reasons teachers choose to leave or stay, collecting data in this research could address this gap in practice. The findings could ultimately give answers to why attrition is a problem and offer possible solutions to remedy the situation for Eastside.

Summary

The evidence shows a 30 year trend of new teacher attrition. Federal regulation and state policies aimed at a solution have been ineffective. The literature demonstrates that new teachers are overwhelmed with their responsibilities even though programs are in place to aid with the transition from preservice to the classroom. Teacher dissatisfaction stems from their perception as defined by teaching preparations, teacher demographics, administration, and school climate. Teacher job satisfaction can play a significant role in attrition. Teacher induction support, improved working conditions, or the move to a suburban school no longer guarantees the retention of new teachers. The problem at the local level is that Eastside experiences a challenge with attrition. New teachers at the school continue to seek employment elsewhere at rates which are at the top of the national average with more than 50% of the new teachers leaving the school's employment. It is unknown what new teachers' perceptions of the school were and if decisions to stay or leave Eastside resulted from their perception of support they received. This study could provide answers to the local level problem, add to the body of research on new teacher attrition, and provide social change by helping new teachers deal with the emotional aspects of their new position at Eastside.

Section 1 presented information on why teachers leave and evidence as supported by researcher. Additionally, the section provided an overview of the problem at the local level. Section 2 provides a description of the qualitative methodology used to investigate the issues of attrition at one state public school system in Georgia. Interviews with 10 novice teachers provide data. The study's guiding questions categorize the themes for

data interpretation. Section 3 provides a detailed outline of the project study. The project, evidenced in literature, offers a possible solution for the local issue. The section includes the program format and timelines. Implications and social change are explored to expand the reach of the program beyond the local issue. Finally, Section 4 gives an overview of my reflections on the project. Included are strengths and limitations of the project, other recommendations, and analysis of what was learn by completing the work.

Section 2: The Methodology

Introduction

Novice teachers enter the profession full of anticipation but quickly find themselves "being lost at sea" or experiencing a "trial by fire" (Ingersoll & Strong, 2011, p. 202). Feelings of isolation led to attrition rates that are higher than the average for other professions. I used a qualitative research design to investigate the attrition at the local level in one middle school in Georgia.

There are various distinctions between qualitative and quantitative research. Differences in methodologies range from the framework for the design to the researcher's assumptions, strategies used, and the specific methods of participant engagement (Creswell, 2009). While quantitative research describes phenomena numerically through deductive measures and hypothesis testing, qualitative research provides a fuller understanding of phenomena based on the context of the observations that researchers make (Lodico, Spaulding, & Voegtle, 2010). Because I sought to understand and give voice to the feelings and perceptions of new teachers, the design that I chose for this study was qualitative in nature. The remainder of this section provides a rationale for the selection of this design, along with a systematic description of all research components and outcomes.

Research Design and Approach

This qualitative study adds details and depth of understanding to the issue of teacher satisfaction and attrition by capturing the perceptions of new teachers through personal interviews. Major characteristics of qualitative research were

1. Conducted in the natural setting of the participants with data primarily collected through the interview process;
2. The participants' personal narrative with the researcher as the data collector;
3. Inductive data analyzed and interpreted for significance rather than to prove or disprove a predetermined hypothesis; and
4. How individuals gave meaning to or made sense of their life (Bogdan & Biklen, 2007; Creswell, 2012, p 16-18).

Qualitative research is the most appropriate design to identify new teachers' understanding of their job satisfaction. I selected a qualitative case study design for this study. Yin (2009) states that case studies focus on the *how* and the *why* of the phenomenon under investigation and are appropriate to examine contemporary events, whereas experiments manipulate behaviors. Although case studies could have elements of a history, such as primary and secondary documents and cultural or physical artifacts as evidence, it also could include direct observations of events through interviews of affected persons (Yin, 2009). Case study research has a comprehensive description of a bonded system. The bonded system or case is the unit of analysis or the phenomenon that is the focus of the study (Creswell, 2012; Merriam, 2009). For this study, I explored new teachers lived experiences for job satisfaction or no satisfaction.

Justification of Design

Whereas quantitative research establishes causality with precise measurements in controlled environments, qualitative research utilizes an inductive reasoning approach, which was a more appropriate for my research. There are several methods for qualitative

approaches that researchers use. I explored different designs before deciding on an exploratory case study. Investigators employ ethnographic research to provide a picture of group interactions based on shared beliefs. Researchers conducting ethnography are not part of the cultural group (Creswell, 2012). I work at Eastside and am familiar with the novice teachers who were potential participants, so I did not choose this design. Researchers who use phenomenological design attempt to understand the perspective of the participant through the collection of vast materials. Interview questions for this method develop from the participants' responses (Creswell, 2012). I utilized an interview protocol with semistructured questions to steer my investigation, so phenomenological design was not a good fit. If developing new theory through constant comparison, researchers employ grounded theory. Grounded theory research requires advance competence in researching, increased numbers of participants for saturation, and extensive time to complete (Creswell, 2012). I did not choose this method because this was my first time researching, and the population who met the criteria at Eastside was small.

The most appropriate design was an exploratory qualitative case study. Yin (2009) states case studies have the characteristics of qualitative approaches to research through description, explanation, and understanding. Case study research is holistic in its attempt to understand the phenomenon in its natural setting and utilizes in-depth interviewing to understand experiences. Therefore, an exploratory qualitative case study could help Eastside's administrators understand the new teachers' feelings of job

satisfaction and could explain why the school experiences a high rate of new teacher attrition.

Population and Sample

Certified teachers who were new to the teaching profession and had 5 or fewer years of experience composed the population of this study. Eastside had a population of approximately 17 teachers that met these criteria. I used a nonprobability, purposeful sampling strategy to select the participants from Eastside. The strength in purposeful sampling lies in "information-rich cases" (Lodico, et al., 2010, p. 140). Additionally, Merriam (2009) proposes that "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p.77). Criterion case sampling utilizes participants based on their experience with the events under study (Merriam, 2009; Patton, 2002). Although this form of sampling was limiting to the study's overall generalizability, the results were highly useful within the context of the study and disseminated to the school district. To participate in this study, individuals had to meet the following attributes:

1. One to 5 years of teaching experience in their certified content area.
2. Employment as a middle school classroom teacher at Eastside which was the context of this study.

These criteria ensure that the participants had experience as a new teacher within the middle school setting. The selection of participants with specific criteria allows for

an understanding of the events at Eastside by gathering an information-rich personal look at why teachers stay or leave employment.

Questions surrounding sample size are common in qualitative research. Although not defined with a specific number, Merriam (2009) suggest an adequate number "to answer the question posed at the beginning of the research until redundancy or the saturation point is reached" (p. 80). Bogdan and Biklen (2007) also advocated data saturation and warned against collecting too many data. Data collection ends when gaining any new information becomes diminished (Bogdan & Biklen, 2007). Creswell (2009) claim the adequate number of participants is between 12 and 20. Due to the context for this study, I solicited 10 participants to be a part of this research, which was 59% of the novice teacher population at Eastside.

Participants

Permission from the gatekeepers provided my access to participants. Creswell (2012) defined gatekeepers as the people with official or unofficial roles that control access to the site, the location of individuals to participate in the study, or assist with study site. The gatekeeper in this study was the chief academic officer for the district. After receiving a letter of cooperation from the school district and approval from Walden's Institutional Review Board (IRB; approval number: 03-28-16-0132634), I sent an email to the staff of Eastside who met the study's requirements and requested their participation. When participants accepted the invitation, they received the informed consent form that explained their voluntary role in the case study. The consent form outlined the nature of the research, possible risks, and the contributions participants made

toward meeting the goals of understanding and gaining knowledge of job satisfaction for new school employees.

All participants met the criteria for participation in this survey by having 1 to 5 years of experience, certified in their content for their content, and employed at Eastside. Each of the participants expressed their enthusiasm for their participation in this study. They were eager to share their experiences as teachers and relate their feeling of satisfaction with their employment.

Participant 1 (P1) was a 25-year-old, Caucasian female who held a Bachelors in Education. She was in her second year, teaching English language arts (ELA). She started college as a nursing student and quickly realized she did not want to be a nurse. She changed her focus to education which she considered her first passion. She participated in a traditional educational program.

Participant 2 (P2) was a 27-year-old, Caucasian female. P2 was in her first year in the classroom, and she taught ELA. She came from a family of teachers who encouraged her to go into the profession. P2 spent her first 3 years of college taking courses without a career-focused direction. She always liked history and being a student, so she linked the two and decided to teach history. She earned a bachelor in education obtained through a traditional route.

Participant 3 (P3) was a 33-year-old, Caucasian female and held a master in education. Her undergraduate was from a different field, and she participated in a transitional program to obtain the teaching certificate. Before teaching, she was a stay-at-home mother who home-schooled her children. P3 was in her second year of teaching,

teaching resource mathematics, ELA, and study skill classes. P3 left Eastside at the end of the school year and took a position as a classroom teacher in another district.

Participant 4 (P4) was a 32-year-old, African American female who earned a master in education through a traditional teacher program. Although she always wanted to be a teacher, her undergraduate degree was in criminal justice because her family encouraged her to go into law. She worked as a mental health counselor while raising her child and completing her teaching education. P4 was in her first year teaching. P4 taught ELA.

Participant 5 (P5) was a 56-year-old African American male with a master's degree in education from a traditional program. Before teaching, he worked in business as a manager and as a business owner. Given the economic recession, it became necessary to close his firm, and P5 needed to explore another avenue to support himself. Always passionate about teaching, P5 decided to return to school for a teaching certificate. He taught social studies for 2 years.

Participant 6 (P6) was a 67-year-old, Caucasian male who retired from the military and business. He held a bachelor degree and taught engineering. He participated in a nontraditional program and held a provisional certificate. P6 was in his first year teaching in the public school. However, he had previously spent many years teaching adults in the private sector.

Participant 7 (P7) was a 34-year-old African American female holding a master's degree in education and taught business and computer science. She was in her fifth year teaching. P7 had a business school instructor who inspired her to become a teacher. She

initially considered early childhood education but realized that she was more interested in business education because of her high school teacher. P7 participated in a traditional program.

Participant 8 (P8) was 23 years old, Caucasian female. She had multiple teachers in the family. P8 always wanted to be a teacher. Growing up, ELA was her favorite subject, and she considered herself a voracious reader. She taught ELA and held a bachelor's degree in education. P8 was in her second year of teaching.

Participant 9 (P9) was a 31-year-old African American female. She taught for 5 years. She held a master's degree and completed her educational specialist degree in 2016. Her preparation was through a traditional route. She taught social studies. P9 left Eastside at the end of the school year because she married and moved out of the district.

Participant 10 (P10) taught special education for 1 year. She was a 42-year-old African American, female. Before teaching, she was a homemaker with a special needs child. The progress her child made under the guidance of a teacher inspired her to go into education and help other children succeed. P10 has a bachelor's degree in education from a traditional program.

To provide for the ethical protection of participants, I completed the National Institute of Health (NIH) Office of Extramural Research web-based training. All documentation was available for review by participants and other educational stakeholders. Finally, to maintain privacy and confidentiality, I assigned aliases to each participant. I conducted individual interviews in a neutral setting in which the participants felt comfortable and safe. I maintained confidentiality during the research

process. All materials collected during the study process including recorded interviews, transcribed interviews, flash drives, and field notes that could be used to potentially identify the participants are kept in my home for five years in a locked box or a password protected file on my computer's hard drive.

My role as teacher and mentor was relevant to this study. As a new teacher, I did not have a mentor, nor did I participate in an organized induction program. Due to my lack of assistance to begin my career, I started TSS training in 2013 and am now a certified mentor. I have been in the teaching profession for 11 years and have been an employee at Eastside for 6 years. I do not have authority over any of the participants that chose to contribute information to this project. However, I did have a working relationship with the participants employed at Eastside, which I believe helped in establishing rapport.

Data Collection

Since my goal was to gather qualitative data that represented the personal experiences of new teachers, I interviewed the teachers who participated in this study. Interviews provided a means for the interpretation of the new teacher's individual perceptions of their personal situations (Stake, 2010). To establish and maintain a researcher-participant working relationship, I contacted all participants, introduced myself, and explained my motives for the research, my role as a researcher, and the participants' role in the study. Merriam (2009) suggested establishing a working relationship with the participants. To do so, I went through the following steps:

1. After participant identification, I scheduled one-on-one interviews in a neutral and private setting based on the participant's preference for time and place.
2. I introduced myself then explained my reasons for conducting the research and provided the purpose of the study.
3. I explained the terms of confidentiality and the format of the interview.
4. I conducted the interview and stayed neutral to the content shared with me by the participants.
5. I was respectful and non-threatening, taking only short notes to avoid the perception of a lack of interest in the participants' responses.

I used an interview protocol (Appendix B) to structure the interviews and guide my questions. This protocol provided me the opportunity to remain focused during the interview process. Since the protocol was pre-determined, it allowed me a course of action to follow as well as provided consistency when interviewing all participants. The interview protocol contained essential information, the study's purpose, information about consent, and icebreaker information. To not impose my perspective on the interviewee, I used open-ended questions. Open-ended questions gave voice to participants (Creswell, 2012). Stake (2010) added that the research issue structured interviews; therefore, it was best to ask open-ended questions that let participants comment or tell their story in a conversational way. I audiotaped the interviews. I was flexible during the interview process using the predetermined questions but also allowed for the participant's conversation to generate additional question probes. Most interviews

lasted between 45 to 50 minutes. While this section explained how I collected data, the following section provides a summary of how I analyzed data.

Data Analysis

After I transcribed the interviews verbatim, I read and reread the narratives at least three times. Bogdan and Biklen (2007) defined qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (p. 145). I marked and highlighted individual transcripts and created words or short phrases to summarize the narrative in a document. Next, I compared the word lists that I generated for the individual interviews by placing the 10 documents next to each other and looked similar coded words or phrases. Sample codes that I used with positive worded text included caused happiness, student learning, student relationships, and teacher growth. Codes for challenging circumstances were the words increased responsibility, safety issue, anxiety, hopelessness, and denial. General situations codes included time management, behavior management, professional learning, reflective practice, routines, and planning time. I cut the documents into sections then arranged and rearranged the data looking for patterns. I assigned colors to the categories. Per Stake (2010), the coding process allowed for the establishment of patterns within the data. I established patterns within the data I collected.

The patterns assisted me in answering the proposed research questions. I used topological analysis to classify the qualitative data into themes. As part of the topological analysis, I arranged the color-coded themes into theory and research

questions groups. I utilized job satisfaction, job dissatisfaction, and motivation as data set categories. Then I reviewed the data entries and marked them to identify sources of commonality and variation. I read and reread the data and individually marked each topological set. Next, I created a summary sheet that represented each set looking for patterns and relationships (Appendix C). Finally, I wrote one-sentence summaries to develop a theme by generalizing the relationship between concepts and select interview excerpts to provide evidence in my written narrative. Since my project was interpretive, I maintained a self-reflective journal. Journaling kept me focused and helped address my subjectivity or preconceived biases that arose

Ensuring Quality of Data Analysis

Portraying the participants as they see themselves adds credibility to the study. My narrative included a description of the setting, the amount of time spent with the participant, and how I established rapport as outlined above. To audit and validate the findings for accuracy, I used member checking. Creswell (2012) stated that member checking provided participants the ability to check for the accuracy and completeness of their account in the written report, as well as if the interpretation was fair and representative. I emailed or hand delivered transcripts to the participants, asked them to review for accuracy and return to me any changes that were needed. Additionally, I used a peer reviewer to examine my notes, question my assumptions, and provide alternatives for reviewing data. The reviewer was a female in educational leadership who held a doctor of education degree and had experience with qualitative research.

Thick descriptions provide judgments on the "similarity of the participants, schools, resources, policies, culture, and other characteristics of the research site and the reader's own site" and provide transferability to future readers of this study (Lodico, et al., 2010, p 275). A detailed report of how I collected and analyzed the data provided a comprehensive methods explanation to establish dependability. Actively looking for, recording, analyzing, and reporting negative cases or discrepant data analysis was an important strategy in qualitative research (Patton, 2002). I looked at data that contradicted the emerging patterns. Then recorded, analyzed, and reported discrepant case data to counterbalance any preconceived biases, which will allow readers of my research to evaluate the evidence I presented and draw their conclusion about the material.

Data Analysis Results

The purpose of this study was to explore and give voice to the teachers' perception of satisfaction workplace satisfaction. I applied Herzberg's two-factor theory of motivation to assist in the analysis the data. After color coding data, I looked for common themes. I compared the narrative provided by the participant to information stated before and after the comment and to the other participants' responses. I classified the common themes and organized the data by research questions. I presented the themes and their corresponding researching questions next in Table 1.

Table 1

Themes and Corresponding Research Questions

Theme	Research Question
Passion and desire for teaching	1
Relationships with students	1
Changing teacher satisfaction	1, 2, 3
New teacher support	2, 3
Bureaucratic mandates	3
Feeling challenged by student behaviors	2, 3
Low levels of parental involvement	3
Insufficient instructional resources	2, 3
Sense of physical or emotional insecurity	2, 3

Notes. For the text of research questions, see page 14.

Satisfaction with Teaching Role

Within the category of satisfaction with teaching role, three themes arose. First was the new teachers' passion and desire to teach. This theme explored the reasons for and who the teachers saw as role models supporting their decision to enter the teaching profession. The second theme centered around the new teachers' aspirations to build relationships with students and pass on their love of learning to the children they taught. The third theme that surfaced was a changed in perceived feeling of satisfaction as the realities of classroom teaching became evident.

Passion and Desire for Teaching.

Few professions guide employees to consider themselves so strongly suited for their occupation that it becomes their mission to fulfill and a dream to share with others. Teaching is one of these professions. Teaching is a vocation. All 10 participants expressed that they had a "passion" for teaching or "love" of a subject that cultivated an innate desire to share their enthusiasm with children.

Passion for teaching crossed all participant variables (gender, age, years' experience, training, and subject taught). P9 stated, "Teaching is my passion. It's all about the children's learning." The feeling of being passionate about educating children led participants to feel satisfied with the teaching profession. The 10 participants felt the need to inspire or affect students in positive ways. Participants did not know what they would say or do that could positively motivate students; however, there was confidence in their voices that they would help a student learn. P2 felt her satisfaction with teaching arose "when a child gets something… That is what you teach for, the accomplishment of helping a student." P4 admitted, "My main goal coming into teaching was really just to reach a kid, and that's still my main goal. It makes me happy." Choosing education as a career choice and the ability to impact children by passing a personal passion for learning onto their students satisfied all participants.

The six traditionally educated female participant chose their career because of a teacher with which they once crossed paths and or family member that was in education. P10 explained, "I have a child that needed extra help in school. If it weren't for the teachers, she wouldn't be where she is today. I wanted to help other children the way my

daughter was helped." One of the six traditionally educated female participants, (P8) spoke extensively of her personal connection to reading as a gift from her aunt, a teacher. For P8, satisfaction arose from her ability not only to impart knowledge of a subject that she valued but also, to help students grow as competent in the content. She said, "I love to read. I wanted to give that to children. I want them [the students] to grow as readers and experience the enjoyment I have." The nontraditionally educated female and the two male participants chose education as a second career based on their desire to make a difference working with children. Their motivating factors to enter education were changes in their previous employment status through unemployment or retirement, and they were satisfied with their decisions.

While having a desire to work with children, only one of the 10 participants (P1) tied her entrance into teaching with the thought that she would make a good teacher. P1 stated, "I strongly feel that kids need role models. I was a good student. I enjoyed school. I know a lot of kids don't. I know I could be effective making a difference in their lives."

To summarize, the triggers prompting the 10 participants to enter teaching as a career ranged from an experience with another teacher to job loss and retirement. The one thing that remained consistent for the 10 participants was their desire to make a difference in children's lives. Satisfaction arose in the 10 participants through the knowledge that the passion they had for learning could transfer to the children they taught. Teaching was their vocation.

Relationships with Students

Building relationships with students can be pivotal to their education. With relationships, students are open to learning and teachers can influence students. All 10 participants felt developing relationships with students led to increased learning through mutual respect.

Satisfaction arose from building positive relationships with students for all the 10 participants. P2 specified, "Kids everywhere want relationships. They want to know someone cares about them. The kids remind me all the time, and that's why I'm here." Crossing all participant variables, the 10 participants felt getting to know their students and developing relationships provided students with a sense of security in the learning environment. When students felt secure, they were motivated to work harder completing academic tasks. P7 stated, "I definitely would say building relationships and respect before getting to the learning. If they respect me, then they will do the work." Similarly, P9 felt that s/he is, "passionate about children's learning. I try to communicate this as I build relationships with the students." P3 affirmed, "I am satisfied being a teacher and being a part of kids' lives." Participants felt that when students perceived teachers had high classroom expectations, the students worked harder to achieve the higher levels of rigor and did better on assessment. Relationships provided satisfaction to all the participants.

Nine of the 10 participants saw themselves as having a working relationship with students and felt a collaborative bond with students provided increased academic engagement. P6 spoke of ways he has fostered relationships with students by having

them contribute to the development of a writing task. He explained his class did not care to participate in the school required quick writes after reading exercises. He found that when students collaborated with him in the task development, students were more likely to complete the required assignment. P6 accounted, "My students went from writing one sentence to writing a full-page essay developed from researching information found in the reading. Now, they enjoy writing."

The tenth participant spoke of relationship building by helping students develop self-esteem, which led to student success. P4 discussed a student who was failing but was now succeeding and explained, "He [the student] is putting forth the effort and really trying. He's turning around his grades. My thing was to make him feel he was smart enough to do the work." Satisfactory relationships crossed all participant demographics and grew from interacting with students.

Building relationships with students was a common theme that all 10 participants identified. As stated by the participants, when students felt the teacher cared for and respected them, students put more effort into learning the curriculum and performed at higher levels of rigor. Building student relationships provided the participant with feelings of satisfaction.

Changing Satisfaction at Eastside

The ten participants felt satisfied with teaching in general; however, their perceived satisfaction with their teaching position at Eastside was mixed. The two novice teachers in their fifth year teaching (P7 and P9), one second-year teacher (P8), and one first year novice teacher (P6) reported satisfaction teaching at Eastside. Three of the four

new teachers spoke extensively of experiences at other schools that they perceived as disagreeable. The three teachers experienced positive changes at Eastside. They felt their transfer to Eastside sustained their enthusiasm to continue working with students.

