

ABSTRACT

Title of Dissertation: INVESTIGATION OF PERCEPTIONS OF BEGINNING TEACHERS WHO PARTICIPATED IN A NEW TEACHER INDUCTION PROGRAM

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A growing number of beginning teachers have been leaving teaching within their first 3 years, with half of them leaving the profession in the first 5 years. In an attempt to slow this level of attrition, school districts have been erecting ambitious induction programs. The purpose of this study was to evaluate the perceived effectiveness of the Mid-Atlantic School District new teacher induction and mentoring program, according to the input of new teachers and mentor teachers. The intended outcome of the study was to enhance the current new teacher induction program by identifying areas of strength and areas where improvements might be needed. In the evaluation, the researcher used three focus areas of support: professional development, mentor engagement, and professional learning communities. After reviewing the data analysis for this study, the researcher found evidence that the new teacher induction program had areas of strength and areas where improvement is needed. These areas included the need for more one-to-one mentoring, more focused professional development, and the expansion of professional

learning communities. The findings from this study include the positive perceptions of novice teachers for professional development sessions. These opportunities affected the teachers' positive feelings regarding content specific professional development. The teachers were also positive regarding professional development to various career stages, knowing that several teachers had had previous teaching experiences. Whether the MASD induction program affected the retention of teachers was beyond the scope of this study, the study concluded with the recommendation that the school system should gather enough data to ensure that induction would be meaningful and that it would achieve the intended purpose of retaining high-quality teachers in the system.

INVESTIGATION OF PERCEPTIONS OF BEGINNING TEACHERS WHO
PARTICIPATED IN A NEW TEACHER INDUCTION PROGRAM

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Dedication

This dissertation is dedicated to my loving and supportive family who served as a constant source of support and encouragement during this journey. This body of work is a result of much prayer, patience, and perseverance. I thank God for answering many prayers along the way. Many of my answers were revealed in my daily quiet time. Often the Lord reminded me of Philippians 3:14, “I can do ALL things through Christ who strengthens me.”

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List of Abbreviations

COMAR	Code of Maryland Regulations
ESEA	Elementary and Secondary Educations Act of 1965
MASD	mid-Atlantic school district
MSDE	Maryland State Department of Education
NCES	National Center for Education Statistics
PLC	professional learning community
TPAS	Teacher Performance Assessment System

Chapter I: Introduction to the Problem

Introduction

In recent years, educational researchers have identified a need for quality induction programs for new teachers in all schools. Ingersoll and Smith (2004) argued that less than 1% of new teachers were placed in schools with comprehensive induction programs. They found that new teachers were leaving the profession because of a lack of proper support in their first years. According to Fry and Anderson (2011), “In the era of increased teacher accountability, new teachers are encountering unprecedented challenges” (p. 13), and exploring these challenges has been necessary to school districts that seek to retain new teachers (Feiman-Nemser, 2012; Fry & Anderson, 2011). Many beginning teachers leave the teaching profession early because they do not have the necessary support and guidance to grow and develop as teachers. According to Goldrick, Osta, Barlin, and Burn (2012):

Beginning teachers enter our Nation’s classrooms filled with passion and commitment to make a difference for their students. However, too often, they find themselves embarking on a journey isolated from their colleagues and faced with difficult working conditions, a lack of materials and resources, and the most challenging classroom assignments (para. 1).

Many beginning teachers feel ineffective and often isolated in their classrooms with little or no support (Arends & Kilcher, 2010). Therefore, beginning teachers need support to ease their transition into full-time teaching (Darling-Hammond, 2010; Scherer, 2012). In an attempt to alleviate beginning teachers’ feelings of isolation, mentoring programs were introduced in the United States during the 1980s (Clark & Byrnes, 2012) and have been used as a tool to help beginning teachers ease into their new role as

teachers (Cook, 2012). Despite state mandated induction and mentoring programs (Clark, 2012), many beginning teachers continually face developing effective practice on their own and experience “a time of intense learning and often a time of intense loneliness” (Feiman-Nemser, 2012, p. 10).