It is important to mention when discussing the changing satisfaction that there was an overlap between responses in question one with research questions two and three. Participants discussed their perceived changes in job satisfaction regarding the administrative support they received and undesirable student behaviors in the classroom. Administrative support and student behavior are defined fully in research questions two and three.

The three participants (P7, P8, and P9) who came to Eastside from other schools spoke of negative experiences at their first schools. P9 came from an inner-city school, and the students in that school lived in a crime filled area. Many of her students came to school being monitored by police or with probation officers. P9 found teachers to be petty and frequently gossiped. She felt she learned to be a teacher by herself and gained maturity by choosing who to speak with and what to say. P9 stated, "I worked alone. I came here, and Eastside embraced me. I was supported. I was given the chance to spread my wings. I was appreciated for who I am, and I am thankful for my time here." Overall, the four participants felt similarly and were satisfied with their experiences at Eastside.

Satisfaction has an element of fluidity. It is an emotional response that changes over time based on what is happening with the job. Six of the ten participants (P1 through P5 and P10) spoke of their perceived satisfaction as shifting as the year

progressed. One of the six participants (P1) taught for 1 year at another school. The other five came to Eastside for their first teaching position. An interesting fact is that administrators hired the three the above participants (P1, P2, and P3) during preplanning, which is when teachers return to school to prepare for students. Additionally, P3's employment confirmation was the day before school started for students. The fifth participant's (P5) employment began 2 months after the school year started when a previously hired teacher quit the position without giving notice. Before his hiring, a substitute teacher managed the class until the participant until P5 took over.

When addressing the changes in perceived satisfaction, the five participants spoke of the excitement of starting a new position and the frustrations that came from being a new teacher working at a new job. P1 related, "I was excited to come here. But, it was such a big shock to me working with the kids and administration. It is hard. I went through a big adjustment period. There's so much to do." After the initial period of anticipation, the novice teachers became overwhelmed with the amount of work and the student behaviors they managed. Receiving a phone call from Eastside's administrator thrilled P2. She expected to work in a supportive environment where she could grow as a teacher. She felt idealistic. However, the experience did not go as P2 expected. She indicated, "It's very difficult. I seriously considered for a solid two months that I'm getting out of here. I don't want to be a teacher anymore. I wanted to go somewhere else." In the same line, P5 shared, "It is frustrating. I feel I could do better, but I don't get a chance to prepare. There's too much to do and no help. If you don't get it done by yourself, you're not going to succeed." The four new teachers admitted to being

idealistic when school started but evolved to disillusionment with the profession and the school as time advanced.

Given their changes in satisfaction, two of the five participants considered leaving Eastside mid-year. Three of the five returned to Eastside for the 2016-2017 school year. The two teachers who considered leaving Eastside stayed at the school for practical reasons and planned to leave at the end of this year. Neither wanted their resumes to look as if they were "job hopping" from school to school.

Interpretation of Satisfaction with Teaching Role

Teaching is a vocation that often is referred to as a calling to serve young people. The top motivating factors to enter the profession were (a) the desire to make a difference in students' lives, (b) desire to work with either children or young people, and (c) feeling that the person would be good at teaching (Menzies et al., 2015). Of the 10 participants in this study, all entered the profession to work with and make a difference in student lives. As the school year progressed, their perceived satisfaction at Eastside changed. Five of the 10 participants spoke of changes from perceptions of satisfaction to perceptions of dissatisfaction as the school year advanced.

The classroom is a complex set of interactions that revolve around students, the teacher, learning tasks, assessments, administration, and other stakeholders working together. Entering the classroom is not always a smooth transition for new teachers. The desire to work with students and make a difference in their lives by building relationships allowed new teachers in this study to persevere. The teachers' passion or desire to influence students is an intrinsic factor, which is an essential part of the teachers' beliefs

and values. This desire brings intrinsic rewards to teachers. Perceptions of satisfaction can change to no satisfaction as the school year proceeds, and teachers understand the realities of the job expectations. As new teachers' struggle to survive from day to day, the anticipation they brought at the beginning of the year falters and leaves the teachers questioning their proficiency. It is common during career development for new teachers' attitudes to go through attitudinal phases of anticipation, survival, disillusionment, and rejuvenation (Kyndt, Gijbels, Grosemans, & Donche, 2016; Moir, 2011). Job satisfaction fluctuated based on what the new teacher perceived as the year progressed. The enthusiasm of stepping into a new class wears away as the actuality of the classroom becomes evident. As reality changes so do the teachers' satisfaction until disillusionment occurs, and the teachers wonder why they chose to teach as a profession.

In the context of Herzberg's motivational theory, intrinsic factors are not tangible and are more emotional. Motivators led to job satisfaction because they gave the person a sense of achievement. The positive experiences from working with students led novice teachers at Eastside to feel rewarded with in their choice to enter the teaching profession; thereby, increasing their feelings of perceived satisfaction with the school and with the teaching profession in general. Additionally, satisfaction arose from participants' ability to make a difference through their interactions with students. This perception of service to students provided the participants with real feelings of reward leading to a sense of achievement. As the novice teachers were given more responsibilities and expected to perform at higher levels without support mechanisms, teachers perceived less satisfaction from work itself.

Preparation for Teaching

For the preparation for teaching category, one theme developed. The theme centered around the support new teachers perceived as necessary to prepare the teachers to maneuver the classroom as well as learn and grow as professional teachers.

New Teacher Support

Overall, the participants felt their academic courses prepared them to teach; however, the reality of navigating the classroom with inconsistent support from experienced teachers was a challenge. The theme, New Teacher Support, is divided into four subthemes based on the participants' responses: induction, mentoring, administration, and feedback.

Support through Induction. Induction is a collaborative process in which new teachers participate. Induction provides new teacher a means for socialization and personal development as an effective teacher. Induction support for novice teachers takes place at both the district and the school levels. The induction discussed in this section relates to the professional learning experiences held at Eastside. The district level induction was not addressed in this study. A total of 8 participants, who had 2 years or less on the job, were required by the district to have a mentor and participate in school-wide induction.

Six (P1, P2, P4, P5, P8, and P10) of the eight who were required to take part in induction attended the school's program. The six were satisfied with their participation in induction until January 2016 when the lead mentor left her leadership role for a different school position. P4 stated, "I think it is a good program for all new teachers. It

helped me. We had workshops on class management. He [the trainer] provided strategies that I could use in the classroom." Integrating strategies that teachers can put into effect in the classroom immediately addressed principles for adult learner by providing a concrete plan the teachers could use immediately in their classrooms (Knowles, Holton, & Swanson, 2014).

All six participants noted program dissatisfaction when induction meetings at Eastside stopped occurring on a regular basis. P5 observed, "The new teacher orientation was going well at the beginning of the year, but the person running the program got a new position at the school, and she couldn't follow through with the new teachers." Without the lead mentor, the six new teachers experienced a decline in their satisfaction with the program. "I no longer have someone to go to when I need help," said P10. The lead mentor acted as overseer of the induction program and provided continuity for the professional development of the new teachers which built confidence in their abilities to manage the classroom.

Participants P3 and P6 did not attend induction meetings. P3 remarked that she was not informed of the meetings at Eastside. Additionally, the two participants perceived professional development as ineffective in providing them the supports they need as a new teacher. P6 noted, "The training is one-size-fits-all. If you're a new teacher coming out of college, you need one kind of training versus someone coming from another teaching environment." There was a consensus among the 10 participants that it would be helpful to differentiate the content of professional learning opportunities. Differentiation addresses the needs of individuals at the point that they are in their

learning. P4 mentioned that "we modify curriculum for students. Why not do the same for us as teachers?" Differentiating content could increase satisfaction with the program.

The six participants who were actively involved in the induction classes were satisfied with the experience. They perceived themselves as being prepared for the classroom because of the induction meetings. When the program changes occurred and the instructional meetings stopped, the six participants became not satisfied with Eastside's induction program. Both participants that did not attend meetings were not pleased with induction and did not see themselves as being prepared by the school for the classroom. There was a consensus among the eight participants that the lead mentor should be continuous for the length of the program and that materials should be differentiated to address the different teacher needs.

Support from Mentors. Mentors are experienced teachers who have been trained in coaching techniques to assist new teachers to manage highs and lows of their new positions. All eight new teachers with 2 years or less of experience felt that mentoring was essential to the success of inexperienced teachers. However, only six of the eight teachers were assigned mentor teachers and were satisfied with the relationship.

Six of 8 participants (P1, P2, P4, P5, P8, and P10) had mentors assigned to them and felt satisfaction for the support they received from the relationship. Mentors provided participants with ideas for teaching content, strategies for classroom management, and emotional support. P8 responded, "I have a really good mentor teacher. She is hands on and helpful." One of the six participants changed the mentor mid-year. At the beginning of the school year, P1 had a mentor. She did not interact

with her mentor on a regular basis or develop a beneficial relationship. She took it upon herself to seek help from another teacher who taught the same grade level and content. Then asked the content teacher to become her mentor. P1 stated, "I have a close relationship with my content teacher. She's helped me know that I'm doing a much better job than I think I am and I could absolutely do this [teaching] if I stuck with it." P1's mentor was empathetic by providing understanding, and reassurance during trying times at work.

Conversely, P2 was not assigned a mentor. She got assistance from the teacher in the next classroom. P2 stated, "Now, my mentor is in the classroom right next door. I didn't get assigned a mentor teacher in July. In October, the teacher requested to be my mentor because she was doing that anyway." Mentors provide insight into managing a classroom, which is helpful to new teachers. P2 found that even though her mentor was not in the same content, it was useful to have one because she had a person to connect with and solicit advice on general classroom teaching strategies.

At the time of the interviews, two of the eight teachers with 2 years or less of experience were not satisfied with the mentor program. These two participants (P3 and P6) had nontraditionally training, and teaching was the second career for them. Neither participant was assigned a mentor or developed a support network of experienced teachers at the school. P3 bluntly stated, "I have no mentor at school and didn't go to any meetings. It's been sink or swim. If I ever have questions, I'd take it back to my master's program." P6 declared, "There is no one else at school who does what I do or can help me." Both participants stated during the interviews that the administrators told

them on multiple occasions that they were surprised that the participants were new teachers because they functioned in the classroom as if they had years of experience. However, both thought having a person to share successes and challenges with would be helpful with their preparation and growth as a competent teacher.

P7 and P9, both teachers with 5 years' experience, had a mentor for their first 2 years teaching and were satisfied with the experience. However, P7 was unaware there is state certification to be a mentor. As P7 said, "I think mentoring is for your first year. I assume there is no training. My mentor just came to see if I needed something. It wasn't let's sit down and talk about some things or show me around." Additionally, P7 added that she was a mentor for a new teacher and did not have formal training.

Six of the eight participants who were required to have a mentor teacher were satisfied with the experience. The two participants who were not satisfied were not assigned mentors and did not seek out a mentor on their own at Eastside. Both participants were a second career, nontraditionally trained teachers. All 10 participants perceived the idea of having a mentor as a positive support that could help new teachers navigate the complexities of the classroom and provide the teacher with increased job satisfaction.

Support from Administrator. School administrators are the leaders that influence teacher success and satisfaction. Whereas induction and mentors provided all participants with a feeling of satisfaction, administrator support was mixed. Eastside has an administrator team consisting of a principal and two assistant principals. Additionally, four administrative assistants help the administrative team. Administrative assistants

have limited responsibilities and cannot independently make decisions. For this subtheme, the term administrator refers only to the principal, or two assistant principals who can independently make decisions on the direction of the students or the school. Four of the 10 participants expressed perceived feelings of support by the school's leadership. The remaining six did not feel supported or satisfied with administrators.

Four participants (P6, P7, P8, and P9) perceived the feeling of support from administrators. Besides offering the traditional courses, most schools in the county have developed specialized curriculums based on student interests. Programs range from performing and visual arts, to technology, to science technology engineering and mathematics (STEM) or science technology engineering arts and mathematics (STEAM) and medical sciences. Students from across the county apply for admission to the specialty programs and are required to maintain specific standards for academics and behavior. Perceiving the administrators as vested in his specialty program, P6 stated, "The quality of the administrators is huge. In some ways, they are the best that I have ever worked for. I have plenty of support," and continued, "I realize that I'm different from the rest of the school because I am the school specialty." In agreement, P8 a regular classroom teacher remarked, "Anything I need, I can go to any administrator and get it done." Developing a relationship based on open communication with administrators makes new teachers feel empowered, which increases morale and workplace satisfaction. Interestingly, three of the four participants that felt supported came to Eastside after disappointing experiences at their previous school. Eastside was the P4's first teaching assignment.

Conversely, six of the 10 participants (P1, P2, P3, P4, P5, and P10) perceived dissatisfaction with the support they received from one or more of the school's leadership team. Eastside was the first teaching assignment for five of the six participants. Teacher P1 taught her first year at another school and transferred to Eastside because of a family move to the area. She was more satisfied with her first school experience than with Eastside. In addition, P1 thought, "Administrators have been a big cloud over my head." P1 explained about a situation where a student lied about the teacher, and the principal accepted the student's word as truth. It was distressing to P1 that the principal believed a student rather than "an adult teacher, a professional's" word. She stated that she had never been in a work situation where her supervisor considered her unprofessional or untrustworthy to tell the truth. Additionally, participants voiced frustrations with administrators' inability to attend what the new teachers perceived as classroom needs and their personal support. P3 lamented, "I'm a first-year teacher! Surely, you [school administrators] know more than I do, especially being in a leadership position." P 3 explained that she was appreciative that the administrators had confidence in her abilities, but she still needed guidance and support at times.

Furthermore, three of the participants were dissatisfied with perceived emotions clouding managerial decision-making. The three participants that expressed this dissatisfaction chose to teach as their second career. They felt decisions need to be thought out and logical. Adding emotions to the decision-making process alters reasoning. P4 thought, "When you are a leader, you cannot take things personally, especially when you're dealing with employees who have different opinions…I feel like

sometimes emotions are brought into certain situations and it affects how things are handled." P 5 concurred, "When you lead people, you can't let your feelings get attached because you're not going to be the best leader. Some decisions can't be emotional decisions." The three participants felt being an administrator was a challenging task with the mounting requirements from federal, state, and local entities.

Support from Administrators using Feedback. The following three categories afforded a system to organize administrator feedback (a) feedback provided to a group of teachers, (b) feedback provided to an individual teacher, and (c) feedback provided as formal evaluations in the state reporting system, TKES. Crossing all demographics, nine of the 10 participants perceived the overall feedback of the three categories as ineffective to help the teachers grow in their new roles. Three of nine participants were satisfied with their individual comments. The tenth participant did not speak of feedback received. Nine of the 10 participants were not satisfied with teacher evaluation feedback from either a formative (informal) or summative (formal) assessment in TKES.

At Eastside, administrators often give formative feedback to teachers as a group during professional learning sessions. When discussing general feedback, P1 thought, "We don't necessarily hear what is going right. We only hear when things are going wrong." The nine participants felt the focus of feedback from the professional learning sessions was to tell teachers was they were not doing. P10 stated, "I want good information that I need and can use. At times, I find out that there are things I need to do or that I need to get done and I don't have the right information." The new teachers believed that providing feedback this way does not address the needs of the individual.

Beside whole group feedback, participants spoke of one-on-one meetings with administrators. Three of the nine participants found the individual feedback to be helpful. The three felt they had good relationships with administrators and could drop by administrators' offices for assistance when needed. P8 felt, "She [administrator] comes and checks on me and talks to me. I get good feedback." Conversely, six of the nine participants perceived individual feedback as ineffective. P2 spoke at length of having a challenge with class management. She did not have a mentor assigned to assist her but states she asked for administrator assistance. P2 said, "I only hear feedback when something goes wrong. In September, I was told for an hour that I wasn't going to have a job next year because of my class management. You've set the tone for the whole year." This event gave P2 a negative perception of administrators, left her questioning her ability to teach effectively, and whether she would return to Eastside or teaching at all next year.

Three of the 10 participants spoke at length about not only the feedback teachers received from administrators but also from stakeholders who were outside the classroom such as district personnel or parents. P7 stated, "I don't think we get enough credit for the things we do right. We're always scrutinized for the things we do wrong even in the eyes of parents." The three participants felt there is a focus on the negative in society and not enough recognition given the accomplishments of teachers who help students make gains. P10 declared, "My students learned to write their names this year. That's success that should be recognized." Both teachers that worked with students who had disabilities

stated that administrators did not provide positive feedback on the advances their students made.

Formal assessments were part of TKES, the teacher's state-required evaluations and are formative or summative in nature. Formative assessments consisted of four short classroom visitations identified as walkthrough observations and two longer formative assessments for teachers with three or less years of teaching experience. The administrators assessed teachers for at least 10 minutes for a walkthrough observation or 30 minutes a formative observing ten state defined professional standards such as classroom climate, content knowledge, rigor of instruction, and student management for teacher effectiveness. A yearly summative assessment provided a final overall rating for the teacher in the specific school year. When considering formative teacher evaluations, P2 laughed,

> I had no interaction with my evaluator. I don't wear makeup. I look young. He thought I was a student for the first few months of school. That was until he came to observe me and realized I wasn't a student. I still have no other interaction with him.

While P1 felt that formative observations were fair, she stated that the evaluator "doesn't give a whole lot of specific feedback" that could help grow a teaching practice. Furthermore, P5 said, "To me, it's easy to sit and judge somebody, to make criticisms but the good ones [evaluators] can tell you what you did wrong. Then tell you what to do to fix the problem and what you did right. I don't feel what I'm getting as feedback is very helpful." P10 concurred and stated, "I wish I got information that I could use in my

class." Teachers were not satisfied and felt that it was offensive to have evaluators make observations and not provide useful information that could improve their teaching practices.

Nine participants (P1through P5 and P7 through P10) spoke of their yearly summative assessment completed with predetermined remarks that were either not appropriate to their content or the students they taught. The tenth participant, P6, did not speak about summative assessments. P3 stated, "I had a summative that I didn't even know I had. Apparently, my summative assessment was on April 11, and no one was in my classroom. How can that be?" P8 concurred, "Administrators hadn't been in my room since December, and my write up was verbatim, identical to another teacher's. I wish I had gotten more personalized feedback rather than the stock information." The eight participants felt that the feedback to new teachers was not constructive, appropriate, or appreciated. P10 stated,

> I received good comments, but they were not for me. The comments were not original. They mentioned Cornell Notes and my students don't use them. My students have disabilities. The feedback was not helpful because I know I don't do those things in the classroom.

The nine participants that spoke about summative assessments considered feedback as crucial information for developing new teachers' effectiveness. Overall, they were not satisfied with the feedback they received in a whole group or on state-required evaluations. Three of the nine were satisfied with the individual feedback they received.

If the feedback did not relate to the performance, teachers found the feedback insulting and not beneficial.

Interpretation of Preparation for Teaching

Providing new teacher with ongoing support is paramount to their future classroom success and possible retention. Interpersonal relationships and supervision can lead new teachers to be satisfied or dissatisfied with their position. High-quality induction improves new teacher effectiveness by developing and improving classroom practices. Additionally, working with experienced mentors helps new teachers hone their skills to effectively reach all student helping them succeed (Moir, 2011). If new teachers have the skills to help their students succeed, they will satisfy their desire to help children. All 10 participants thought having an organized induction period with an assigned mentor would assist the new teacher to adapt to the new school environment and develop as an effective teacher. However, not all of Eastside's new teachers participated in the program. The six of eight participants who attended induction were satisfied with the induction program, including mentoring, and felt they acquired advanced skills relating to the topics discussed. Satisfaction with induction changed when program leadership left the position. New teacher supports through an organized program helped the teachers assimilate into their new positions. The teachers formed a relationship with the lead mentor. The bond broke when she took a new job.

Providing consistency throughout the experience for new teachers could help promote teacher success through relationship building and a heightened sense of security during times of need by having someone who is a trusted confidant. Additionally,

placing the right mentor with the new teacher is critical to the new teachers' success (Bartlett & Johnson, 2010; Ingersoll, 2012). The mentor not only is an adviser for the new teacher to discuss feelings and experiences but also, builds confidence with suggestions to improve teaching practices. This relationship could help the new teacher be more satisfied with the classroom experience. Besides interpersonal skills and supervision, building connections with administrators may impact new teachers' job satisfaction.

Relationships between school leaders and educators are key in workplace satisfaction for both. Price (2012) found that positive administrator relationships increase teacher unity and commitment levels by directly shaping teacher attitude. Other studies confirmed that school leaders influence teachers' perceptions and indirectly the school outcomes (Lee & Nie, 2015; Orphanos & Orr, 2014; Shapira-Lishchinsky & Tsemach, 2014). At Eastside, four novice teachers were satisfied with the support they received from administrators and six were not satisfied. Since three of the four satisfied novice teachers had administrator experiences at other schools that they deemed unsatisfying, their satisfaction may reflect their past experiences. If teachers viewed their past situations as a worse circumstance, then Eastside could have been considered a step forward for the new teachers. The fourth satisfied teacher was the specialty teacher. He spoke throughout his interview about the differences between what he taught and the regular classroom teachers. Since the success of the school specialty was dependent on this participant, he may have received administrator support at a higher level. The four participants perceived their administrator-teacher relationship as consistent and trusting.

Conversely, six novice teachers were dissatisfied with the assistance they received from administrators. Administrator interactions with the novice teachers did not demonstrate competence or integrity. Fearing repercussions, participants spoke of their inability to speak freely with their administrators. These actions did not build a strong trust relationship between the leaders and participants, which left the participants not satisfied. School officials could develop a self-awareness of what they say and do to build supportive relationships with their employees. Being cognizant of their actions potentially could increase the satisfaction of more new teachers.

Feedback is essential to helping novice teachers grow and meet their professional goals. Feedback allows novice teachers to assess how well they are doing and what changes they need to make to develop the skills necessary to be an effective teacher. Feedback should be found trustworthy and credible by the receiver to enhance motivation (Wlodkowski, 2008). Nine of the 10 participants found teacher evaluative feedback dissatisfactory. To increase satisfaction, school leaders could provide accurate and constructive feedback that addresses the individuals' intent and incorporate positive responses that highlight improvements made.

In the framework of Herzberg's motivational theory, interpersonal relationships are hygiene factors. Hygiene factors arise from the individuals' need to avoid unpleasantness and found in the context of the job. Whereas hygiene factors may not keep employees satisfied, they keep employees from being dissatisfied with working conditions. Providing support through induction and mentoring kept new teachers from being dissatisfied with Eastside. However, support from administrators and feedback left

new teachers displeased. The presence of problematic conditions was discouraging for novice teachers and contributed to the perception of job dissatisfaction when not addressed.

Climate and Culture

The climate and culture of a school is an important topic to understand to affect school change. Gruenert and Whitaker (2015) found that culture was the personality of a school and included emotions, thoughts, and qualities of the people who work there; whereas, the climate was the school's attitude or how its members reacted or behaved to situations. Under this category, several major and one minor theme developed about the climate and culture of Eastside. Overwhelmingly, the themes that emerged were sources of perceived dissatisfaction with Eastside and the school leaders.

Bureaucratic Mandates

Bureaucratic mandates within the system refer to the state, district, and school rules and regulations for accomplishing the task of classroom teaching. Under mounting and changing rules and regulations, participants found it difficult to teach. All 10 participants felt the workload placed on them was overwhelming and at times unrealistic.

The bureaucratic mandates were a dissatisfying aspect for all 10 participants. Mandated testing, data-driven instruction, directives to deal with poor student behavior, and teacher blame for reasons beyond their control increased the feeling of low morale for the new teachers. P5 believed, "Sometimes you feel bombarded with so much to do. It creates more stress. I was thinking the other day; I could like this job. Then I thought about all the negatives." His perception of job-related pressure led P5 to feel that he was

losing control as a teacher which increased his levels of anxiety and dissatisfaction with teaching. In agreement, P3 told of a broad range of information given to teachers without then the tools to integrate the information into the classroom. She commented, "Things constantly are coming at you. You're expected to use it, but you don't have the planning time to incorporate any new strategy because planning was taken for other stuff that needs to be done. It's stressful." One participant, P7, spoke about how discouraging it was to teach. She felt teachers did their best to work within the bureaucracy, but sometimes it was to no avail. With frustration, P7 stated,

> Teachers bust their butts trying to help children. We work at school and home for extended hours. Trying to keep up with the paperwork, trying to come up with differentiation, looking to extended learning, so students do well on tests. It's always pushing the kids to do stuff, but the kids aren't preforming. Then, it's a reflection of the teacher. It's not so much what could the child do to succeed or the joint effect of the child, parent, and teacher. It's always what more can the teachers do?

Another participant, P4, spoke of what was required to do for school as being detrimental to her home life. P4 realized, "I was neglecting my home and my child. I had to wake up and say this is my son. It's OK to leave the school to go take care of my child." Coming to teaching from a military background, P6 commented that he knew what bureaucracy was, but regulations within teaching were a surprise. P6 stated,

> This [teaching] is one of the more bureaucratic things I've seen. The amount of stuff that is required of a teacher, particularly a new teacher. There is a very little

introduction to it and very little instruction on what to do even though there are courses. They don't prepare you for the nuts and bolts of teaching.

Not only did the 10 participants speak in general terms about the workload and testing, but also, they extensively addressed the mounting paperwork needed to demonstrate fidelity with student response to intervention (RTI). RTI is a leveled approach to the identification and support of students with academic or behavior needs. All participants understood the reasons for RTI; however, the process left them feeling dissatisfied. P8 responded, "When we do RTI, I have to change a lot of interventions just to figure RTI out. That's just more paperwork. I'm sometimes hesitant to change the intervention because of the extra work." The paperwork required for RTI includes several forms for the initial intervention reason, monthly follow-ups with evidence assessments, depending on tier daily to 3 times per week response to each intervention used, and meeting notes. P10 stated, "I would change the amount of administrative paperwork we have to do. If I didn't have all that, I could focus more on my job, which is to teach in the classroom." Confirming, P4 said, "I wish there weren't so much pressure put on us. I think the accountability on teachers is ridiculous."

Bureaucratic mandates added to the stress novice teachers felt. The pressure increased levels of anxiety and loss of control over their personal environment. Teachers found concern with the workload, testing, and paperwork necessary to perform their positions. The 10 participants experienced dissatisfaction with the bureaucracy involve in completing their jobs.

Feeling Challenged by Student Behaviors

Dealing with disruptive classroom behavior is a reality for novice teachers. Eastside has seen a 93% rise in the number of behavioral referrals ranging from disrespect and failure to comply on the low end to the fighting, gang activity, and weapons on the high end of the continuum. Eight of 10 participants had concerns about student behavior and or lack of administrative support with student behavior. One participant perceived mixed feelings dependent on the class taught, and one participant did not feel challenged by student behaviors at all.

P3 did not feel behavior was a major issue. While P3 experienced problems at times, she explained that at the beginning of the year, she set up a positive behavior intervention and support (PBIS) matrix with the input of her students. Her model prevented most problems. She stated, "I have non-negotiable items like being safe at the computer and places where students can make decisions. We all sign it." P3 explained using the PBIS matrix built a community in her classroom. Additionally, she noted that she does not experience the same level of problem behaviors with the emotional and behavioral disorder students as the regular education teachers encounter because she uses the matrix to reinforce positive prevention with a reward system.

P8's response to being satisfied in the classroom was mixed. She taught two regular education classes and two gifted classes. The gifted students were learners who demonstrate on state tests advanced intellectual or creative abilities. P8 does not have behavior concerns with her gifted classes and is satisfied that she can teach without behavioral interruptions. She stated, "I've seen that all my kids want to and do what is

necessary to succeed. I lucked out this year by having a great group of kids. The gifted kids are amazing." In the discussion about her regular education students, P8 did not experience the smooth behavioral transitions she experienced with the gifted students. She responded, "I have a couple of classes that have students I love individually, but when they're together, I can't stand them. It's one or two kids that can bring down the entire group." Behavioral problems from students in the regular education classes caused P8 concern, and she was less satisfied teaching those two academic periods.

Eight of the 10 participants were not satisfied with student behavior in their classrooms. Interruptions, disrespect, and refusal to complete assignments frequently were mentioned among the eight novice teachers. P4 stated, "The biggest challenge is these kids who sit in class and don't care. They just don't want to do anything." P5 explained that he heard good and bad stories about student behavior, so he did not have expectations when he came. However, he did have a vision of how his class would behave. P5, stated, "It was disappointing to see the kids being disrespectful and acting out or fighting during class. How could anyone learn?" Confirming poor behavior choices, P3 spoke to the degree of student misbehavior at Eastside, "I had one student come back from spring break going through drug withdrawal. One student returned to school this year with an ankle bracelet. I have two students who absolutely cannot be together or fights break out."

Another participant, P7, viewed students' poor behaviors as part of their culture and developed from their constant interactions with TV, movies, and video games. The participant thought the interactions altered the students' sense of reality and changed the

relationship children had with adults. The changes experienced by students made it acceptable to talk back to adults, argue with adults, and choose not to do as the adult requested. As P7 expressed it,

> We have reality TV that students think is how they should act. So, if I [the student] don't know you [the teacher] and you're not my mom or dad, you're not going to tell me what to do! If students don't respect the teacher, then the teacher can't teach, and you're [the student] preventing someone else from learning. The kids don't care. It makes the culture in this school difficult.

As the school specialty teacher, P6 was the only novice teacher that did not feel student behavior was a concern. He stated, "I have a unique situation. The students that come into the program are chosen. They are reviewed for discipline and grades. Student and parents signed a behavior contract." He further disclosed that he was satisfied with student behavior, but understood that teaching a content course (mathematics, social studies, science, or ELA) at Eastside was very different. P6 continued, "I get that other teachers here have a lot worse issues than me. It's easier to have less discipline problems given the group that I have. I don't teach the hard-core problems." Further, P6 explained that many of his students travel from around the county to attend Eastside for the specialty curriculum. If a student became a discipline concern, the student was removed from the program and returned to their home school.

Crossing all participant demographics, nine of 10 participants experienced disruptions during instruction due to student conduct which caused perceived the feeling

of dissatisfaction. The nine participants experienced disrespectful behaviors, failure to comply, and fighting as disruptions in their classrooms.

Inadequate Administrator Support with Student Behavior. As a subtheme to Conduct in the Classroom, dissatisfaction arose from the behavioral support that administrators provided the teachers. Handling problem student behaviors was a challenge for five of the 10 participants prompting them to seek assistance from administrators. P1 felt she was not able to manage the classroom when problem behaviors erupted. She had a difficult time getting the students under control and refocused on the task at hand. P1 stated, "My biggest concern is classroom management. That is one thing I ask for help in all the time. I'm always looking for tips on handling disruptive behaviors. It's very difficult." Another participant, P2, complained about struggles with classroom management and disruptive student behaviors. P2 conveyed,

> I knew by week 2 that I was struggling to manage the class. I had never encountered the kids like here. I continuously asked for help. Administrators came in on week 5. I thought, good you can see how bad it is, and you can tell me what I need to do to help the situation. That wasn't it. Administrators said your classroom management is horrible. I got in a lot of trouble because my classroom management was out of hand.

P3 spoke of behavioral disruptions regarding one student that is not allowed to be in the hallway alone and not having paraprofessional support. She stated, "If the student wants to go to the bathroom or nurse or anywhere, the whole class needs to get up. He needs a para to be with him all day." She talked about concerns not only disrupting the

entire class but also of getting phone calls from an irate parent asking why the student did not get to go where he wanted to go even at the inconvenience of others.

Furthermore, six of eight participants spoke of their dissatisfaction with the way they perceived administrators handled behavioral referrals. The participants alleged that there were biases in the way students received consequences with some students treated in a less severe manner than others. P9 stated that she had two students utter profanities at her on two different days. She said,

> The one child got one day in school suspension, and the other got 10 days at Choices [an alternative program for students with behavior challenges.] I realize there are pathways and students are at different levels, but I feel these two students made two comments that were at about the same level for their behavior consequences.

Speaking to the perceived disparities in student consequences, P 4 added, "I sometimes feel the leniency with what some of these kids get away with is sometimes mind boggling."

Dissatisfaction with administrator handling of student behavior was an issue. Frustrations occurred when new teachers requested assistance and did not receive the help the teachers perceived they needed to manage the classroom. Moreover, dissatisfaction arose from the perceived administrator mishandling of behavioral referrals feeling that students were not always treated fairly with the consequences they received.

Low Levels of Parental Involvement

Parental involvement is a way for parents and teachers to work together for the betterment of the student through a two-way dialogue. All participants felt parental participation in the school was necessary for the continued educational growth of the student. Nine of 10 participants indicated parental involvement as a concern. The tenth participant (P6) was the specialty teacher and, as previously discussed, he had signed contracts for parental participation in the program.

P3 responded, "The challenge is the kids that have no parent involvement at all. You have a child that needs a little something extra or a little something different, and I can't even get you on the phone." Confirming, P7 said, "You call parents and hear, don't call me at my job. I'm working. That speaks volumes to the teacher because if I can't call the parent then who can I call? This child is struggling." As the SWD teacher, P10 spends a lot of time putting together strategies students can use at home for reinforcement. She found some parents involved and some not so much involved. P10 stated, "It's hard to come up with strategies and areas where we can work together outside the classroom. Then the parents aren't involved, or they are negative about what is done. I cannot reach 100% of children without parental help."

When addressing low levels of parental involvement, the nine teachers spoke regarding what they felt parents were not doing. The teachers perceived parents were not addressing the child's needs adequately because parents did not offer hands-on assistance with academics or take phones calls regarding behavioral concerns. The teachers saw this ineffectiveness as the parents' lack of involvement.

Insufficient Instructional Resources

For this study, instructional resources were support materials new teachers used in their efforts to provide content instruction that helped students learn a new skill or acquire knowledge. Resources ranged from the traditional paper, pencils, and content-leveled books to materials in which teachers provided twenty-first-century skills for collaborative technology. Nine of 10 participants had concerns about the availability or functionality of instructional resources.

Due to teaching the school's specialty course, P6 had no issues with resources or their status for working properly. He mentioned the need for additional grant money to purchase more supplies which he currently is pursuing with administrative assistance. Other teachers did not express the backing with grant writing for supplies to support their classrooms. P4 stated, regarding ELA resources, that "We have excellent books that align with our pacing guide, but the computer labs are horrible! It was hard to roll out Achieve 3000 with 3 labs and maybe 15 of the computers working at any time." Achieve 3000 was an online program that promoted reading and increased to student Lexile reading levels. P8 confirmed technology issues and complained, "I need working internet, Wi-Fi, and books." ELA new teachers were satisfied with the resources provided and the biggest challenge was with nonworking computers and slow or no internet services. All teachers struggled with technology, but they were concerned with the lack of materials to teach concepts and the condition of the books. P2 stated, "I need to get more resources. Teaching materials. Different ways to teach different things." Lacking manipulatives for mathematics, P3 said, "Please give me something my kids can

touch and move." All nine participants spoke of not having enough basic materials for the classroom. P10 stated, "I struggle for simple resources: copy paper, pens, and crayons. Simple things that could help us function better in the classroom." The participants stated that they routinely purchased everyday items such as hand sanitizer, tissues, paper towels, pencils and paper, and markers with their money. Additional out-of-pocket expenditures were for copies because administrators limited the in-house use of the copy machine and supplied a limited amount of paper.

Most participants were dissatisfied with resources provided to them to do their jobs. The availability of traditional resources generated mixed satisfaction. Whereas, ELA was satisfied with the books available; other content areas were not. Interestingly to note is that ELA had recently had a textbook adoption and other content areas were using older materials. Furthermore, dissatisfaction arose from the inability to prepare students with twenty-first-century skills because of nonworking computers and software or slow internet.

Sense of Physical or Emotional Insecurity

The sense of Physical/Emotional insecurity is a minor theme expressed by four (P2, P3, P4, and P5) of the 10 participants. Two of the participants experienced incidents and the other two witnessed events. Given that a minority of participants support this theme, I thought it was important to include the data because the theme speaks to participant satisfaction with the climate and culture of Eastside. Also, the theme was spontaneously brought up by the four participants without my prompts during the interviews.

Experiencing issues that caused feelings for safety concerns, one participant (P3) mentioned that “I am leaving the school at the end of this year because of safety." P3 explained that her students knew that the student who fired the gun in school had the gun on campus for at least one week before the incident. She spoke of teachers pushed and hit or intimidated by students with no actions taken by the administrators. P3 had her car keys stolen from her desk and found them inside her car. She knew she had the keys with her in the classroom because her room key was on the same key chain. P3 wondered if a student took her car out of the parking lot for a ride. She stated, "Admin didn’t think it was important. My husband doesn’t want me to come back here. In fact, I turned in my resignation letter without having a job."

The second participant (P4) experienced an incident where she found a profane word etched into the side of her car. She stated that several things bothered her about the incident. First, the situation troubled P4 because she has a young child who asked questions about the word. Then the handling of the case disturbed her. She filed a police report with the school resource officer but felt there was limited follow-up by the school. P4 stated, “It’s ridiculous that when stuff happens to teachers. It’s not on the top of the priority list. I’m your employee. I feel you [administrators] just swept it under the rug, so nothing bad was said about the school." P4 felt that administrators should have done more to assist a new teacher working in a school that has a problem with attrition.

Of the two that witnessed incidents, one participant (P2) saw her co-teacher physically pushed by a student who caused the co-teacher to stumble before catching herself. The teacher wrote a behavior referral and did not hear a response from the

administrator. She later discovered that the administrator had deleted the behavior form. P2 explained, “Teachers have to feel safe and trusted. Something very easily could have happened to her [co-teacher]. If I were dismissed like my co-teacher, I wouldn’t feel safe.” She expressed that it was upsetting to her that students could "get away" with such unacceptable behaviors.

With a rise in gang activities at the school, some students transition in the hallways greeting each other with gang signs. P5 alleged, “You hear about gangs in the school and start thinking about the kids wanting to be initiated. What will the kid do for the initiation? You don’t know what the kids will do now.”

In summary, four participants had concerns regarding their personal and emotional safety at Eastside. As a minor theme, two were dissatisfied with the handling of the incidents which caused them to feel unsafe at the school, and the other two witnessed events that could cause them to feel unsafe at school.

Interpretation of Climate and Culture

Climate and culture of a school are two distinct factors but function together to create a positive atmosphere for all staff to work there. Although the two terms climate and culture often are used to mean the same, the words function differently to define the school. Climate refers to the overall outlook or attitude exhibited by the employees. It is how workers respond to the mood of the school with physical surroundings, physical and emotional security, support of learning (Gruenert & Whitaker, 2015; National School Climate Council, 2017). Culture is the personality of the group or the mood of the school. Culture is affected by leadership, history of the school, understood rules that are

accepted by staff, and the community (Gruenert & Whitaker, 2015). School culture and climate are multidimensional and influenced by perception. Job satisfaction is a psychological concept affected by the objective or real aspects of the job setting and the subjective perception of the individual teacher (Kelly & Northrop, 2015). Perceptions of school issues and the seeming lack of support by school administrators led to dissatisfaction and increased attrition. Novice teachers at Eastside perceived dissatisfaction in several areas of school climate and culture: bureaucracy, challenging student behavior, lack of parental support, lack of resources, and emotional/physical insecurity.

As education changed over the years, the bureaucracy teachers deal with increased. Schools are mandated to comply with state and federal rules and regulations that not only provide checks and balances for students' education but also provide funding that is essential to school operation. In a recent study, the Georgia Department of Education (Georgia Department of Education, 2015b) surveyed 53,000 educators across the state to determine the reason for the state's 44% rate of attrition for teachers within the first 5 years of teaching. The state organized the data into four tiered levels with Tier 1 being the most cited reasons to leave the profession. Tier 1 mentioned the number and emphasis of mandated testing which takes away from the instructional time. Tier 2 was TKES. Tier 3 was a lack of participation in decision-making that requires testing and increased paperwork without teacher input, and Tier 4 was the non-teaching responsibilities and duties that were required such as meetings, paperwork, and lunch monitoring (Georgia Department of Education, 2015b). Crossing all teacher variables,

the 10 participants were dissatisfied with the bureaucracy and cited reasons (i.e. testing, workload, stress, student behavior) that paralleled GADOE's survey.

Student behavior influences teacher job satisfaction. Whereas positive interactions between students and teachers led to teacher satisfaction and retention, negative student behaviors increased stress levels and may lead to teacher turnover (Farinde-Wu & Fitchett, 2016). Adverse actions cause teachers to stop their instruction and deal with the students. Repeated interruptions due to undesirable behaviors could severely impact teaching. Nine of the 10 participants experienced classroom disruptions and student misbehaviors. The new teachers at Eastside perceived problems dealing with misbehaviors causing them to be dissatisfied. However, the two participants in their fifth-year teaching did not focus as intently on problem behaviors as the teachers with two or fewer years of experience. Dealing with problem student behavior may be more difficult for the novice teachers with two or less years of experience because they may not have developed the skill set necessary to manage behaviors as proficiently as the teachers with five years of experience. Briere, Simonsen, Sugai, and Meyers (2015) stated that problem behavior was the most cited challenge as well as the most cited area of need for support by new teachers. Briere et al. (2015) found an ongoing consultative model of teacher collaboration supported improved classroom management using positive praise in the classroom.

Furthermore, six of eight new teachers who had two or less years of experience found administrative support lacking when dealing with student behavioral referrals. Supporting this is Voight, Austin, and Hanson (2013) who found that often the

differences between effective and ineffective schools can be shaped by the way school administration handles situations. However, new teachers may not understand the nuances of managing a school for the administrators, which may be due to their lack of experience. Novice teachers came to a new school from unique conditions that determined their perceptions and needs but were required to assimilate into an organization that held specific demands. When administrators were not able to accommodate the new teacher's biases, the teachers had feelings of isolation and dissatisfaction (Fry, 2010). Eastside has specific policies for dealing with student behavior. Administrators distributed consequences using the *Student Code of Conduct and Disciplinary Procedures*, which are in alignment with the district, state, and federal regulations. Classroom teachers are not always privy to all background information needed to make decisions regarding student consequences for infractions. Therefore, the teachers may perceive dissatisfaction because the outcome the student received may not be in alignment with what the teacher believes the student should receive. To further investigate student behavior and teacher dissatisfaction, additional research is needed.

Parental support of the student is a concern for many teachers. Teachers view parental support regarding what the teacher sees the parents do in person to help their struggling students. However, the characteristics of a family and the interactions between family members for each student are different. To develop beneficial partnerships, teachers need to understand their students' background in terms of the communities where the students live, personal histories, and the socioeconomic characteristics of students' lives (Epstein, 2011). Epstein (2011) offered a framework of six types of

involvement for effective partnerships: parenting, communicating, volunteering, learning at home, decision-making, and community collaboration. Nine of the 10 participants identified dissatisfaction within only two areas of the framework: communication where parents are not responding to teacher contact and learning at home where parents are not helping with nightly homework or other curriculum-related activities. Eastside supports parent involvement in the other areas of the framework which were not addressed by the novice teachers. For example, Eastside runs a parent center staffed by a community liaison. The parent center offers volunteer opportunities for parents and the community. Noel, Stark, and Redford (2016) reported that a parent-teacher group had participation rates nationally of 87% making these organizations the most common school related activity. Eastside has a Parent Teacher Association (PTA) and a school advisory council that aid in the decision-making process at the school to provide for a shared vision. Additionally, Noel et al. (2016) found that 87% of the parents reported receiving communication from the school. Eastside maintains Friday folders with pertinent information that students take home weekly. Also, the administrators make weekly recorded calls to parents with school information. Therefore, the novice teachers may not be aware of what constitutes parental support and the types of parental support available at Eastside. Not knowing or understanding could lead teachers to their limited view parental involvement because of the skewed view of how they, the teachers themselves, are directly affected. More research would need to be conducted to understand this topic fully.

Having access to instructional resources influenced new teachers' ability to complete their job successfully. Pogodzinski (2015) stated that novice teachers needed access to instructional resources because the teachers have not established social networks for support. Additionally, not having sufficient access to the resources and support through peer relationships caused increased job stress (Moir, 2009; Pogodzinski, 2015). Nine of the 10 participants stated that they did not have the resources needed to complete their duties successfully. Students receive lists of items to purchase at the beginning of the year. The listings include personal supplies such as flash drive, binders, glue, crayons/markers and notebook paper and general classroom supplies such as tissues and hand sanitizer. These supplies need replacing as the year progresses. The teachers could access free or low-cost classroom supplies through in-kind donations and grant writing.