Many beginning teachers have no guidance and are left on their own, while they are also held accountable for all of their actions (Arends & Kilcher, 2010). Induction and mentoring programs have been used throughout the Nation’s school districts to help beginning teachers ease into their new roles as educators. However, the quality of mentoring programs varies considerably (Berry, 2010; Carver & Feiman-Nemser, 2009; Yendol-Hoppey, Jacobs, & Dana, 2009). Although some evidence exists that high quality mentoring programs contribute to improve teaching (Ingersoll, 2012), only a small percentage of beginning teachers experience such mentoring programs (Smith & Finch, 2010).

Although the research on new teacher induction programs is increasing, the research on the induction program in the MASD is not available. The purpose of this study was to examine the beginning teachers’ perceptions of the new teacher induction program in the mid-Atlantic school district (MASD). By having an effective new teacher induction program, school districts could address the needs and challenges of beginning teacher and provide strategies to better prepare and support beginning teachers during their most crucial stages of their educational career.

Moir (2009) suggested, “Better support for new teachers can transform our nation’s schools” (p. 15) and noted, “New teachers are traditionally assigned to the most challenging classrooms in the hardest to staff schools” (p. 15). Moir (2009) continued, “When districts and schools organize to accelerate new teacher development, they break

the cycle of inequity and provide children who are most in need of a high-quality education with teachers capable of helping them” (p. 15).

After teachers complete their initial academic education, internship, and preservice training, professional development is the next major step towards improving their practices (Wong, 2004). High-quality and intensive professional development programs are essential to train, support, and retain quality teachers (Wong, 2004). Among the most important professional development efforts for beginning teachers are new teacher induction programs. Wong (2004) suggested that new teacher induction programs improve classroom management, expand instructional strategies, provide opportunities for new teachers to observe master teachers during demonstration lessons, and allow them to become acclimated to the school district.

As teachers begin their careers, they face many challenges (Veenman, 1984). Veenman (1984) reviewed more than 200 research reports and peer reviewed journal articles, and identified those challenges as managing classroom discipline, motivating students, addressing individual differences, assessing students’ work, building productive relationships with parents, organizing class work, addressing insufficient or inadequate teaching materials and supplies, and addressing problems of individual students. New teacher induction programs are offered in most school systems across this country to minimize these challenges. Nevertheless, according to the Alliance for Excellent Education (2004, as cited in Ingersoll & Smith, 2004),

Less than 1% of new teachers actually receive a comprehensive induction program through which they have opportunities to work with colleagues in professional learning communities (PLCs), observe experienced teachers’ classrooms, be observed by mentors, analyze their own practice, and network with other novice teachers. (p. 2)

If researchers believe that new teacher induction programs ought to be an effective tool for success, it is important to evaluate the quality of the induction programs that are offered to teachers (Wong, 2004). New teachers have specific challenges that require job-specific information and skills. New teacher induction programs could address these challenges through a combination of induction methods to help familiarize new teachers with their new roles and responsibilities. Effective induction programs address the needs of the beginning teacher and lead to increased teacher performance, increased overall teacher retention, and reduced district teacher recruiting costs (Wong, 2004). However, in many school districts, the new teacher induction programs do not model successful induction programs, nor do they incorporate practices that have been learned from the more than 2 decades of new teacher induction (Moir, 2009).

New teacher induction programs include mentoring, new teacher workshops, on-going professional development, peer collaboration, common planning time, reduced workloads, and the provision of additional resources (Bartlett & Johnson, 2010; Wechsler, Caspary, Humphrey, & Matsko, 2012; Ingersoll & Smith, 2004; Wang, Odell, & Schwille, 2008). Therefore, in this study, the researcher focused on all of these elements, but attempted to identify particular interventions that seemed most beneficial and effective for beginning teachers in a MASD. In a study of 400 state and national Teacher of the Year awards, Goldberg and Proctor (2000) indicated that four factors affected the decisions of persons to enter teaching: desire to work with children, love of subject matter, influence of a former teacher, and belief in the importance of teaching. Once a new teacher has committed to teaching, the work of learning the skills and strategies necessary for success in the teaching profession begins. New teachers learn to teach so that they can teach to learn with their students.