The school district provides all departments at the beginning of the school year a stipend to purchase needed written or manipulative resources for student use in the classroom. Furthermore, departmental supplies may be available. This school year, the science department at Eastside removed materials and equipment from the classroom labs and organized the supplies into a centralized lending room. The science teachers found new, unopened resources that could enrich student lab experiences. Other science materials identified with the reorganization were unused because teachers did not have training for the equipment's proper use.

Feelings safe at school is essential the emotional well-being of both students and educators. When teachers perceive feelings of being unsafe, the teacher is unable to

teach, and students fail to learn. Espelage et al. (2013) stated research on violence most often focused on student experiences while violence against teachers was understudied. Violent behaviors that disrupted the school's mission or climate were bullying or coercion through verbal or physical threats, gang activity directed at educators, theft or destruction of personal property, weapon use, or assault. A national report found in the school year 2011-2012 found that students threatened 9% of secondary teachers and students attacked 3% of the teachers (Zhang, Musu-Gillette, & Oudekerk, 2016). Additionally, 5% of public school teachers described verbal abuse by students, 9% reported disrespectful acts against teachers, and 2% related widespread disorder in the classroom in the academic year 2013-2014 (Zhang et al., 2016). As reported by the school district, Eastside recently saw not only a rise in the number of behavior, drug, and gang-related incidents but also an increase in the number of incidents with teachers. The school district purchased PBIS as a proactive measure for the school system and retained a behavior prevention and intervention specialist on staff at Eastside. The prevention and intervention specialist provides strategies to the teachers for behavior management and student support. Still, four of the 10 novice teachers perceive safety as an issue. Follow-up research would be needed to understand how other new teachers view security.

In the context of Herzberg's theory, the factors affecting the climate and culture of Eastside are motivational. Motivators resulted from the activities that were critical to the job and related to the employees' perceptions of control of the workplace (Tillman, Smith, & Tillman, 2010). Motivators deal with the context of the job itself. When lacking, motivational factors do not create dissatisfaction; however, when motivators

were present, they increased satisfaction on the job. Motivators address the individual's need for personal development, stems from the work itself, and cause the person to grow. Within this theme, system bureaucracy, student behavior and administrator response, perceived low levels of parent support, lack of resources and safety issues are external factors affect the new teachers' ability to do their jobs effectively. Although motivators do not necessarily cause job satisfaction, they do motivate employees to work hard and create change within the working environment. The novice teachers perceived no satisfaction arising from the external factors affecting the climate and culture at Eastside.

Discrepant Case Analysis

During the process of analyzing data, I looked at participants' interviews for commonalities then deconstructed the data and reorganized data in new ways. When satisfied with the way I organized my data and developed themes, I reviewed the data for statements that did seem to fit with the topic. Several pieces of evidence arose that did not fit neatly into my defined themes. First, for the theme Passion and Desire for Teaching, one new teacher (P1) attached her satisfaction with teaching to reflective practices. The teacher felt reflection helped her focus on instructional practices. P1 looked at what she did in the class and how she could do it more successfully. The self-awareness gained through reflection allowed for the critical evaluation of how successful instruction was in the classroom.

Second, for the theme Changing Satisfaction at Eastside, all but one of the teachers who worked at other schools were satisfied with their employment move to Eastside. The teachers perceived Eastside to be a better working environment than the

one they left. However, one teacher (P1) felt her previous position was a better working environment, and it troubled her that she left that job.

For the theme Support through Administrators, participants were either satisfied with administrators or were dissatisfied perceiving the administrators as ineffectual leaders. However, one participant (P2) who was dissatisfied stated the management style of the administrators was to use "scare tactics," berating passive teachers who were not comfortable with confrontation. Additionally, one participant (P4) spoke of other teachers and ancillary staff members (teachers on the team and grade-level, secretaries, cafeteria workers, and janitorial staff) who provided support to the new teacher.

Finally, in overall satisfaction, one teacher (P6) perceived satisfaction in everything at Eastside except for the "one size fits all" professional learning. I speculate that the overall satisfaction P6 experiences is because he is the school specialty teacher. The school system could have arranged his courses in a way that provided him more successful students, or the students may behave better in the specialty course because they work with engaging material that they perceive as interesting.

Limitations

This study achieved its purpose, to understand how novice teachers understand their job satisfaction; however, potential limitations may exist. The data I collected were limited to teachers with five or fewer years' experience in one middle school. This study did not provide information as to why experienced teachers leave a school's employment. The data may not provide a transferable representation to all middle schools or even to other middle schools in the southeastern region of the United States. Furthermore, the

qualitative data gathered through the interview process may only be suggestive of causal interpretations. Alternative reasons for data gained through the interviews cannot be ruled out and would require additional research to determine the cause. Finally, I planned to be nonjudgmental throughout the processes of data collection, analysis, and reporting. However, I work at Eastside and may have been unduly influenced by personal biases and idiosyncrasies of which I was not consciously aware.

Conclusion

Derived from the context of a local school issue discussed in Section 1, the focus of this study was to explore the perceptions of job satisfaction for novice teachers. Attrition is a challenge for Eastside. Researchers identified job satisfaction as a primary reason for teachers to leave a school's employment. Section 2 provided the research methodology and findings. An explorative case study afforded the opportunity to investigate the perspectives of new teachers regarding their overall job satisfaction at Eastside. Ten participants with fewer than 5 years of middle school experience contributed data to this study.

The first research question investigated satisfaction with the teaching role. Overall, the participants were satisfied with the teaching profession which addressed teachers' passion for education and their need to develop relationships with students. However, satisfaction was a relative term and could transform as circumstances change. The second research question investigated how qualified new teachers felt they were with growing as a professional and assimilating into the profession. The overall theme of new teacher support arose from the data and had multiple sub-themes. Data showed both

satisfactory and dissatisfactory responses within these sub-themes. The third research question explored the climate and culture of Eastside. Mostly, this topic generated unsatisfactory responses. However, it is not known whether the dissatisfied responses related to the teachers' lack of experience, how the school operates, or if the teachers had more knowledge how satisfied they would be. More research would need to be completed to explore the question further.

School administrator, lack of mentors, and school climate may be reasons new teachers leave, but data revealed a gap in new teacher support when the lead mentor changed positions. Therefore, I created a project that aligns with the professional development model to support new teachers as they assimilate in their work environment at Eastside. My hope was that when the new teachers adjust they will feel more equipped to handle other issues that may arise and choose not to leave the school.

Section 3 describes the project study based on the findings from the data analysis and support literature. It includes the rationale for implementing a peer support group and the roles of professional development and induction for new teachers. Also, Section 3 provides a description of the New Teacher Support Group and a description of its management and evaluation. Although the data analysis revealed nine themes, I do not address all of them in the project study. Section 4 provides my reflections on the project, the doctoral process, and my conclusions.

Section 3: The Project

Introduction

The culmination of this study was the completion of a project. This study's focus was to explore and give voice to the teachers' perception of job satisfaction and to understand what provided or hindered workplace satisfaction. The expectation was that understanding satisfaction would provide answers as to why new teachers leave Eastside. The design of this study was an exploratory case study. I analyzed the qualitative data collected through individual interviews of 10 participants with 5 or fewer years of experience to produce the findings that guided the development of this project.

The proposed project is a professional development series for new teachers. The series is in the format of a peer support group. The program's purpose is to give teachers the tools necessary maneuver the classroom to reduce stress associated with the overwhelming responsibilities of being a new teacher. The overarching goal of the program is to support and develop quality teachers who are satisfied and dedicated to Eastside, its stakeholders, and the educational community in general by using collaborative, reflective practices

Rationale

My overall goal for this study was to understand new teachers' perceptions of satisfaction potentially to reduce attrition at Eastside. I wanted my findings to be guidelines for functional information that the school could use. The interviews that I completed provided detailed knowledge of how the 10 participants perceived their job satisfaction in the school environment. The data showed that the novice teachers did not

feel supported. First, most teachers were dissatisfied with the induction process. The lead mentor changed positions at the school, and the new teachers perceived that there was no one to go to for directional guidance or to provide them with learning opportunities. Second, the new teachers identified a lack of support with the day-to-day issues such as class management, working with stakeholders such as administrators and parents, and the general bureaucracy within the educational system.

I developed a peer support group model for new teachers for this project professional development project. The program goal is to create highly qualified teachers who perform collaborative and reflective practices that support and maintain their personal growth as teaching professionals. The learning platform for the project is multifaceted and includes in-person, face-to-face, and online support for new teachers to solve their classroom challenges.

First, new teacher induction acts as a connection between the preservice teacher preparation instruction and the ongoing teacher professional development that enhances a teacher's professional practice. Ingersoll and Strong (2011) concluded that comprehensive induction of new teachers influenced the teachers' commitment to the school and increased the rate of retention. Induction improved new teachers' classroom practices and increased student achievement compared with new teachers who did not participate in induction (Ingersoll & Strong, 2011). Instituting a new teacher support group would augment and develop the induction practices that are in place at Eastside. When the program leader assumed a different role at the school, new teachers perceived diminished support. The teachers felt it was necessary to face classroom challenges

without ongoing supervision. Additionally, the group did not receive the professional development needed to assimilate fully into the school. A support group will allow new teachers to oversee their learning and provide the tools necessary to assist each other in times of need.

Next, developing a support group as professional development aligns with the strategic plan of the school district to maximize the capacities of teachers that ensures classroom and student success. Targeted professional learning meets the needs of novice teachers with limited experiences. Using peer support allows individuals with similar experiences to collaborate and gain insight from their understanding of the occurrences. Furthermore, the school district receives grant funding from the state under the federal program RTT. Receiving these monies requires the school district to improve initiatives for new teacher guidance and collaboration through professional learning communities. Focusing the content of the professional development on challenges identified with the data in this research not only will improve novice teacher skills but also will assist the school district in meeting its contractual requirements for the grant. The use of peer support will provide authenticity and validation to the experience.

Finally, providing peer support through a self-help group is a viable means to encourage and strengthen others with similar experiences or challenges. Addiction recovery, physical and psychological illness, persons with disabilities, and bereavement name several types of groups that use peer support to educate and assist their members. In education, peer support is when one learner who understands the concepts or tasks tutors another (National Education Association, 2015). Presenting peer group support to

new teachers using the platform of professional development addresses the data presented in this survey. Study participants have found satisfaction from working with peer groups for professional learning by developing relationships with other members of the group (Wituk, Tiemeyer, Commer, Warren, & Meissen, 2008). Participants from Eastside will acquire skills that assist them in handling situations which led to teacher dissatisfaction by sharing insights and ideas between members of the group. When motivational factors such as induction support which is professional learning targeted to address the novice teachers' needs, the teachers have felt increased job satisfaction, retention, and teacher efficacy (Shockley et al., 2013). Equally, addressing hygiene factors decreases feelings of dissatisfaction and produces an increase in learner success. Retaining more teachers reduces the associated cost of attrition and improved the school culture, morale, and novice teacher productivity (Shockley et al., 2013). Using a peer support group that focuses on induction practices will provide new teachers with ongoing professional development that develops their effectiveness in the classroom. Additionally, peer support groups give attention to motivational factors that increase teacher satisfaction. When satisfied, teachers are more likely to remain on the job, and the students in their classrooms benefit.

Definition of Terms

Andragogy: The methods and practices used to encourage and support adult learning (Merriam, Caffarella, & Baumgartner, 2007).

Peer Support or Self-help Group: A group of people who come together to share and support challenges or experiences associated with the problem, condition, illness, or personal circumstance (Community Tool Box, 2016).

Professional Development or Learning: The teachers' individual and collective learning that is focused and ongoing in a context that leads to changes in classroom instruction (Fullan, Hill, & Crevola (2006).

Review of the Literature

The literature review is a discussion of current research on developing and supporting new teachers. Topics include connections to the data from Section 2, general information on developing and using professional development for new teacher learning, information on induction, and the use of support groups for teacher success. I used several library databases to search for sources which included Education Research Complete, ERIC, PsycINFO, SAGE databases. Additionally, Internet searches of educational, medical, and governmental websites provided pertinent information. Keywords used to search for literature included *support groups, self-help, peer support, teacher teams, mentors, induction, professional learning, professional development, motivation, Malcolm Knowles, andragogy, scaffolding,* and *social learning.*

Conceptual Framework for Project

Adult learners in educational settings develop and use knowledge in different ways than children. I used two conceptual frameworks to develop this project. The first conceptual framework for this project was Malcolm Knowles theories for adult learning. I used Knowles' assumptions about adult learners to develop the learning tasks that I will

utilize during support group meetings. Secondly, new teachers were rich in content knowledge but lacked skills that are necessary to manage classrooms (Fontaine et al., 2012). To evaluate new teacher understanding, I used Charlotte Danielson's framework for teacher development. Danielson had an extensive background specializing in teacher effectiveness and designing evaluations systems (Danielson Group, 2013). The framework for teaching provided the basis for what new teacher need to know about planning and preparation, the classroom environment, instruction, and their professional responsibilities (Danielson, 2007).

Theory of andragogy. Henry (2011) stated that Malcolm Knowles derived his theory of andragogy from Edward Thorndike's psychological approach and Eduard Lindeman's theories on adult learning. Knowles focused on adults as learners when developing his assumptions about andragogy or how adults learn (Henry, 2011). Knowles expanded the concept of andragogy to symbolize the differences the between children who were dependent on teachers for instruction and adult learners who were self-directed or in control of their learning (Henry, 2011). His model centered around six assumptions: the need to know the information, the adults' self-concept, the role of learner experiences, readiness to learn, adult orientated to learning, and motivation to learn (Knowles et al., 2014).

The first andragogic principal was the adults' individual need or motivation for personal growth as a key to life-long learning. Motivation provided a reason for continued self-study (Henry, 2011; Knowles et al., 2014). Adults willingness to invest time and energy into learning opportunities depended on whether they benefited from the

experience, or if they realized there were negative outcomes derived from not knowing the information (Knowles et al., 2014).

Next, adult learners understood their responsibilities in the roles they assumed as worker, parent, spouse, and citizen (Knowles et al., 2014). Knowing their roles allowed adults to form a personal self-concept about their independence and demonstrated that they were self-directed learners. Being autonomous learners contributed to the adults' ability to search for the information they needed rather than being dependent on teachers to provide information as children were (Henry, 2011; Knowles et al., 2014). Also, adults came to educational activities with greater prior knowledge from life experiences than children who constructed knowledge based on the teachers' background and experiences. However, a history of collected experiences brought biases and habits that could inhibit adult learning or alternative ways of thinking (Knowles et al., 2014). Adult's experiences define them, as opposed to children whose learning experiences happen through others such as from their parents or teachers. Adults are active in the process of building knowledge while children are passive receivers of knowledge.

Subsequently, adult learners were ready to learn the information that they needed to cope effectively with real-life circumstances. Adults attained and developed their skills with targeted direction and support (Aubrey & Riley, 2016). Exposing adults to learning experiences such as simulations and career counseling could increase their readiness to learn (Knowles et al., 2014). Task-centered or problem-based instruction with the perception that learning benefited a personal situation helped orient adults to the learning process (Knowles et al., 2014). Authentic, active assignments based on

individual interests and needs moved between the developmental stages of what they knew and what was unknown (Aubrey & Riley, 2016). Unlike children who received the information they learned for later use, adults acquired information for the immediate use in real-life circumstances (Knowles et al., 2014). External motivators such as promotions, higher wages, or better jobs made adults amenable to learning and increased internal motivators such as job satisfaction and personal quality of life (Knowles et al., 2014).

The concept of andragogy is appropriate for the learning tasks in this project because adults build knowledge and learn by interacting with others who provide them support and encouragement. Wlodkowski (2008) argues that learning is a biological process of brain function that makes a connection between words and meaning learners attribute to the phrase based on their experiences. Intrinsically, learners are curious and desire to be productive workers (Wlodkowski, 2008). Adult learning based on Knowles' assumptions will help need teachers construct meaning from their learning experiences. Finding value in knowledge that directly relates to their personal needs, learners will benefit from being able to put the information to immediate use in the classroom. With authentic tasks based on a curriculum that meets the adults' interests, knowledge increases and learners become self-directed to pursue their objectives with newly acquired knowledge and skills. They become empowered by their learning.

Framework for teacher learning. Danielson's (2007) framework for teaching (FFT) provided components that scaffold teacher learning in the four domains: planning and preparation, the classroom environment, instruction, and teacher professional

responsibilities. The FFT aligned with Interstate Teacher Assessment and Support Consortium (InTASC) model for teacher development. The Council of Chief State School Officers (CCSSO) developed the InTASC as a consortium for teacher preparation, licensing, and professional development reform. InTASC created the teacher standards model in 1987 and revised it in 2013 (Council of Chief State School Officers, 2013). The model provided skills and dispositions that teachers needed to merge content knowledge with the needs of their students, thereby ensuring student success and performance at high levels of rigor (Council of Chief State School Officers, 2013). The FFT provides a meaningful way to support new teachers by supplying evidence of learning that addresses the skills and dispositions need by novice teachers.

The four domains evaluated different aspects of teacher performance and collected evidence of performance unique to the area. Planning and preparation related to instructional design and included organizing content for student instruction. Teachers assessment of lesson plans and reflection provided evidence of learning. Classroom environment included the establishment of a respectful and safe classroom. Teacher observations of the interactions between teachers and their students evaluated this domain (Danielson, 2007). Instruction viewed the teaching activities used to engage students with the content. Classroom observations evaluated teacher classroom interactions, and the review of student work samples for rigor provided proof for the instruction domain. Finally, professional responsibilities appraised teacher professionalism through their roles outside the classroom with parents and participation in teacher development. Reflective logs and activity summaries confirmed learning (Danielson, 2007).

Research using FFT evaluative scores of teacher practices compared with the contribution made to student learning on testing showed a limited but suggestive correlation that the scores could be justified and associated with value-added student learning (Milanowski, 2011). However, Steinberg and Sartain (2015) found a direct correlation in a study of the Chicago public schools pilot evaluation system using an adapted FFT. The first year cohort included 44 schools where principals received extensive, ongoing training and support using the framework while the second year cohort of 48 schools received 2 days of support. Schools collected data from state testing about student performance. Cohort 1 data indicated statistically significant increases in reading scores that closed the gap by one-quarter to one-half in weak performing schools (Steinberg & Sartain, 2015). Cohort 2 experienced similar results. Steinberg & Sartain (2015) found the results continued over time. While all schools showed increases, more advantaged schools with fewer children on free and reduced lunches showed higher levels of achievement. Data for math showed similar patterns. Consequently, doubling the cohort size the second year reduced the available funding and ended the pilot after the third year (Steinberg & Sartain, 2015). However, program termination left unexplained issues such as what produced the improvements or was there a change in school climate or teacher collaboration.

Lash, Tran, and Huang (2016) connected the rating scores that teachers earned to the growth scores students earned on standardized tests. The researchers found that the rating system could predict greater student growth scores when teachers earned higher rating using the four (Lash, Tran, & Huang, 2016). Students growth scores were

accountability measurements of student learning aligned with their academic performance. The study noted that other factors, such as the teachers' years of experience and number of students in the classroom, also could have caused the positive relationship between teacher rating and student growth (Lash, Tran, & Huang, 2016).

FFT is reliable as a tool to evaluate teacher performance. Estimates of more than 200 school districts used FFT or variations of the model for teacher assessments (Milanowski, 2011). Multiple researchers concluded that FFT provided consistency as a dependable tool for teacher evaluation, but often studies did not look at all four domains (Chaplin et al., 2014; Ho & Kane, 2013; Lash, Tran, & Huang, 2016; Milanowski, 2011). Ho and Kane (2013) also noted errors due to different judgments between evaluators and suggested better training for raters; even so, they suggested using multiple raters who applied a system of checks and balances. Furthermore, Lash, Tran, and Huang (2016) found evaluators did not always complete the rating scale and primarily rated teachers as effective or highly effective using a synopsis of the overall domain.

Danielson's (2007) FFT is an appropriate model to use in this project. The model not only examines the work that teachers do such as constructing lesson plans but also teacher performance of their expected work such as maintaining student engagement. The framework identifies the teachers' execution of duty and provides information that could guide the professional learning needed to grow as professionals in their practice.

The Role of Professional Development

Teachers are cornerstones of the educational system. Professional education is vital to honing and developing teachers' practice and skills thereby improving teacher

quality. The key goals for professional development were to (a) changes teachers' classroom practice, (b) changes in student learning outcomes, and (c) most critical were a transformation in teacher beliefs and attitudes (Guskey, 2002). Regrettably, professional development did not always provide valuable learning experiences that led to attitudinal change and student growth (Calvert, 2016; Guskey, 2002). Teacher quality was a factor in student learning and school improvement, and it could have impact variances in student achievement due to socioeconomic backgrounds. Researcher showed that successful teachers could be up to five times more efficient than the least capable teachers, and these successful teachers could close achievement gaps (Alliance for Excellent Education, 2011; Mincu, 2015). Improving low-performing and disadvantaged schools required teaching staff to improve by targeting the school's specific needs (Mincu, 2015). Kunter et al. (2013) using a predictive model studied how teacher quality effected students and instructional changes. Results showed that enthusiastic teachers with constructivist beliefs demonstrated higher student growth, with more student enjoyment and motivation in mathematics, had more engaged student learners, and provided better learning support. Developing quality in new teachers through professional learning required teachers to make changes to their practice and more importantly changes in their beliefs and attitudes which grew from using a new strategy that transforms student learning in the classroom (Guskey, 2002).

Additionally, teacher growth happens when there is a shift in focus from external teacher accountability to investing in and building the professional capital of teachers. Capital related to an asset that added value or increased investments for an organization

or an individual (Fullan, Rincon-Gallardo, & Hargreaves, 2015). Education was an investment that developed human capital. Professional capital referred to the person or the talent produced, the social or the group's relationships, and the decisional or ability to make discretionary judgments (Fullan et al., 2015). There were two ways to improve internal professional capital and accountability. First, trainers developed teams with a committed purpose to the group and its members rather than to an individual's learning. Then, instructors used growth oriented principles such as a professional trust, collaborative work, and peer feedback to build collective responsibility and accelerate teacher learning through professional development training (Fullan et al., 2015). Incorporating theory into targeted professional development changed classroom practice and increase student outcomes.

The professional learning needs of novice teachers differ from the requirements of experienced teachers. By understanding the range of needs, learning experiences could target the new teachers' prerequisite needs. Brody and Hadar (2015) identified the discrete behavioral sets which distinguished novice from experienced teachers. Over time, as they developed in their profession, teachers moved through different career phases and had different skill-leveled needs. Learning models showed that novice teachers progressed through distinct stages of development, competence, and understanding of professional skills and practice (Brody & Hadar, 2015). Although both novice and experienced teachers expressed the importance of cultivating students' thinking abilities, there were different expectations and reasons to join a learning group (Brody & Hadar, 2015). Novices came to professional development to learn a new skill

and collaborate while experienced teachers wished to gain insight into their practices or share expert knowledge (Brody & Hadar, 2015). Since veteran teachers viewed themselves as experts, making changes to teaching practice was problematic. Conversely, novice teachers were open to the evolution of their practice because they were in the process of developing a professional identity (Brody & Hadar, 2015). The intent of professional learning was to deliver specific knowledge and skills that impacted classroom practices and increased the comprehension when applied to the classroom instruction (Thomas-Brown, Shaffer, & Werner, 2016).

Profession learning helps new teachers develop their practice. Focusing content of professional learning on targeted skill development could guide the advancement of the new teachers' professional identity. Given the shift in pedagogical strategies for increased rigor in instruction, many novice teachers are not equipped to meet the demands of developing the skills of students so that they are college and career ready.

The College and Career Ready Performance Index (CCRPI) sets a level of rigor in which students must meet to be ready for college and careers. Indicators of readiness were passing scores on state tests and end of course exams, school attendance, plans for students with disabilities and English language learners, and career assessment inventories (McGarrah, 2015). The traditional teacher-centered instruction where students focused on the lecturing teacher did not allow for success on this new standard. Marzano and Toth (2014) found that the highest level of complex cognitive tasks such as hypothesis generating and testing or revising knowledge was in only 6% of teacher lessons (p. 12). To ensure higher levels of rigor in a learner-centered classroom, the

focus of teacher professional learning needed to change to provide teachers the instructional knowledge and skill sets required for their students to accomplish tasks at higher cognitive levels (Marzano & Toth, 2014, p. 15). Nevertheless, targeting professional development and increasing rigor are commendable, but real change needs to occur by accelerating teacher learning.

Professional development needs to be job-embedded and relevant to the teachers' work to advance knowledge. Foundations for developing professional learning experiences with students' and teachers' learning outcomes incorporated into the course design included using research evidence, the inquiry processes, and personal judgment (Campbell, Osmond-Johnson, Faubert, Zeichner, & Hobbs-Johnson, 2016). Subject-specific learning tasks using strategies particularly in support of diverse learners required differentiation (C. Campbell et al., 2016). Ongoing, sustainable professional development provided teachers with the platform to be an agency for change by driving their learning. Teacher-driven learning provided positive intrinsic motivation (Calvert, 2016; C. Campbell et al., 2016). Guskey and Sparks (2004) used a relational model to establish connections between professional development tasks, the learnings effect on stakeholders, policy design, and improved student learning. The major influences included:

- Content characteristics or whether the learning was either a skill, new knowledge, or deeper understanding of an academic discipline.
- Process variables or the planning, organizing, carrying out, and follow up of learning.

- Context characteristics or the who, what, when, and why of learning for task development, the environment, and students served.

Frequently, the design for professional learning and teacher growth happens in professional learning communities (PLC). PLCs were a result-oriented group of collaborative teachers who use data to ensure student learning and school improvement; however, they failed when leaders did not build consensus among participants (DuFour & Reeves, 2015). The process of inquiry was an ongoing recursive cycle. In addition, the PLC functioned for (a) the development of a social culture through professional norms and building identity, (b) development of human capital for an educated society, and (c) support and encouragement of personal interests and creativity (Kennedy, 2015). PLCs have the promise to shape school culture by influencing schools, teachers, and students; however, interactions between teachers are not always conducive to meaningful learning (Makopoulou & Armour, 2014). A survey of more than 1,300 educational professionals found the execution and delivery of PLC was not always effective. Although educators appreciated the necessity of professional learning, challenges such as time, no vision, lack of engagement, poor planning, or lack of administrator support led to a disconnect between the needs for collaboration and the experiences themselves (Bill & Melinda Gates Foundation, 2014).

Providing ongoing professional development will improve new teacher quality and could affect student outcomes. Teacher-driven professional development that includes rigorous strategies for classroom instruction would give teachers tools for their students to scaffold knowledge at higher levels of learning. Focusing on teachers as

professional capital and targeting education to the group's needs could increase the probability that teachers implement comprehensive instruction in the classroom, thereby changing teacher attitude and positioning teacher identity. Student success will follow.

The Role of Induction

The primary outcome of an induction program is to improve new teacher skills and retention. Teacher preparation programs offer comprehensive content knowledge; however, the preservice teacher receive limited pedagogical training for use with students. New teachers often lack the skills to manage an organized classroom and to facilitate inquiry that develops critical thinking of their students. Cochran-Smith et al. (2012) observed variances on a continuum between new teachers' pedagogical knowledge and the quality of the teachers' individual practice that demonstrated the need to differentiate professional learning opportunities based on teacher needs. Moir (2009, 2011) asserted that induction with mentoring not only accelerated teacher effectiveness but also developed principles that created a culture of learning through communities of practice that established a pathway for new school leaders. Ingersoll (2012) noted that participation in an induction or mentoring program by new teachers has risen steadily since 1999, and studies revealed that new teachers who participated in programs were less likely to leave employment.

Much evidence supports the benefits of induction providing new teachers peers with mentors. Studies confirmed the use of peers in mentor relationships. InTASC model for teacher standards endorsed peer relationships to promote and support teacher development, specifically in providing feedback for moving the teacher from a teacher-

led to a facilitative and collaborative classroom (Council of Chief State School Officers, 2013). However, mentoring by itself was not as effective as mentoring as part of induction. The strength of the effect induction had on retaining the new teacher depended on the type and number of supports the teacher received (Ingersoll, 2012). The strongest links between induction and teacher retention were when novices participated in comprehensive induction programs with content specific mentors who had common planning for collaboration (Ingersoll, 2012). Hallam et al. (2012) confirmed that the success of collaborative relationships depended on supportive measures with experienced mentors who were knowledgeable in the curriculum that new teachers instruct. Furthermore, peer relationships were significant for teachers' informal learning.

Informal learning happens when non-structured, non-planned activities take place with or without a facilitator and encompass such things as reading a journal, sharing ideas, insights, and resources, or trying a new strategy. Informal mentors are experienced teachers who are sought after by inexperienced teachers for assistance and are not formally assigned as part of the induction process but relevant to informal learning.

Desimone et al. (2014) concluded that induction programs should comprise both officially assigned mentors who directed the professional needs and informal mentors who met the personal requirements of the new teacher. Informal learning with peers played a prominent role in how teachers developed new knowledge through collaboration and peer discussion (Kyndt et al., 2016). Shanks, Robson, and Gray (2012) stated that informal learning from not only a mentor but also other peers was critical to new teacher development. Receiving feedback and observing other peers provided new teachers with

ways to connect their practice with other teaching professionals at school allowing the new teachers to take risks and learn through trial and error (Shanks et al., 2012). Additionally, engaging with peers provided opportunities for social interactions that developed relationships and advanced learning (Makopoulou & Armour, 2014). The use of formal and informal learning through induction, mentors, and peers could provide a more coherent support system for new teachers and impact student learning.

New teachers enter their classrooms for the first time proficient in content, but the realities of being in the classroom are different and harder than expected. Organized professional development in the form of induction, which utilizes formal and informal mentoring affects the new teacher's practice. Induction not only guides the new teacher but also expands the teacher's practice which impacts student learning and may impact teacher retention. Using a peer support group can address the informal aspects of new teacher learning.

The Role of Peer Support Groups

The concept of peer group support developed from the idea that people with similar experiences can help others through shared aid; because, they were the only ones who truly knew what it was like to have an illness, disability, or addiction. People used peer support groups or self-help and advocacy since the late 1800's when Elizabeth Packard wrote pamphlets and books describing her treatment while institutionalized for a mental health crisis (Oka & Borkman, 2000). With the civil rights movement of the 1960’s, support groups grew to include social justice and in the 1970’s woman’s rights (Oka & Borkman, 2000). By the 1980’s, people viewed themselves as consumers of

health care, and self-help expanded significantly (Community Tool Box, 2016; Oka & Borkman, 2000). Currently, peer support encompassed an extensive collection of self-help groups. Peer support ranged from physical and mental health such as cancer support or chronic diseases to recovery groups such as Alcohol Anonymous or Dual Recovery Anonymous, and minorities groups that deal with specific disabilities, ethnicities, or religions (Community Tool Box, 2016). The groups used both online and in-person platforms to disseminate their message.

Using peer support groups to assist adults to advocate for themselves and others, get information, and develop skills is broadly accepted as a useful tool across career fields. Medical research studies found that peer health support group, as an intervention for diabetes management, had overall positive effects in lowering the glycemic control (Moskowitz, Thom, Hessler, Ghorob & Bodenheimer, 2013; Piette, Resnicow, Choi, & Heisler, 2013). Peer support groups had overall positive results with other disease processes also, as in HIV, hepatitis C, Veterans returning from the Middle East with post-traumatic stress disorder and other mental illness. Additionally, self-help groups (AA or SMART) and web-based programs such as Overcoming Addictions aided in addiction recovery (Campbell, Hester, Lenberg, & Delaney, 2016; Green, Yarborough, Polen, Janoff, Yarborough, 2015; Kelly, 2016). Although widely recognized in the health field, using them to support teachers within educational settings in the United States was less documented.

The peer group application with ancillary staff such as paraprofessionals and with university students in teacher education is an effective option for professional

development. Corlett (2015) aimed to explore the effects of peer group support and collaboration with educational psychologists who were in training. Conducting the research in two phases, Phase 1 examined how collaborative, supportive peer relationships developed, and Phase 2 investigated personal practice by improving communication skills, using reflective practices, peer interactions, and problem-based learning. Both phases established positive associations for group support in relationship development and expanded knowledge base (Corlett, 2015). Another study from the United Kingdom examined 20 university students assigned to peer support groups in a class using reflective thinking and writing to support teaching foundations for future education professionals (Bold, 2008). The study found that using peer support had a positive effect on establishing levels of critical reflective practices (Bold, 2008). The students activated prior learning, applied past experiences to their current experiences, and took responsibility for their learning with the social construction of knowledge. Nevertheless, Bold (2008) described challenges for the tutor guiding the support group such as off-task discussion, misunderstandings, and misconceptions, but noted that the positives outweighed the disadvantages.

Few studies using peer groups focused on direct teacher development. One Canadian study focused on collaborative teaching using self-directed reflection and proposed that peer groups had a transformational effect on teacher professional growth, intrinsic motivation, and increased satisfaction (Beatty, 2000). Beatty found the peer group confirmed their satisfaction with the work of teaching and provided support for the

challenges that arose through the critical reflection and collaboration, which led to individual professional growth through the group process.

Finland used small groups to reinforce the induction process. The Finnish peer-group mentoring (PGM) model was not only for novice teacher development but also to support experienced teachers (Geeraerts et al., 2015). PGM arose from action research carried out by Finnish Institute of Educational Research, University of Jyvaskyla. The model was reciprocal peer mentoring. The model differed from traditional means of mentoring because it was not a hierarchical or one-way communication of knowledge but based on the social construction of ideas through dialogues and sharing (Heikkinen, Jokinen, & Tynjala, 2012). Teachers of varied experiences participated in the group. Team mentors saw their responsibility as listening to, reflecting on, and sharing experiences with novice teachers (Jokinen, Morberg, Poom-Valickis, & Rohtma, 2008). Participants gained meaning, purpose, and understanding through teacher discourse that led to knowledge transfer and teacher growth. Novice teachers posed questions and explored answers based on their understanding and from their discussions with experienced teachers who had prior subject knowledge. Then the new teachers developed responses using the group contributions and feedback (Heikkinen et al., 2012). Though there were teachers who held key roles, the groups organized their program around educational themes throughout the academic year (Jokinen et at., 2008). Researchers found PGM benefited both the new and the experienced teachers who participated.

PGM provided teachers support on both a personal and professional level. Geeraerts et al. (2015) found that 94% of new general education and 98% vocational teachers felt that PGM was central to their success as a beginning teacher with similar data for an experienced teacher that participated (p. 366). From a social measurement, the PGM researchers established that group participation nurtured teacher appreciation of professional competency, enhanced collaborative skills, and acquired ideas that developed community in the workplace (Geeraerts et al., 2015).

People informally coming together to share and support each other with a common problem or experience has a long history and demonstrates that the positive results outweigh the negative. Other professions, such as medicine and mental health widely use peer support groups as supportive measures. The United States does not use peer support groups to facilitate teacher learning; however, Finland commonly uses mentoring groups with good results. The concept of using peer groups to support the induction process for novice teachers would translate to the United States.

Connecting the Literature Findings to the Project

Providing support through an induction professional development that uses a peer support group as its platform could fill that gap left at Eastside when the lead mentor changed positions. New teachers acquire knowledge and skills through professional development. Induction differentiates learning by focusing on the needs of new teachers. Multiple researchers provide empirical evidence that professional learning and induction not only supports teacher development but also encourages teacher retention and students' cognitive growth (Cochran-Smith et al., 2012; Fullan et al., 2015; Ingersoll,

2012; Kunter et al., 2013; Marzano & Toth, 2014; Mincu, 2015; Moir, 2011). When hygiene and motivation factors are high, teachers feel they have rewarding jobs that encourage more fulfillment with their decisions to teach.

Using a peer support group as a platform to deliver induction allows like-minded, new teachers to form partnerships with each other. Working together in a peer group nurtures the collaborative process and solves issues which may have a positive effect on job-related stress. Through critical discussion, teachers analyze real-life issues, analyze data, and produce solutions for individual cases while providing feedback for each other (Geeraerts et al., 2015; Heikkinen et al., 2012; Jokinen et al., 2008). Improved interpersonal relationships provide teachers with a sense of security. Teachers know they are not alone in an environment where educators work behind closed doors. Additionally, there is a support system already in place should a program leader leave the position or the school. Having the sound support system could lead to increased job satisfaction and teacher retention at Eastside.

The Project: New Teacher Support Group

The proposed New Teacher Support Group (NTSG) supports and expands the components of the school's induction program already in place. Finland's use of the PGM model provides evidence promoting the use of peer support groups for the new teachers targeted in this project. The peer support group augments current mentoring and induction practices. Novice teachers in their first and second year teaching will participate in NTSG, working together to research and overcome common issues and grow as professionals. The format of NTSG is to have various professional

developments sessions that take place over the school year. The participants will provide meeting facilitation on a rolling basis which means each group member will have the opportunity to organize, lead, and evaluate at least one session. Appendix A presents details of the NTSG and the activities. Formative and summative evaluations provide information for participant learning and program adjustment.

Roles define who is responsible for specific tasks for the NTSG. Providing practice and feedback is key to the success of the project. The overall organization, group arrangement, and facilitation of topics will be the group organizer's responsibility. The organizer will act as a facilitator for learning by understanding the goals and objectives for the NTSG, setting agendas, and planning for instruction. Moreover, the organizer will maintain a classroom climate that contributes to novice teacher learning and will provide specific, constructive feedback based observation and evidence. The organizer will assess whether the program outcomes were met. The organizer will facilitate discussion, will ask questions for comprehension, and will reflect on the program for improvement.

Since NTSG is a peer support group, it is vital that the participating teachers actively share in group management. Learner responsibilities are to establish group norms, member roles, and understand rubric requirements for successful participation. Learners will work collaboratively, actively will listen to peers, will participate in discussions, and will provide feedback for improvement. Learners will take part as rolling facilitators who take turns organizing, planning, leading, and evaluating meetings. Rolling facilitation will make participants accountable to the group's success. Both the

organizer and novice teachers will maintain personal reflective journals for documentation of their professional development, practice improvement, application of learning transfer.

Potential barriers are obstacles that impede a smooth implementation of the program. Barriers to the success of NTSG are financial, time management, motivation, and prior knowledge. Organizers as coaches and mentors will invest hours of personal time to train with the district, or they may not want to provide ongoing new teacher support. There may not be funds available to provide a stipend for teacher time. Additionally, funding for program supplies and substitute teacher coverage may be limited. Motivation may be a barrier for both coaches and new teachers. Teachers are busy people. At Eastside, planning time is devoted several days per week to administrative meetings or RTI. Frequently, planning time becomes so limited that it is necessary for teachers to complete their assigned duties at home. Given the requirements placed on classroom teachers, NTSG may become another activity to complete on an ever-growing to-do list.

A new teacher may not have the prior knowledge needed for learning or may not be predisposed to learning and applying the knowledge. There may be cultural barriers. Faculty and administrators may be resistant to change or not supportive of the program. Furthermore, students may not benefit from the teachers' learning because the participant, content, or course execution did not allow for learning transfer. Finally, cooperation between staff, school administration, and the professional education

departments at both the school and at the district as well as the effectiveness of the training measures for mentors are unknown.

Goals and Objectives

This study found that new teachers felt stressed and overwhelmed with their positions as classroom teachers. The purpose of the NTSG is to provide new teachers familiarity with their position so that the teachers will feel "at home" and adjust to their new working environment and their new colleagues, as well as, provide the skills necessary for student growth. Danielson's (2007) FFT for teaching practice is the basis for the program goals. The goals are in alignment with the mission of the school district and school. The Danielson's (2007) model provides four domains to organize objectives for teacher responsibilities. The goals of NTSG are (a) to produce highly qualified teachers who are capable, collaborative and use reflective practices and (b) to increase their personal job satisfaction, commitment, and retention at Eastside. Program outcomes and learning objectives are:

NTSG Outcome 1: Novice teachers will plan for effective student learning.

- Novice teachers will demonstrate their knowledge of content and pedagogy through classroom observations.
- Novice teachers will employ knowledge of their students by including differentiated learning in weekly lesson plans.
- Novice teachers will demonstrate their understanding of instructional resources by using texts and supplemental materials to augment content in planning.

- Novice teachers will design data-based learning activities and instructional groups for comprehensive instruction.

NTSG Outcome 2: Novice teachers will manage a positive environment by creating an atmosphere of respect and culture for learning.

- Novice teachers will oversee the classroom and student behavior with clear expectations and classroom procedures, ongoing.
- Novice teachers will direct student behaviors by monitoring students and responding to misbehavior as needed.
- Novice teachers will maintain an organized physical space for learning, safety, and accessibility.

NTSG Outcome 3: Novice teachers will engage students with instruction that fosters learning.

- Novice teachers will engage students in learning with activities, grouping, content resources and structure, and curricular pacing.
- Novice teachers will develop and use formative assessments daily to check understanding and summative assessments at the unit end.
- Novice teachers will demonstrate ongoing flexibility with instructional design and learning environment.

NTSG Outcome 4: Novice teachers will examine their ethical and professional responsibilities by reflecting on teaching.

- Novice teachers will reflect on their practice weekly.

- Novice teachers will attend and actively participate in professional development for personal growth as a teacher.
- Novice teachers will construct and maintain accurate records.
- Novice teachers will communicate with families within the first month of school with positive calls and ongoing as necessary.

Timeline for Program Implementation

Implementation of the NTSG is planned to begin in the 2017-2018 school year. The program implementation will start with the dissemination of the findings in this paper to stakeholders from the district and the school. After receiving stakeholder support, a program organizer will be identified and trained to manage and facilitate the peer group meetings. Providing ongoing classroom support, mentors will work directly with the new teachers. NTSG meetings will begin with the new school year. Conducting evaluations throughout the year will assess the program effectiveness and identify the need for program changes. Program evaluations are both formative and summative. Since the school district offers mentor and coach training and ongoing support, the timeline includes mentor and coach training as a step in the project development. Moreover, the focus of this program is developing peer support relationships with new teachers and provide professional development based on the research findings. Table 2. shows the implementation timeline.

Table 2

Program Implementation Timeline

Date	Duration	Activity
Month 1		Report findings of this survey to stakeholders; hold an informational meeting for school administrators.
Month 1		Prepare a budget for program implementation.
Month 1-Month 12	Ongoing	Identify and train program coaches. (Supported by district)
Month 1-Month 12	Ongoing	Identify and train mentors for school year. (Supported by district)
Month 3-Month 12	Monthly	Assign mentors to novice teachers and meet informally for a formative check.
Month 3-Month 12	8 meetings	Novice teachers meet as the NTSG
Month 4-Month 12	1 day/month	Formative evaluation of NTSG and program modification as necessary, summative assessment in May

Program Format

There are eight, 3-hour peer group support meetings with one meeting in July, August, September, October, November, January, March, and May. Each session has a predesigned theme based on the results of the interviews in this paper, such as completing RTI paperwork, time management, or working with administrators. Additionally, each session will include information from the decisions made during the support group meetings that addresses the concerns of the new teacher. Meetings will take place on the second Monday of the specified month and held in the school's professional learning room between the hours of 9 am and 12 pm for face-to-face learning and use the district's online platform, It's Learning, for web-based and transfer of learning activities. A half day substitute will provide coverage releasing the new teacher from classroom duties for professional development.

Meeting activity overview. The learnings tasks developed for this project apply learner-centered, active learning strategies based on real-life scenarios to optimize the constructivist approach to learning has guided the development of the learning tasks. Marzano, Pickering, and Pollock (2001) identifies instructional strategies that affected achievement such as cooperative learning, summarizing, and nonlinguistic representations. The learning tasks incorporate strategies that shape knowledge. The tasks will take place in small groups and utilize problem-based assignments or case studies to address concerns revealed in findings of the study. Derived from this study learning tasks will:

- Address teachers changing satisfaction and include tasks dealing with teacher stress, managing the work environment, and developing or nurturing peer relationships.
- Support teacher understanding of professional responsibilities and evaluations, developing a rigorous lesson, or making a personal learning plan to help teachers know what to expected from them.
- Provide strategies that organize RTI, testing procedures, and data digs to assist teachers with bureaucracy.
- Teach positive classroom management and provide Mindset safety training.
- Develop teacher relationships with students and promote cultural respect.
- Monitor equitable student responses and provide students with constructive corrections.