It takes the new teacher time and skill to learning how (a) to manage a classroom, (b) to teach and evaluate a diverse group of students with varied needs and abilities, (c) to develop strategies related to instructional practices, and (d) to communicate effectively with parents. According to Cole (2008), one-way to support new teachers' transitions into their profession is a well-designed and supported teacher induction program that includes multiple components:

- Informal and formal orientation sessions and programs.
- Assignment of another teacher to act as a mentor.
- Observation of other teachers.
- Formal feedback on teaching by the principal or another instructional leader.
- Formal evaluation by the mentor, principal, or another instructional leader.
- Targeted training.
- Engagement with other novices or beginning teachers.
- Integration into school-wide learning opportunities.(p. 79)

These and other practices are used to help new and beginning teachers become competent and effective professionals in classrooms, schools, and school systems. Collectively, these practices constitute a teacher induction program.

Teacher induction programs include formal and organized mentoring programs for beginning teachers. Mentoring, as a component of induction, is relatively new, for the number of state and local school systems that implement formal teacher induction programs and include mentoring have grown significantly since the 1960s (Darling-Hammond & Sclan, 1996). School systems across the United States gradually have implemented new teacher induction that pairs new teachers with skilled mentor teachers who are able to provide new teachers with the support and guidance needed to become

effective educators (Wong, 2004). This component of induction has attracted lots of attention.

Given the extensive amount of time devoted to induction and the high cost of such programs, school systems have put in-place evaluation systems to discern strengths and weaknesses of induction programs (Ingersoll, 2012). As a result, it has become important to implement ongoing systems of induction program evaluation (Ganser, 2002). Ganser (2002) contributed to this discussion by raising critical questions about mentoring programs for beginning teachers, which must be considered by evaluators and other system leaders:

- Who provides the leadership for the program?
- On what principles or standards is the program based?
- What are the characteristics of the beginning teachers that the program serves?
- Who serves as mentors in the program?
- How long does the program last?
- How is the program evaluated?
- Where does the program fit into teaching as a profession? (pp. 25-27)

Many agencies and organizations that are currently examining induction programs consider these kinds of questions. The New Teacher Center (NTC) is one of the leading institutions in the country that are working on researching and improving new teacher induction models. The NTC defines induction as “comprehensive systems of support and training for beginning teachers” (Johnson, Goldrick, & Lasagna, 2010, p. 1). Johnson et al. (2010) published a number of studies and highlighted many different outcomes that school systems intended when instituting an induction program for new teachers. School

systems like the MASD use these studies to evaluate their own induction and mentoring programs.

The induction program at the MASD has been in existence since 1994; however, researchers have not evaluated it since its inception. Although data are gathered from both participants (inductees) and mentor teachers, they have not been analyzed or used for program improvements. This researcher will use that data set to examine the effectiveness of the MASD induction program. This examination is particularly important because of recent staffing changes that have occurred in the MASD Office of Curriculum and Instruction and because of the need to consider the ways that new staff could contribute to program improvement. During the school years (SYs) 2014–2016, data were gathered from the end-of-the-year, new teacher surveys. Parallel data were collected at the end of the year from mentor teachers. However, staffing was limited; therefore, consistent opportunities for data review, and an analysis of the results, have not been available. The need for a careful review of the new teacher induction program provides an opportunity for a review and analysis of the data collected for SYs 2013–2014, 2014–2015, and 2015–2016 regarding the MASD induction program. This review has included analysis of trends in the data, the data collection methods, areas of strength as novice teachers have reported them, and areas where program improvements might be needed. The purpose of this study was to investigate the effectiveness of a program designed to support new teacher success through induction, including mentoring.

Definitions

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

Beginning teacher: A teacher who has been teaching in a school fewer than 3 years (Georgia Department of Education [GA DOE], 2012).

Highly qualified: In the No Child Left Behind Act (2001), Congress defined a highly qualified teacher as someone who has full state certification and solid content knowledge (GA DOE, 2012).

Mentoring: The collaboration between an experienced teacher and a beginning teacher to assist in a variety of aspects relating to the teaching profession (Roff, 2012).

Perception: The organization, identification, and interpretation of a sensation in order to form a mental representation (Schacter et al., 2011).

Teacher induction program: The instructional, professional, and personal support provided to beginning teachers, which might include mentoring, collaboration among beginning teachers and their colleagues, and professional development activities designed to ensure teacher effectiveness (GA DOE, 2011).

Professional development: specialized training, formal education, or advanced professional learning intended to help educators improve their professional knowledge, competence, skill, and effectiveness (GA DOE, 2011).

Professional learning community: A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students (MSDE, 2014).