Adopting the above learning tasks that address perceived dissatisfaction may improve the school climate by providing new teachers the strategies needed to increase their sense of control in the workplace.

Additionally, a support group for new teachers provides for social learning allowing the teachers to discuss classroom issues and collaborate on answers under the guidance of teachers with more experience. Professional development through induction improves classroom success and retention of novice teachers. Adding a peer support group will give participants a way to activate their personal learning and provide them a sense of belonging through a social platform.

Andragogy will integrate practical knowledge with theory, self-regulation, and social norms for the development of a professional identity through self-reflection. NTSG meetings will have a predesigned, research-based strategy following recommendations for instruction and other tasks that relate to the group's decisions from the previous meeting. A general organizational overview of the sessions follow. However, Table 3 provides a more extensive outline. Support meetings will begin with team building activities or sharing exercises for group development. Tasks such as Pipeline or Helium Stick in which participants must work together to complete a task will build team relationships; however, the first meeting will use a getting-to-know-you activity for participant introductions. Next, participants will engage in an activity to strengthen classroom strategies such as problem-solving using group discussion, metaphor analysis, Socratic dialogues, or cognitive strategies such as student reflection or critical thinking. Then participants will enhance their development by analyzing a case study or critical incident and skill demonstrations with practice. Finally, participants will set the agenda and roles for the predesigned activity based on the needs of the group and a plan for the transfer of learning.

Transfer of learning. An important aspect of any professional development program is the plan for the transfer of knowledge. King (2014) stated that normally evaluative measures for professionally learning focus on participant satisfaction rather than the use of the new practice and its impact on classroom students. Additionally, teacher beliefs and attitudes related to teaching and student learning were influential in either the maintenance of professional practice or changing views resulting from the

learning experience (King, 2014). Therefore, professional learning gained by teachers may not transfer to practice or impact students. There are several reasons that participants may not apply what they learn. Vella (2010) proposed the following explanations:

- Participants had different experiences which influenced their attitude, learning, and whether they could or wanted to apply the knowledge.
- Participants did not learn from the program content because they chose not to learn or because the presenter did not teach in a way they could learn.
- Change was necessary to apply learning. Participants could be unwilling or unable to change.
- The program design did not include the transfer of learning.
- The culture and climate of the school influenced learning.
- Social, economic, and cultural conditions did not support learning.

The planning process for NTSG includes strategies that accelerate learning transfer. First, one approach that facilitates learning transfer is the use of a support group. Since NTSG meets on a regular basis and includes participation in online discussions, new teachers will be able to discuss the strategies learned in face-to-face support meetings and share problems with classroom implementation. Also, the online focus group act as follow-up sessions to the face-to-face meetings. The Internet is a tool that can be used for instruction, communication, and collaborative professional learning opportunities (Herbert, Campbell, and Loong, 2016). Knowledge, skills, and attitudes about teaching transform with online activities through group interactions, asynchronous

chats, and informal discussions (Gosselin et al., 2016). While challenges can exist with the user application of technology or technical issues with software or connectivity, online discussions reinforce and extend learning as well as positively affect teacher efficacy (Herbert, Campbell, and Loong, 2016; Yoo, 2016).

Additionally, for learning transfer, teachers will keep reflective journals about their assumptions and feelings during or after the learning experience. The log will help learners chronicle the teachers journey and help make connections between themselves as novices and their practice. The journal can be maintained either by hand or electronically. Furthermore, the new teachers will develop individual learning plans that relate to the stated outcomes for NTSG and align with Danielson's (2007) framework.

The meeting activities will determine the types of materials and resources needed. NTGS program materials include, but are not limited to, space for the meeting, general office supplies, audiovisual resources, access to the internet, employee laptops, support materials for planning activities, printed handouts, snacks for a break, and janitorial services or clean up materials.

Project Evaluation Plan

Program evaluation is essential to the success of a program. Caffarella (2010) defined evaluation as the method used to appraise if the design plan and delivery methods successfully met the outcomes for the program. Without a system to evaluate the process, it was hard to judge whether a program was or was not a success and learn from the success or change the failures. Assessing the program's progress was an ongoing process that guides program success (Caffarella, 2010; Guskey, 2002). Hattie (2009)

suggested that there needs to be constructive alignment between course learning activities and assessment tasks which support the program outcomes.

Providing for the evaluation of NTSG offers stakeholders a guarantee that the program is effective in meeting the outcomes. The guiding questions based upon the goals for NTGS are:

1. Did the novice teacher demonstrate growth in their ability to be collaborative, competent, and reflective practitioners?
2. Did the novice teachers improve their practice by using pedagogical strategies that improved student achievement?
3. Did the novice teachers retention improve with strengthened job satisfaction and commitment to the school?

Evaluation Methods

Eastside's instructional planning cycle includes four phases: see, plan, do, and check. During the see stage, assessment data will be analyzed for areas of strength or weakness. Next, the lesson planning will target assessment data for remediation and enrichment or acceleration. For the do phase, formative assessments will provide data for progress monitoring during group facilitation. The formative assessment will drive remediation and enrichment toward target goals. The last stage will check and monitor the results for continuous improvement and targeted mastery. This plan will be part of the evaluative process for NTSG and will employ both formative and summative assessment designs.

Meeting evaluation. Formative assessments are done to improve or make changes to the processes of the program. It is a way to recognize what is being done well, analyze what is not working, and make program changes during instruction (Caffarella, 2010). Informal formative assessments will be completed throughout the meeting to evaluate participant understanding. Furthermore, at the end of each session, participants will complete a pencil and paper evaluation. The evaluation will be anonymous and use a multiple-choice rating with several opened questions to collect data. The purpose of this evaluation is to determine the overall effectiveness of the meeting and the facilitator. (Appendix A, Form 4)

End of year evaluation. A summative evaluation will determine the overall success of the program. The purpose of a summative evaluation is to focus on the results or outcomes of the program to determine the overall effectiveness of the program (Caffarella, 2010). The summative assessment will be once at the end of each school year in May. The summative evaluation will include an overview of satisfaction for the NTSG and information on the specific meetings. The document will utilize both multiple choice ratings and open-ended questions which measure changes in teacher practice, student learning, and change in teacher attitude and belief. An online platform such as Survey Monkey will provide for the collection of data. Any suggestions or challenges found in the final evaluations will drive program changes. Stakeholders will receive a report of the findings. Since the NTGS is an ongoing project that spans a minimum 2 years, the summative evaluation will yield data for comparing the evolution of the program based on teachers' changing needs. After the second year of the program, the

final evaluations will provide data that can be used to determine ongoing program success.

NTSG will deliver positive results by fostering relationships at Eastside through the collaboration with stakeholders. Key stakeholders include participating new teachers, other faculty such as teachers and mentors, and school or district administrators. As the new teachers work with stakeholders, their proficiency and effectiveness will increase. With improved skills, teachers' will experience increased job satisfaction, and Eastside will meet district, state, and federal requirements. Additionally, the enhanced skills gained will impact student achievement which will foster an appreciation for the school as the parents take pride in their students' success.

Project Implications

Research reveals that nationwide new teacher attrition is an epidemic. Many teachers leave their positions to transfer within or outside school districts for similar job or promotions. Additionally, statistics illustrate an alarming number of new teachers that leave the profession to pursue other options (De Angelis & Presley, 2011; Fry, 2010; Ingersoll, 2001; Ingersoll & Strong, 2011; Kena et al., 2016). Teacher attrition is problematic at Eastside. Evidence in the literature supports the interview data obtained from Eastside novice teachers. The research indicates attrition occurs when teachers are not satisfied with their jobs. Novice teachers have cited support from induction, administrators and other stakeholders, bureaucracy, and resources as concerns that have led to perceived feelings of dissatisfaction at Eastside. Teacher college course work and prior related experiences do not safeguard smooth transitions into the workplace

(Fontaine, et al., 2012; Spalding, et al., 2011). Eastside's induction program does not have built-in allowances for changes to the program, leaving novice teachers without support when staffing changed. This information clearly expresses that new teachers must have ongoing support to maneuver the complexities of their employment.

It is imperative for novice teachers to be able to continue to learn and grow their practices as professional. Therefore, a peer support group such as the NTSG proposed in this project study will ensure sustained teacher development through both formal and informal learning, give voice to teachers as develop their learning, and provide ongoing support through the relationships cultivated by collaborating with others. The NTSG will reduce teacher stress and feelings of isolation. Novice teachers will rely on each other for ongoing professional development to improve their practice and provide mutual support during challenging times.

Implications for Social Change

Many new teachers leave college behind and enter the classroom idealistically anticipating their capacity to mold young minds. Their new career, often seen as a calling or a vocation in which they feel that they will succeed, becomes overwhelmingly difficult. They step through the classroom door for the first time, and the realities of their situation touches them. Many new teachers feel unprepared to be alone in the classroom. The classroom has a diverse student population; the class size is too big; classroom students are on a continuum from advanced to very low academically; there are limited supplies or they do not work; student discipline is not what was expected and unfair; numerous teachers feel stressed and overworked.

Well-adjusted, successful teachers make quality instructors because they provide instruction which leads to student growth. Locally, my personal goal with this project was to create a support system for the new teachers at Eastside where the teachers could be agents of change. My logic for using a peer support group was that when new teachers working collaboratively to solve challenges were more satisfied with their positions and would assimilate or adapt to the work environment quicker. Teachers would become more invested in NTSG's success because the group members would make their decisions for agenda items based on their needs. NTSG participants would research solutions and facilitate meetings. Working together, teachers would have a voice which would reduce isolation. Thus, the attrition rate at Eastside could decrease.

In a larger context, teachers' practice transforms only when there is a change in attitudes or beliefs (Guskey, 2002). Changing attitudes and beliefs will lead to increased job satisfaction because teachers will be more knowledge and capable of handling the circumstances that arise. With this program, teacher success in the classroom directly relates to student achievement. When teachers are happy with the career choice they made, they will have a sense of control and are more willing to take risks trying something new in the classroom. The students then benefit. When excited about seeing their students growing in concept knowledge, teachers will be more productive at their jobs and reap intrinsic rewards. Teacher motivation and satisfaction will increase. Thus, teachers will not leave their employment. Schools benefit from reducing the associated costs of recruiting, hiring, and training when teachers stay. NTSG has the potential to

guide new teachers' collaborative, working relationships and support student success not only in Eastside but also in other schools and other districts.

Conclusion

Section 1 provided evidence from literature that attrition was an ongoing national issue and identified a local issue of attrition at a middle school in Georgia. Data collected in Section 2 revealed that new teachers overwhelmingly did not feel supported. Therefore, I developed the NTSG in Section 3 to provide support and augment other measures such as mentoring and induction. The program will be a peer, self-help group which is a popular means of support in other fields. Over the course of the school year, the new teachers participating in the NTSG will develop the meeting agendas using topics based on the collected data and their collective needs. New teachers will improve their practice by learning to be collaborative and reflective practitioners which may lead to improved student performance.

Section 4 contains reflections on the project study by providing my considerations on the project's strengths and limitations at addressing the problem. Discussion includes scholarship and recommendations for alternative ways of solving the problem. In addition, I give implications, application, and directions for future research.

Section 4: Reflections and Conclusions

Introduction

Reflection is a process that gives perspective to where I have been, where I am now, and where I am going. It gives me an opportunity to evaluate what went right and what was a mistake, so I could make changes and grow professionally by doing things differently in the future. Reflection generates new ideas. Although I do not think of myself as a contemplative person, there is value in reflection. I do stop myself and reflect on how things are going then adjust for better results. I have reflected throughout this doctoral journey. Being reflective helps me learn new things about myself, and I have changed from this process. Section 4 provides my thoughts on the study project.

Section 1 identified the local problem which was new teacher attrition at a middle school in Georgia. Research documented that new teacher attrition was an issue in that school systems bear the cost burdens. Section 2 included information about the methodology for this study, which was an explorative case study in which I interviewed 10 new teachers with less than 5 years of teaching experience. Findings showed that the new teachers did not feel supported because of staffing changes at the school. Additionally, the teachers perceived a lack of support managing day to day issues at the school. Section 3 included an overview of my solution to provide support to the new teachers. I developed an ongoing program for a peer support group where new teachers would work together to research and solve common classroom issues growing as professionals in their practice. NTSG has both face-to-face and online components. My reflections on the project study regarding the strengths and limitations are in Section 4.

In the following sections, I examine what the doctoral process taught me about scholarship, project development, leadership, and change. Finally, I make recommendations and suggestions for future applications of this study's findings and direction for future research.

Project Strengths

The strengths of this project lay in the flexibility of the proposed method of using a support group to deliver professional learning to new teachers. Teachers actively research program materials, facilitate meetings, and then evaluate the meetings. The educators will develop new skills for use in the classroom and use as future school leaders. The skills gained will allow teachers to make decisions, raise questions, and give purpose to the group through peer teaching and practice. Additionally, the support group will help new teachers develop as professionals as they assess and track peer progress through the completed activities. With the assistance of the NTSG coach, the new teachers will identify resources available at Eastside and learn to negotiate school bureaucracy.

The NTSG will introduce new concepts and skills in response to the needs of the new teachers. The data from the study has provided direction for the meeting activities such as class management, working with stakeholders, and developing relationships with students. Additional activities will address best practices determined by professional researchers, such as cooperative learning, goal setting, and feedback, or summarizing and note taking. However, the flexibility of the method allows group members to define the main activities when setting the agenda for the next meeting in response to what the new

teachers experienced in the classroom or think they need to know under the guidance of the experienced coach. Participants manage their roles and responsibilities for curricular design when defining the agenda. Self-directed learners take the initiative in diagnosing their learning needs, formulating goals, identifying resources and strategies for learning, then evaluate target outcomes (Knowles et al., 2014). Organizing the peer group as above allows the new teachers to plan and evaluate the professional learning while addressing the adult learners need for self-directed learning.

The NTSG will be made up of new teachers with 2 or less years of experience and an experienced teacher coach. Each of the teachers will have different levels of comprehension and expertise that brings individual perceptions based on their prior knowledge. As they work together, teachers will construct meaning from discussions. Merriam et al. (2007) finds that collaboratively working helps learners scaffold information and grow cognitively. Engaging in dialogue and shared activities with peers increases social interactions and cultural understanding among group participants and builds satisfactory relationships (Merriam et al., 2007). The teachers will use their collective grasp of concepts to build knowledge and extend skills or strategies that relate to areas of growth being investigated. Teacher application of the academic knowledge will benefit the students in the classroom.

The NTSG will offer new teachers a nonjudgmental, supportive environment in which they can discuss their positive experiences such as student and personal growth or challenges such fears, classroom problems, or personal capabilities without worry of repercussions. Support groups allows new teachers to discuss critically and grow as

professionals from the analysis of real-life situations. Knowles et al. (2014) state that adult learners need professional learning to be relevant and something they can put to immediate use. Ingersoll (2012) expresses that the ability to speak freely with each other may reduce stress and feeling of isolation. Teachers will have the opportunity to realize that they are not alone in thoughts or emotions and can develop coping strategies. NTSG will provide a platform for new teachers to work through incidents based on the findings of this study, such as managing paperwork, planning effectively, classroom management, or working with administrators and other issues that develop throughout the school year. The teachers will gain new insights that will empower and build self-confidence through authentic learning experiences.

Lastly, the NTSG will give voice to new teachers in the local context of this study. However, NTSG could be a template applied to other schools or school districts looking to growth opportunities for their new teachers. Goldrick (2016) said that most states do not meet the criteria for providing new teacher support with ongoing professional development or multiyear support. NTSG will set conditions for constructing new learning through ongoing active experiences where participants seek authentic knowledge that is beneficial to their learning and spans 2 years. NTSG has the potential to impact teacher quality making a difference in both the teacher and the students.

Project Limitations

Though I envision new teachers working cooperatively together for their own and the group's growth and development as teaching professionals, several limiting factors

arise with the use of peer support groups. The flexibility of the support group could pose challenges. The facilitator responsible for meeting design will change based on decisions the support group make during a meeting. Adequate planning and management of an effective meeting depends on the ability to facilitate a meeting that meets the needs of diverse adult learners and assesses evidence of understanding of the information learned. Some new teachers may not have the prior background knowledge required to achieve deep learning goals using authentic, real-life experiences. Additionally, new teachers may not be committed entirely to or invested in the group's success as their other teaching responsibilities become overwhelming. Therefore, procrastination may be a challenge. Goldrick (2016) refers to resistance in analyzing and reflecting on practice as a sizable barrier to change. Whereas the peer support meetings provide new teachers a means for open lines of communication and reflection, meetings can deteriorate into gripe sessions without a predefined platform of group norms or outlined roles and responsibilities for members.

Maintaining confidentiality demonstrates respect and fosters trust between peer group participants. If members feel safe from having personal information disclosed, they may be more honest in representing their feelings. NTSG group members have the multiple roles of being a participant, facilitator, supporter, colleague, and team member. Not only will new teachers be developing relationships with NTSG members but also with teachers outside the group in their content area and with their teams. Without clear boundaries, juggling these multiple roles may put the confidentiality of personal discussions inadvertently at risk.

The NTSG focus is the novice teacher. The support group does not set conditions for mentors and coach selection, initial training, or ongoing professions learning. Goldrick (2016) supports a criterion-based rigorous selection of mentors who receive ongoing professional development and support. He identified that novice teachers and mentors need sanctioned and protected time weekly for teacher development, and the mentor relationship should last a minimum of 2 years to improve new teacher practice (Goldrick, 2016). The premise of a peer support group could apply to mentor and coach development, but it would require adjustments to address the needs of mentors or coaches and foster their specific professional learning. As defined in this project, the peer support group does not address criteria for the selection and training the mentors' or coaches.

This project study was a response to the need of one middle school to address the problem of teacher attrition. Generalizing this plan to the population of all new teachers in other middle schools or school districts was not the project's purpose. Different schools and districts may have a system in place for new teacher training that is successful already; therefore, this project may not be unnecessary for some schools. In cases where schools or districts are looking to augment novice teacher professional learning, this project could provide options. However, the plan may need revisions for the peer support group to work well in a different context.

Recommendations for Alternative Approaches

The NTSG provides professional learning for novice teachers through self-directed, collaborative experiences and is one option to address the data in the study. Twining, Raffaghelli, Albion, and Knezek, (2013) suggested professional development

training apply information and communication technologies (ICT) for teacher development. Integrating teacher learning into the school district's technology infrastructure is an option. Online new teacher support could use webinars and discussion boards to provide information and e-portfolios for evaluative purposes. Additionally, computer-supported collaborative learning through case-based video simulations is another option for self-directed learning. Zottmann et al. (2013) find that computer-based experiences have influenced process and outcomes with pre-service teachers benefitting them more in the application of knowledge than with experienced teachers who showed a lack of commitment. Since novice teachers recently completed their pre-service academic instruction, computer-supported collaborative learning case-based videos may be a viable alternative solution.

Rather than on-site training, professional learning can happen as off-site offerings. Georgia Regional Education Service Agencies (RESA) are partially state funded and provide support services to public schools. RESA's purpose is to improve teacher effectiveness by providing a system of learning resources. RESAs provide monthly educational offerings throughout the state on a variety of professional education topics. Novice teachers are in control of their learning by selecting classed based on needs or interest. The downside is that funding from the school is not always available, and the programs may be costly especially when a nationally recognized trainer provides instruction. Also, novice teachers would need to develop a professional learning plan for their targeted learning opportunities and personally follow through on learning transfer.

The above options offer more cost-effective measures for schools and districts because the participants either wholly or partially fund them; however, they do not provide the ongoing collaborative interactions that build effective teams. Additionally, measures are necessary to ensure transfer of learning to the classroom and that the learning effectively increased student applied knowledge.

Scholarship

I began this project because of my interest in teacher attrition. I related my personal experiences of teachers hired and then leaving after 1 or 2 years at the school where I am employed. It reminded me of a revolving door of teachers. There was no continuity in the school. I used qualitative research to develop guidelines for the implementation of a professional learning using peer groups to support and advance new teachers. In my investigation of the literature, I found that attrition was an authentic problem for the students, staff, schools, and school districts. Researchers demonstrated that financial stability, school climate, teacher effectiveness, working conditions, and workplace satisfactions were significant factors that influenced teacher attrition (Akbaba, 2014; Boyd et al., 2011; Henry et al., 2011; Ingersoll, 2012; Price, 2012; Ronfeldt et al., 2013). This study revealed a disconnect between the professional development provided to new teachers and the contributing factors of teacher support and school climate. Developing a response in the form of support was relevant. My journey through the doctoral process took me from observing a real-world problem to developing a solution for change.

The doctoral process advanced my scholarship in several ways. In the past, I have conducted small action research with different classes that I taught. This task was my first experience conducting a complete research project, and it was much more involved than I anticipated. I now am competent in the use of databases to search the literature for peer reviewed materials. In finding literature for this study, I constructed knowledge not only on factors leading to new teacher attrition but also on professional learning. Building this body of knowledge now defines who I am and will assist me in the forward movement of my career.

I gained a different view of myself as a student, teacher, and mentor. As a doctoral student, I improved my skills. I am more disciplined with my time management to meet deadline requirements. I write in a scholarly manner, and I can conduct research. Conducting research enhanced my teaching skills. Analyzing and coding the data from the interviews I did transfers to my ability to see and make connections to changes in my students' data. As educators, we frequently look at data. I realize now that my student data reviews were incomplete; therefore, I did not comprehend what the findings were saying. I learned to look at the information more than once and rearrange it for a better understanding. Because of this project study, I have a better understanding of what new teachers are feeling and can better serve their needs as a mentor. As teachers, we use research to guide our instruction, but we do not often look at how good the research is. I had to make connections between the new teachers, the data gained, and how to move forward to provide guidance.

Project Development and Evaluation

When I started the project, I thought the product would take a different form. However, as I researched and read more literature, I discovered the benefits of professional learning. I did not feel that I was experiencing growth from the professional development that I received, and the data showed that the novice teachers felt similarly. It became apparent that the professional learning had to meet the needs of the individuals. The focus of induction was on the needs of the novice teacher. My project had to have aspects of professional and induction. Two things that bothered me about the professional learning I attended at school were that I did not have any say in the information taught, and classroom teacher routinely did not facilitate the learning experience. Having a say in my learning lets me focus on what I deem is necessary to make up for a deficit I see myself having. Being able to facilitate the learning extends my leadership skills. I felt both were important to include in my project.

Another issue I looked at was the feelings of isolation that novice teachers experience. To alleviate these feelings, I thought about the friends I have that support me with a kind word or deed in times of need. That led me to research peer groups that provide support. This idea developed over time as I investigated the literature. I feel it is the best solution to retain new teachers at Eastside. The teachers are in control of their learning, they extend their leadership skills, and they have a group of individuals to support them as they negotiate their first 2 years at the school.

Leadership and Change

Growing in leadership requires changes to be made. Change is not an easy task to accomplish. First, I realize that leadership is bigger than one person. As I write this, I'm listening to the Lion King music playing outside my classroom door by the dance team. It made me think of the African proverb that it takes a village to raise a child. I believe that it also takes a village to raise a leader. In leadership, the person is part of a community with shared values, expectations, and goals. Leaders need to be knowledgeable of their own and other's strengths and challenges so that they can work actively for the betterment of the shared vision. Leadership does not necessarily mean one holds a leadership position. It can be a teacher trying to improve her teaching practice by working with, listening to, and cooperating with others, then taking this new knowledge and sharing it with someone else. Leadership requires a person to be confident that whatever the situation he or she rises above and trudges on to complete what is necessary by thinking creatively and moving forward. The leader does what is needed. Leadership requires passion to keep going.

I am no longer the same person who started the doctoral program. My thinking has changed about education and the possibilities it offers. Building knowledge through coursework and this project gave me more confidence in my abilities. Because of the time involved in this project, I now see the amount of work and determination that it takes to hold a leadership position. Leadership is not easy and requires a lot of juggling of people, materials resources, time, and money. Leaders guide and develop others. I should not be so quick to judge what I think is wrong; rather I should stop and listen. By

abandoning my preconceived notions, I will learn more. There may be other challenges as I move forward in my career, but I have become resilient. I understand what it takes to bring a concept from start to fruition. Completing this process has given me the confidence that I will be able to rise to the challenge and be an agent of change.

Reflection on Importance of the Work

I have confidence that this project has the potential to impact positive social change. Attrition is a common challenge that school systems face. It places high financial burdens on the districts, leaving the schools without quality teachers in the classroom. It is sound judgment to provide professional learning to new teachers while they develop a sense of who they are in their practice. Whereas this project focuses on only one seemingly small school, the social changes that could occur are great. New teachers gain perspective through the knowledge, develop their professional capacity, cooperate with other professionals, and learn leadership skills by participating in a peer support group. Ultimately, participation impacts teacher retention and student achievement.

Implications, Applications, and Directions for Future Research

My expectation with this study was to stop the rate that new teachers left my school. It came about as a response to a suggestion from a principal who also is no longer at the school. I am optimistic that the new teachers who participate in a support group will feel better prepared to meet the challenges of the classroom. Through collaboration, teachers will be confident that they have a friend, confidant, a cheerleader, and an empathizer to assist them as they go through the highs and lows of being a new

teacher evolving their practice. This program will be part of the induction process and will hopefully continue into the years to come.

There are various applications of this project. As time advances and the new teachers are no longer part of the induction process, I envision the groups continuing to meet and support each other. Another application could be homogeneous groups for specific content areas that follow the Japanese lesson study model. Additionally, the plan could become a handbook or resource guide for new teachers.

Technology makes the world smaller. With globalization, students have instant access to information that affect their learning. As technology changes, the pedagogical methods we use to teach our children must also change. Research needs to ensure that the methods we are using are the best practices in the future. The new approaches to teaching will provide new opportunities for the continued professional learning of our teachers.

Conclusion

The findings of this study revealed that teachers' satisfaction with the support they receive could be a factor in why teachers leave schools. The perceived lack of support speaks to the school's climate. Whether real or imagined, people own their perceptions. Leaders may become defensive seeing dissatisfaction as an indication of their personal capabilities. However, understanding that the teachers' feelings are not directed at one person but directed at the overwhelming amount of work and the hindering requirements of what they are expected to understand or complete daily. Thus, many novice teachers may not be satisfied in their positions.

Safeguards put in place will ensure that those novice teachers will be able to maneuver through the overwhelming experiences that they will have. Peer support groups will develop qualified teachers who have the tools to manage the classroom. Having the peer group as a supportive resource will prevent teacher stress, disillusionment, and ultimately could lead to teacher retention.

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Appendix A: The Project

New Teacher Support Group

Based on Finland's peer group mentoring model (PGM), the New Teacher Support Group (NTSG) project uses peer groups to strengthen novice teachers in their first and second year of teaching. The overarching goal of the NTSG is to support and develop quality teachers who are satisfied and dedicated to Eastside, its stakeholders, and the education community in general by using collaborative, reflective practices. The program's format is based on the professional development model. NTSG is a series of eight, 3-hour professional learning meetings which support new teachers by helping them assimilate into a new working environment and grow as professionals. Under the guidance of a coach, new teachers will work collaboratively to plan, facilitate, and evaluate one or more face-to-face support group meetings with an online follow-up for transfer of learning.

Meeting Rolling Facilitation Guidelines for Novice Teachers

The NTSG meetings will be facilitated by the support group members through the process of rolling facilitators where each member takes responsibility for the program organization, facilitation, and evaluation. The purpose of rolling facilitation is to develop novice teacher leadership skills. To be a teacher leader it is necessary to use interpersonal skills to develop relationships that communicate trust (Burgess, 2009). Novice teachers will build capacity by coordinating the meeting and understanding that it takes a commitment to improve teacher professional learning. Depending on the size of the support group, each group member will have the opportunity to work with one or

more other participants to oversee meetings or may lead multiple times to cover all eight group meetings. Boudett and City (2014) recommended four items to consider when planning meetings for educators.

1. Purpose. Be clear in what to do and why carry out it.
2. Process. Be clear in what needs to get done and how to engage the group when meeting.
3. Preparation. Consider the facilitator and participants for a smooth-running meeting.
4. Pacing. Make sure the details of the meeting add up the amount of meeting time.

Rolling Facilitator Responsibilities for Peer Support Group Meeting

Rolling facilitators will have responsibilities prior to, during, and after the support group meeting. The novice teachers that will be responsible for the current meeting are to work with the program's coach to prepare for support group. Prior to the NTSG meeting the current facilitators will:

- Review the agenda from the earlier meeting for content suggestions one month prior to scheduled meeting.
- Meet with organizer and co-facilitators to develop goals and objectives; organize learning tasks and plan for transfer; decide who will do what during the meeting one month prior to scheduled meeting.
- Set preliminary agenda 2 week before scheduled meeting. Use *Meeting Wise* Checklist and Agenda template below.

- Send handouts to county office for copying; send reminder email to participants with any pre-reading assignments 10 days before scheduled meeting.
- Prepare and send final agenda to peer group participants; identify and arrange for equipment 24 to 48 hours before the scheduled meetings.
- Send a reminder statement for the principal to read over the morning and afternoon announcements 24 to 48 hours before and on the day of the scheduled meeting.

The agenda template, *Meeting Wise,* can be downloaded from http://datawise.gse.harvard.edu/meeting-wise-resources or a Google document from Harvard's *Meeting Wise* Resources at https://docs.google.com/document/d/1rj5T8pFFrqwrSaYSKIfWOZod2nAxxu51Lp6ZVObdlxE/copy

During the meeting, the rolling facilitator will:

- Check in participants
- Identify group roles.
- Review or set norms for meeting.
- Identify purpose and explain time limits.
- Present information in 15 minute chunks, pose questions, facilitate learning tasks and discussion, and assess for understanding.
- Explain processes for online follow up and transfer of learning.
- Support group reflection.
- Set agenda for next meeting.

- Support participant evaluation.

After the meeting, the rolling facilitator will:

- Clean facility and return equipment.
- Review evaluations.
- Reflect on process.

Support Group Participation Guidelines

The NTSG provides for teachers working together for the common purpose of developing a professional identity through collaborative learning. Novice teacher will understand that NTSG will be built on a cultural foundation of sharing ideas that encompasses taking a risk which may involve a level of discomfort (Burgess, 2009). Therefore, ground rules or common agreements known as norms give clarity for expected practice and acknowledge individual group member needs (Burgess, 2009). Norms for the NTSG's respectful operation will be developed at the first meeting and revisited throughout the school year to amend for effectiveness as necessary.

Sample Meeting Plans

Successful meetings focus on a specific purpose, process, preparation, and meeting pacing (Boudett & City, 2014). Since the premise for the NTSG is to have agendas based on the needs of the new teachers, only the first meeting is planned. Additional meetings will be organized under the guidance of an experience coach and based on topics generated in this study. A list of topics can be found below in Table 3. The group will decide the topic and who is facilitating. Meeting facilitators will

distribute times for agenda activities and assign roles such as time keeper and note taker to participants during the meeting. Suggestions for other meeting topics are included.

Table 3.

Sample First Meeting Agenda

Time	Duration	Agenda Activity
9:00	5 min	Materials: (Sign in form) Meet and Greet, distribute roles for the meeting.
9:05	5 min	Welcome, review meeting goals, and what worked well or needed changes from earlier meeting. (Slides 1 through 4)
9:10	15 min	Opening Activity- Establishing social norms for group meetings Objective: to come to consensus for maximizing meeting time Materials: 3 x 5 cards, chart paper (Slide 5) 1. New teachers reflect on 3 x 5 card norms that they have found useful during other meetings. 2. Share response by going around the room and having all take part. Note the norms on chart paper and clarify entries 3. After meeting, make a clean poster for posting during ongoing meetings. 4. Examples of Norms: active listening, expected and valued participation, thoughtful questions, positive attitude, respect, trust, confidentiality

(table continues)

Time	Duration	Agenda Activity
		Team Building Activities for Alternative Meetings: 1. Hopes and Fears—write fears or worst experience followed by greatest hope, call out fears and hopes separately, then discuss how others have handled the fears or reframe negatives into positives. 2. Human Knot—stand in a circle shoulder to shoulder, put right hand out and grab another person's hand, do the same with left hand grabbing a different person's hand. Untangle the knot by taking to each other and not breaking hands. 3. Truth or Lies—write down three facts about yourself and one lie, go around the room having each person say the facts and guess the lie. Resources http://www.wilderdom.com/games/InitiativeGames.html http://www.ventureteambuilding.co.uk/team-building-activities/
9:30	45 min	Teaching Strategies This time allotted to teaching strategies to develop the new teachers' repertoire of research-based strategies for the classroom. However, the first meeting will concentrate on the orientation to the peer group process. Objective: to understand the process of the NTSG. Materials: Slides 6-9

(table continues)

Time	Duration	Agenda Activity
		Topics for Strategy Development for Alternative Meetings 1. High Yield Strategies (Marzano and Hatie) 2. Review of websites that present classroom strategies such as http://www.theteachertoolkit.com/ 3. Setting up a positive classroom management system (study identified topic). 4. Dealing with teacher stress (study identified topic). 5. Finding resources (study identified topic). 6. Strategies for organizing RTI (study identified topic). 7. Differentiation 8. Grouping students 9. Cooperative learning
10:15	15 min	Meeting Break
10:30	60 min	Teacher Development Objective: Understanding the role of classroom rigor. Materials: Marzano's white paper *Teaching for Rigor: A Call for a Critical Instructional Shift* • https://www.jigsaw.org/#overview

(table continues)

Time	Duration	Agenda Activity
		Resources • www.schrockguide.net/uploads/3/9/2/2/392267/critical-thinking-workbook.pdf • http://www.readwritethink.org/files/resources/lesson_images/lesson277/cooperative.pdf Alternative Topics for Meetings 1. Developing rigorous lesson plans 2. Understanding teacher evaluations (study identified topic). 3. Developing a personal learning plan (study identified topic). 4. Data digs 5. Understanding professional responsibilities (study identified topic). 6. Working with parents, administration, and other stakeholders (study identified topic). 7. Questioning techniques for student understanding
11:30	15 min	Closing Activities Meeting Reflection—DLIQ (did, learned, interesting, question)
11:45	15 min	Set agenda for next meeting and evaluation (form 5)

Sample Formative Assessments Links to use during Meetings

- 60 Formative Assessments

  www.levy.k12.fl.us/instruction/instructional_tools/60formativeassessment.pdf

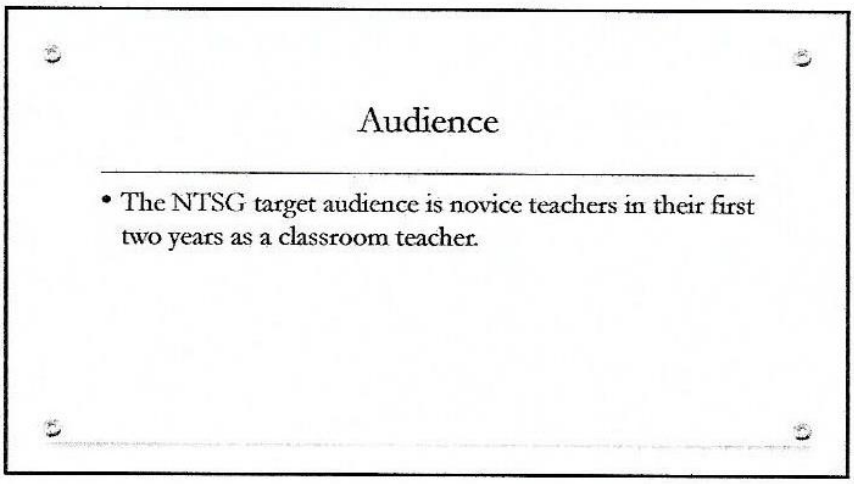
- 54 Different Examples of Formative Assessments

  cmrweb.gfps.k12.mt.us/uploads/2/7/3/6/27366965/formative_assessment_ppt.pdf

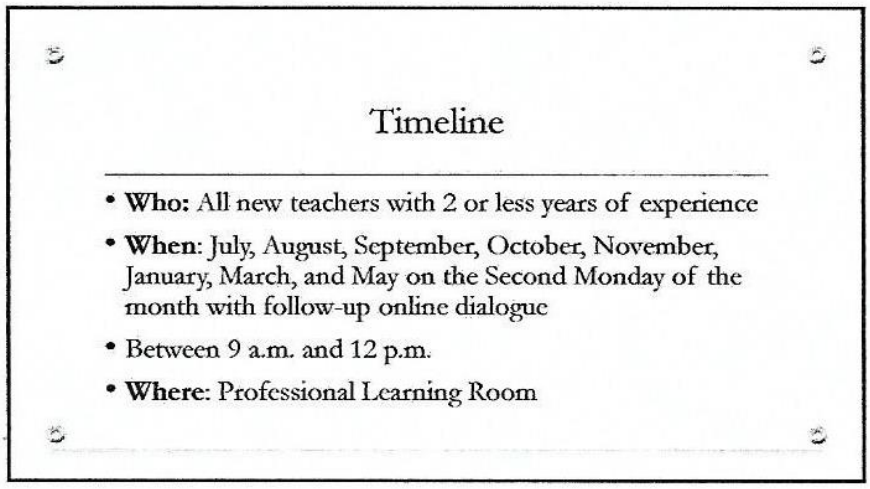
NTSG First Meeting Presentation

The following presentation will be used for the first support group meeting and can be a template for other meetings.

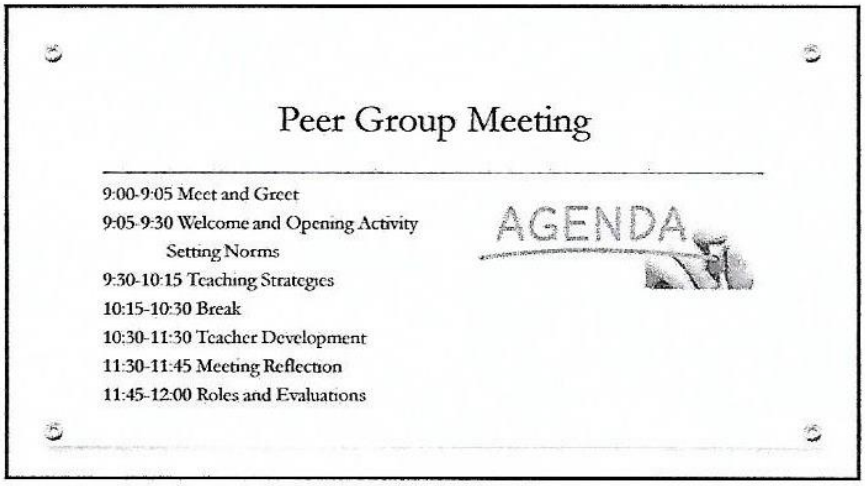
Welcome to today's meeting. Attrition is a problem nationally for schools especially with new teachers with less than 5 years of experience who show attrition rates up to 50%. Due to teacher turnover, school systems incur excessive costs relating hiring and training inexperienced staff. Students do not perform as well academically when teacher turnover is high. The idea for a support group to help acclimate novice teachers in their new positions originated from the interviews I conducted for my doctoral study. The new teachers I questioned who were required to participate in Eastside's induction program were not satisfied with the support they received, especially after the lead mentor assumed a new position at the school. I hope this program will offer new teachers a way to interact and grow as teacher while feeling supported. With increased satisfaction, I expect that teacher attrition will decrease.



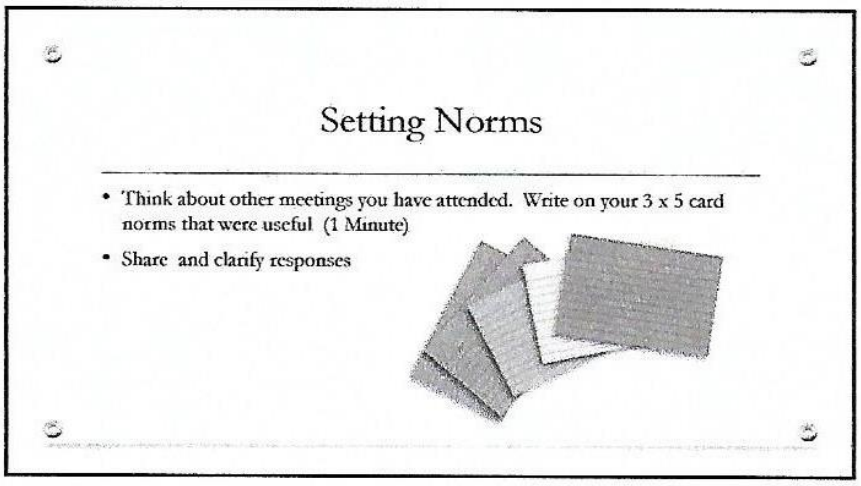
The New Teacher Support Group targets teachers with less than 2 years of experience. Researchers showed that the teachers' ability to navigate the complexities within the school could determine whether they are satisfied and stay at their position or leave the school. Working conditions and feelings of not being supported on the job led to job dissatisfaction which was the primary reason new teachers leave the profession (Boyd et al., 2011; Fry, 2010; Ingersoll & Strong, 2011; Ladd, 2011; Moore, 2012; Price, 2012; Salley, 2010)



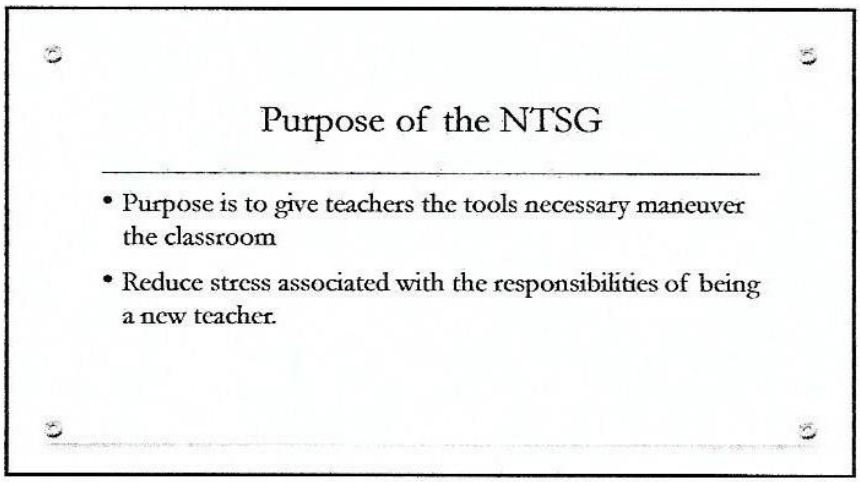
Teachers with two or less years experience will participate in support group meetings throughout the school year. Meetings are held during the school day and a substitute teacher is assigned to cover your current duties so that you will be able to participate in this professional learning experience.



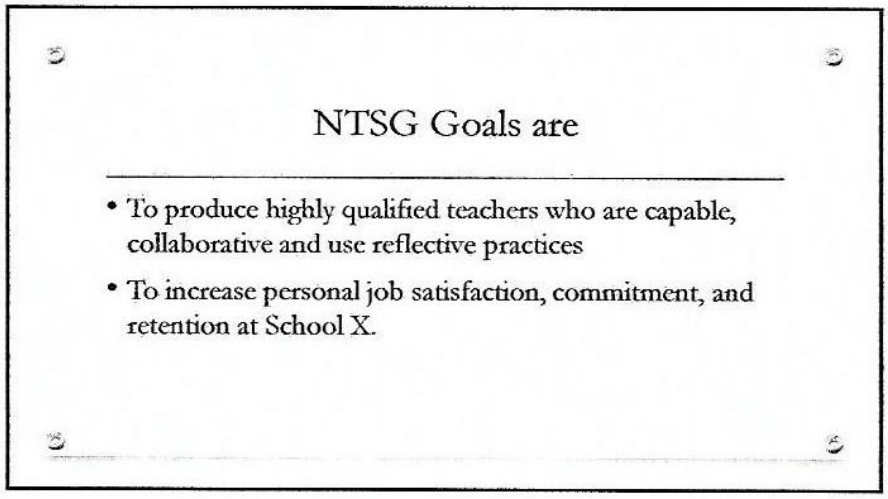
Review agenda times and activities. Each support group meeting of the NTSG will follow the same template for opening activity, introduction of a new teaching app roach, a strategy to develop as a professional, meeting reflections, and discussion of the roles for the next group meeting.



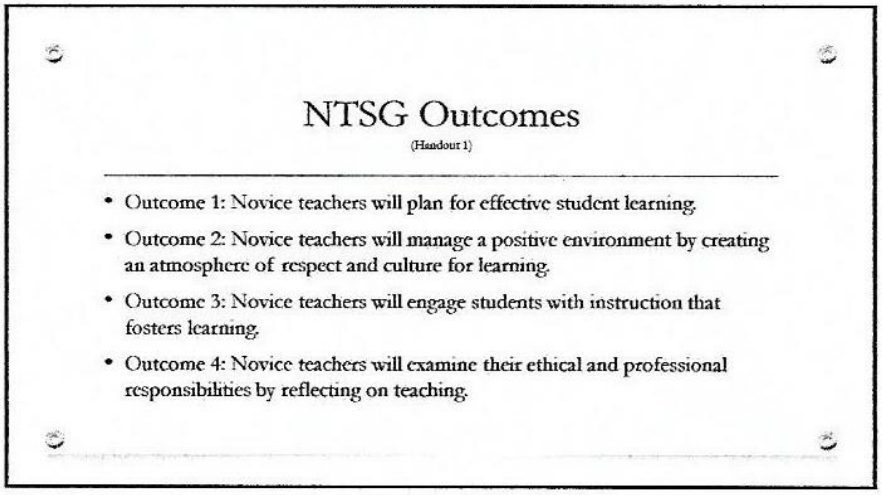
Pass out 3 x 5 cards, allow 1 minute to make notes, discuss and write notes on chart paper. Teachers can use the procedure to set norms with their classes for expected classroom behaviors.



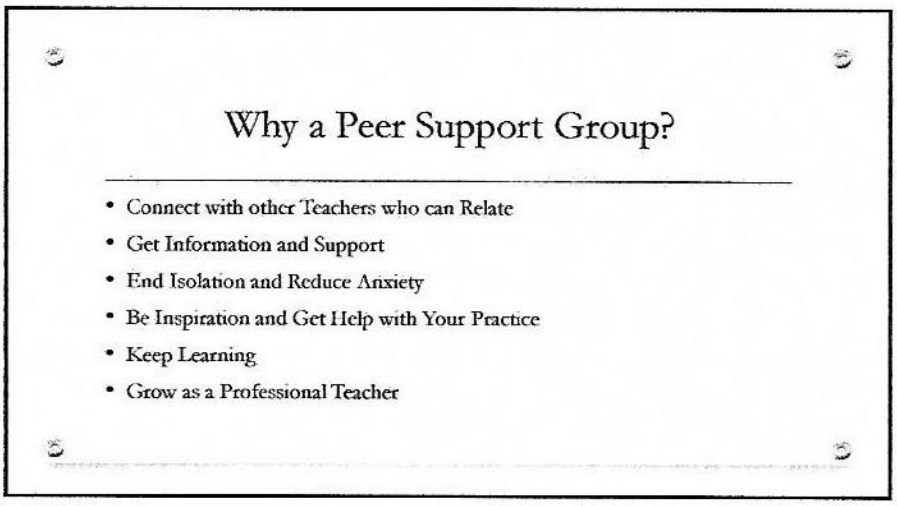
Many new teachers find that although they have content knowledge, they have a difficult time handling their responsibilities and expectations. Review and discuss purpose.



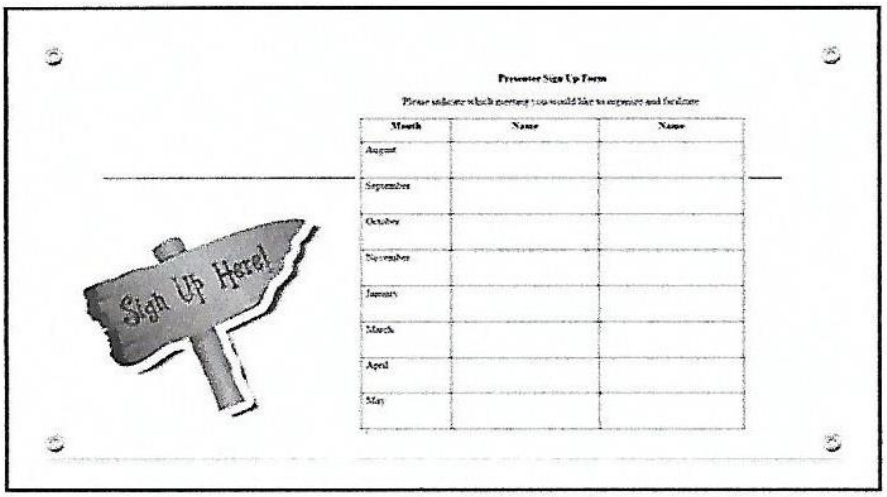
Review and discuss goals. Goals and objectives for the NTSG are founded in Danielson's (2007) framework. The framework provides a method for the development of new teachers through planning and preparation, classroom environment, instruction, and professional responsibilities. The framework aligns with Interstate Teacher Assessment and Support Consortium (InTASC) model for teacher development. The Council of Chief State School Officers (CCSSO) developed the InTASC as a consortium for teacher preparation, licensing, and professional development reform. InTASC created the teacher standards model in 1987 and revised it in 2013 (Council of Chief State School Officers, 2013). The model offers skills and dispositions that teachers needed to merge content knowledge with the needs of their students thereby ensuring student success and performance at elevated levels of rigor (Council of Chief State School Officers, 2013).



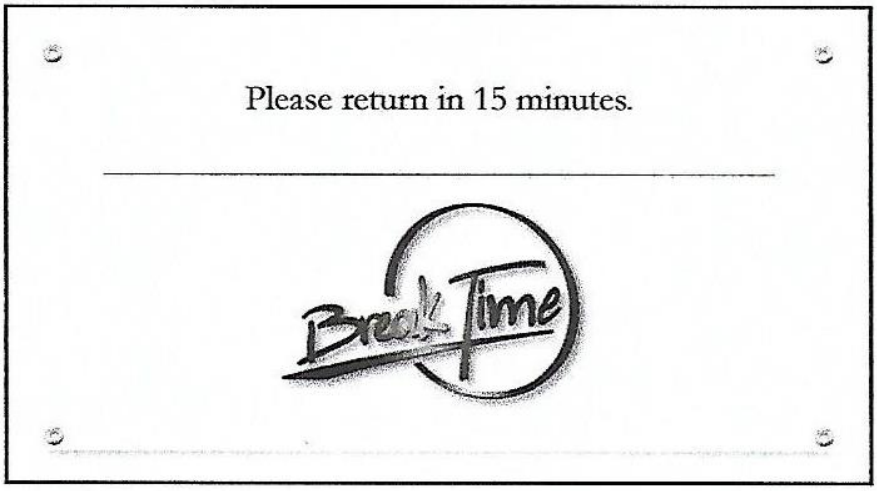
Introduce and discuss outcomes with participants.



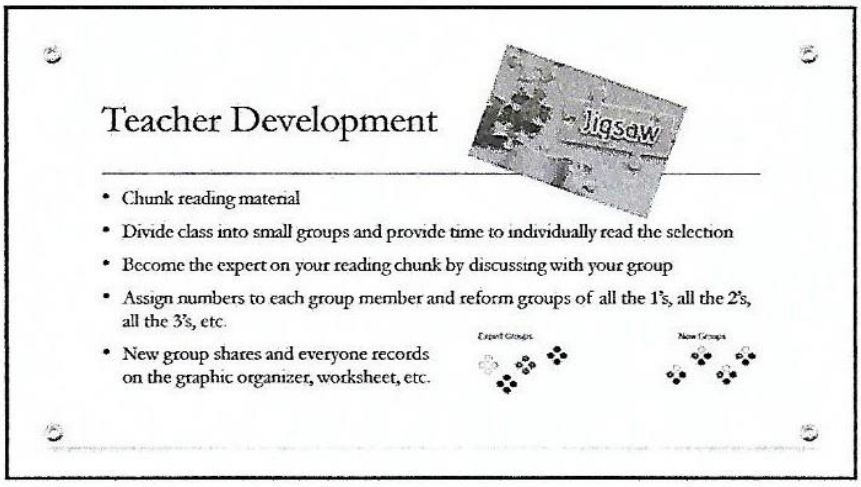
The concept of a peer support group is that people with similar experiences can help each other through mutual assistance. It is thought that only the people who truly know what it is like could help another person experiecing the same thing. I found literature from Finland and based the group format on what that nation did to support teachers. Finland successfully used peer groups to support new teachers. The data generated from peer group mentoring showed that this support strengthened teachers and supported their professional identity.



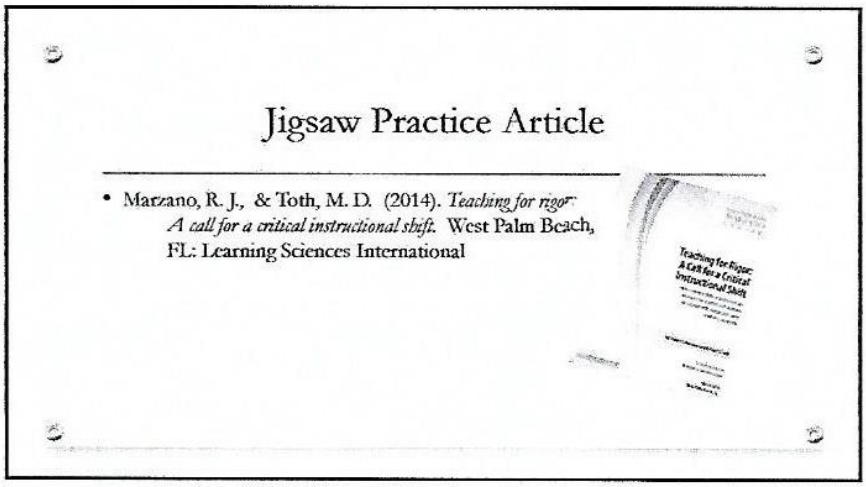
To develop leadership and manangement abilities, everyone takes a turn developing, facilatating, and evaluating a meeting. I provided learning tasks to be included in support group meetings that were based on the data I collected. However, you will also be able to address issues that you may experience and those challenges will be added to the meeting agenda. Meetings are divided into two sections: teacher strategies and teacher development. You will work in pairs under the direction of an experienced coach to organize and develop the learning experience for your peers. Pass around the sign up form.



We will take a 15 minute break. Please be prompt returning.

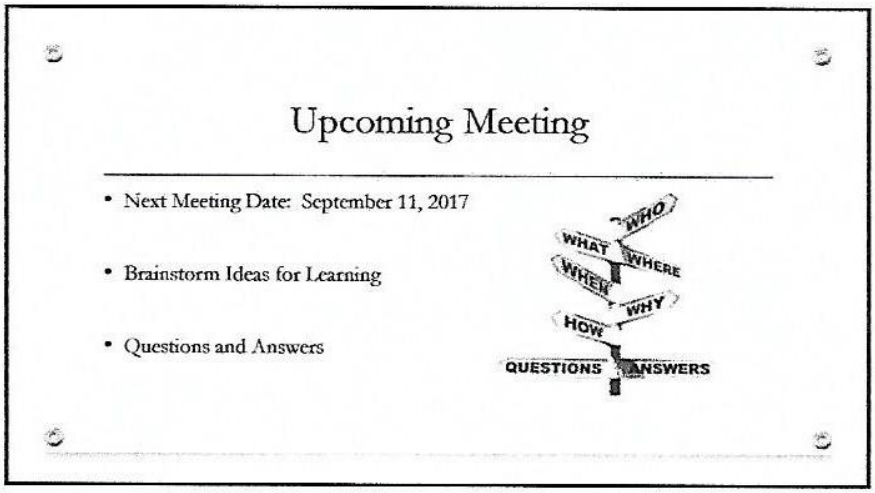


Prior to meeting divide reading into chunks for groups. Explain procedures and pass out article to be read and organize participants into groups.

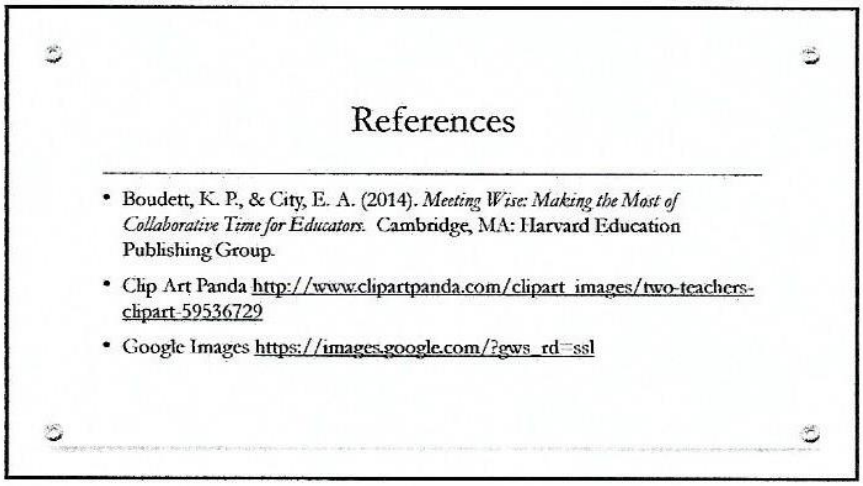


Each meeting will provide a strategy that can be taken back to the classroom and used with students. Today, we will use a jigsaw to review an article by Marzano and Toth (2014) Teaching for Rigor. Break participants up into groups. Allow participants to read about rigor and discuss with their small group the chunked information they read. Rearrange expert groups to have discuss entire article. Reflect on article as a whole and the process of Jigsaw and ask, "How can this be used in class with your content?"

Reflect on the meeting and introduce It's Learning online platform. The platform provides the provision for authentic learning through the incorporation of 21st century skills, ensures the transfer of knowledge throught the reflection on personal skills learned, and increases social learning through discussions.



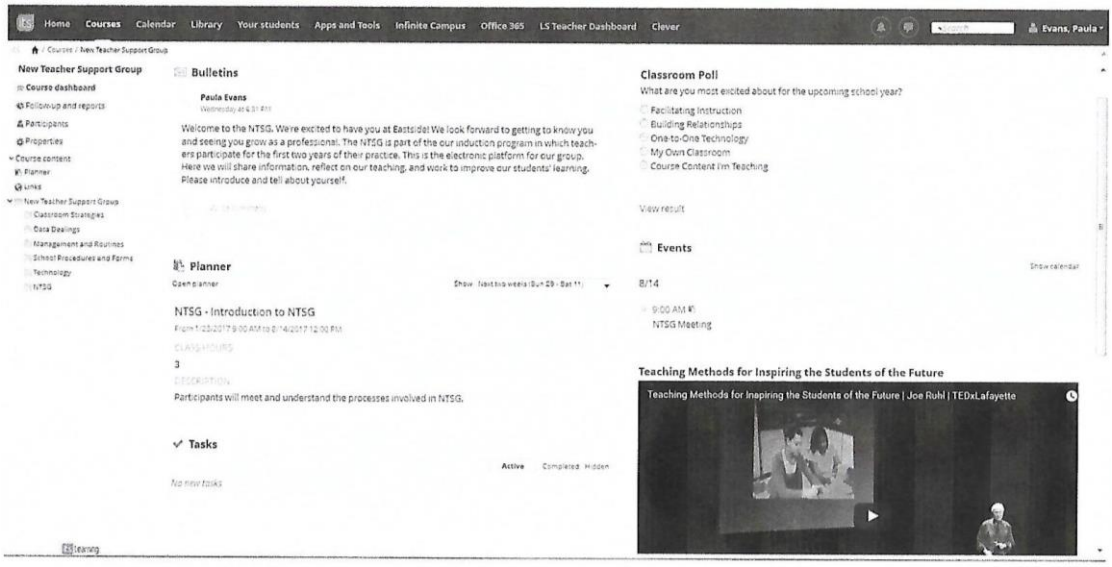
Provide a schedule of the upcoming meeting.



Pictures used in this presentation were open access pictures retrieved from Google Images.

NTSG Online Support

Its Learning is an online platform that the school district uses for student learning and professional development. The online support will be used in conjunction with the face-to-face support group meetings. It will be an area to organize general information from the school and provide a place to coordinate strategies the group researched. Additionally, the platform will provide for transfer of learning with follow-up questions about strategies that were learned during meetings and used in the classroom.



Form 1: Attendance

Meeting Date: **Topic:**

Presenters_____

Print Name	Signature

Form 2: Goals and Objectives Handout

The goals of NTSG are (1.) to produce highly qualified teachers who are capable, collaborative and use reflective practices and (2.) to increase their personal job satisfaction, commitment, and retention at School X. Program outcomes and learning objectives are:

NTSG Outcome 1: Novice teachers will plan for effective student learning.

- Novice teachers will demonstrate their knowledge of content and pedagogy through classroom observations.
- Novice teachers will employ knowledge of their students by including differentiated learning in weekly lesson plans.
- Novice teachers will demonstrate their understanding of instructional resources by using texts and supplemental materials to augment content in planning.
- Novice teachers will design data-based learning activities and instructional groups for comprehensive instruction.

NTSG Outcome 2: Novice teachers will manage a positive environment by creating an atmosphere of respect and culture for learning.

- Novice teachers will oversee the classroom and student behavior with clear expectations and classroom procedures, ongoing.
- Novice teachers will direct student behaviors by monitoring students and responding to misbehavior as needed.

- Novice teachers will maintain an organized physical space for learning, safety, and accessibility.

NTSG Outcome 3: Novice teachers will engage students with instruction that fosters learning.

- Novice teachers will engage students in learning with activities, grouping, content resources and structure, and curricular pacing.
- Novice teachers will develop and use formative assessments daily to check understanding and summative assessments at the unit end.
- Novice teachers will demonstrate ongoing flexibility with instructional design and learning environment.

NTSG Outcome 4: Novice teachers will examine their ethical and professional responsibilities by reflecting on teaching.

- Novice teachers will reflect on their practice weekly.
- Novice teachers will attend and actively participate in professional development for personal growth as a teacher.
- Novice teachers will construct and maintain accurate records.
- Novice teachers will communicate with families within the first month of school with positive calls and ongoing as necessary.

Form 3: Facilitator Sign Up

Please indicate which meeting you would like to organize and facilitate.

Month	Name	Name
August		
September		
October		
November		
January		
March		
April		
May		

Form 4: NTSG Meeting Evaluation

Date_____ Presenters_____ Topic_____

Please indicate how much you agree with the following statements by circling your response using the scale provided, where 1 = strongly disagree, N = neutral, and 5 = strongly agree.

	SD	D	N	A	SA
The meeting purpose and objectives were clearly stated.	1	2	3	4	5
The meeting objectives were met.	1	2	3	4	5
The facilitators ran the meeting effectively.	1	2	3	4	5
Decision-making was shared at this meeting.	1	2	3	4	5
Participants were actively involved.	1	2	3	4	5
Time was used effectively.	1	2	3	4	5
The speakers were easily heard.	1	2	3	4	5
The presentation was easily seen.	1	2	3	4	5
The program was beneficial to my practice.	1	2	3	4	5
I expect to apply the ideas to my practice.	1	2	3	4	5
I enjoyed this meeting.	1	2	3	4	5

What aspects of this meeting did you find exceptional?

What aspects of this meeting were not satisfactory?

Do you have any suggestions or comments for additional meeting?

Appendix B: Interview Protocol

Introduction

I'm Paula Evans a doctoral student at Walden University. Thank you for consenting to be part of my doctoral project study. I want to remind you of the voluntary nature of this study. You can freely participate in this interview or stop it at any time that you feel uncomfortable. There will be no repercussions should you decide to stop the process and take yourself out of the study. Your identity will remain confidential. Now, I need you to read and sign the consent form for participation in the study. Do you have any questions about the consent form?

I have been a teacher for the past nine years. During that time, I noticed a lot of teacher enter and leave teaching. I began to wonder why some teachers choose to stay and other to leave either the school or the profession. When it came time to develop a research plan, I began researching teacher attrition and realized it was a much larger problem than just at my school. Therefore, I am examining how new teachers perceive their environment, how satisfied they are with the teaching profession, and what motivates them to stay or leave the profession.

This interview will last about 30 minutes. I will audiotape your responses to the questions. I have a guide of questions to ask that may spur other questions dependent on your responses. Please feel free to elaborate your responses. My goal is to obtain a rich description of your perceptions of satisfaction with the teaching profession.

Teacher Demographic Questions

1. What is your age?
2. Please specify your ethnicity
3. What is the highest degree or level of school you have?
4. Are you currently teaching?
5. How long have you been teaching?
6. What is your content area?

Questions on Teaching

1. Please describe the reasons you entered teaching.
2. What has your experience as a new classroom teacher been like?
3. In what way, does teaching meet your expectations?
4. In what way, does teaching not meet your expectations?
5. What successes have you had in the classroom? How did the successes make you feel?

6. What challenges have you had in the classroom? How did the challenges make you feel?
7. How did you overcome the classroom challenge?
8. Tell me about how satisfied you are with your experience as a new teacher.
9. What would have to change to make you more satisfied with your position?

Questions on Practice

1. Please describe how your district provided you with induction.
2. Did you have an assigned mentor or a peer who was helpful in introducing your to your new school?
3. Describe the effect this person has had on your practice.
4. Please tell me about other personnel (peers, administrators, and other staff) in your building that have had an impact on your ability to teach.
5. Explain to me a time when you received feedback and how the feedback was or was not helpful to your practice.
6. Please explain what changes would you make to your practice and why?
7. Describe what new skills or supports you need to ensure you successful practice?

Questions on Climate and Culture

1. How would you describe the effect of student demographics on your practice?
2. Tell me about how the school's resources influence your teaching experience?
3. How does your students' achievement affect your perception of teaching?

Closing Questions

1. Please explain why or why not you see yourself continuing to teach in the future?
2. What additional information can you add to improve my understanding of your job satisfaction or your impression of this interview?

Question Probes

1. Could you explain that?
2. What lead you to…?
3. Can you be more specific?
4. What are the barriers?
5. You stated... Could you give me an example of…?
6. In what way can you call upon your strengths for this situation?
7. What is most important to you?
8. What is most important to the school?

9. What are the implications of…?
10. What do you want?

Conclusion

I want to thank you for your participation in the interview. Should you have any questions later, I can be reached by email or by phone. Additionally to clarify information, ask additionally questions, or complete member checking, I may need to be in contact with you. Do you have a preferred way for me to contact you? The information you provided me could have a potential effect on how school stakeholders view new teachers, and how to make their transition for preservice to the classroom go more smoothly. Thank you.

Appendix C: Sample Data Analysis