New Teacher Induction and Teacher Attrition

Ingersoll (2012) confirmed that induction for beginning teachers has become a major focus in educational policy and reform. The number of teachers entering the classroom has increased far faster than the number of students. From the late 1980s to 2008, total Kindergarten–Grade 12 student enrollment nationally increased by 19%.

During the same period, the teaching force increased to more than 2.5 times that rate, or 48% (Ingersoll, 2012). One of the reasons for the rapid increase in new teacher hires has been that substantial numbers of beginning teachers leave the profession within a few years of entering. In a study cited by many policy analysts, Darling-Hammond and Sclan (1996) reported that 50% of beginning teachers left the profession during their first 5 years of teaching. The National Center for Education Statistics (NCES, 2010), a research arm of the U.S. Department of Education, reported that, in 1997, 20% of beginning teachers had left teaching after the first 3 years, with 9% leaving after the first year. NCES (2010) repeated the study and found that 33% of teachers left within the first 3 years, and 50% left after 5 years. Results from a teacher follow-up survey in SY 2008–2009 revealed that 35% of teachers had left the profession during their first year. By the end of their fifth year, 50% of teachers had left education (Keigher, 2010). Although the MASD attrition rate is much lower than the national average, in its *Maryland Teacher Staffing Report 2014–2016*, the Maryland State Department of Education (MSDE; 2016) reported that 10% of first-year teachers leave the profession. These statistics confirm that during the first years of teaching, beginning teachers are challenged and many leave teaching altogether, which has significant consequences for pupil learning. At the start of each school year, new teachers across the United States enter and leave the teaching profession. According to data from the NCES (2010), of the 3,380,300 public school teachers who were teaching during the SY 2007–2008, 8% left the profession (leavers) and 7.6% moved to a different school (movers). For new teachers who have 1–3 years of experience, the turnover rate was even higher, with 9.1% leavers and 13.7% movers. Gray and Taie (2015) found that 17% of beginning teachers left teaching within the first

5 years. This percentage was much lower than previous researchers had reported; therefore, it raised concerns regarding the use of different data and data points.

Gray and Taie (2015) addressed the inconsistency in these reports, including the limitation of time—only 2 years of data—with recent research on teacher retention. Researchers at the IES followed 1,990 first-year public school teachers and gathered data from SYs 2007–2008 through 2011–2012. They reported that 10% of all beginning teachers in SY 2007–2008 did not teach the following year whereas 17.3% did not teach in SY 2011–2012. According to additional findings, 74% of beginning teachers taught a second year in the same school where they had taught their first year and 70% taught in their original school through their fifth year of teaching. Of those teachers who moved for their second or fifth years, 21% and 40%, respectively, moved unwillingly because of nonrenewal of their contract. High rates of teacher attrition during the initial years of teaching have prompted many interventions—with mentoring and formal induction programs being among the most pervasive.

According to Moir (1999), new educators move through several phases: anticipation, survival, disillusionment, rejuvenation, reflection, and then back to anticipation (see Appendix D for a model). Although not every new teacher experiences the exact sequences, these phases are useful in helping everyone involved in the process of supporting new teachers (Moir, 2011). Lortie (1975/2002) noted that socialization of a new teacher includes both a formal and an informal induction process. Socialization occurs when the new teacher begins to formulate his or her own perspective according to influences from mentors, coworkers, and professional development experiences (Lortie, 1975/2002; see Appendix F for a socialization chart).

High-quality induction and mentor programs are believed to be effective in (a) overcoming the challenges that beginning teachers face and (b) accelerating new teachers' professional growth. With new evidence, researchers have suggested that comprehensive, multiyear induction programs can reduce the rate of new teacher attrition, accelerate the professional growth of new teachers, provide a positive return on investment, and improve student learning (Wong, 2004). Fresko and Nasser-Abu Alhija (2015) shared the results of a study on PLCs as an important component of teacher induction programs. PLCs that focused on the development of knowledge, skills, and expertise to enhance teaching effectiveness were viewed as effective (Fresko & Nasser-Abu Alhija, 2015).

Their findings support the importance of in-school mentoring for the professional development and socialization of new teachers (Fresko & Nasser-Abu Alhija, 2015).

The Evolution of Teacher Induction

During the past several decades, new teacher induction programs have evolved. This evolution has occurred partly because of teacher preparation changes and educational reforms. In the 1960s, with the passage of the Elementary and Secondary Educations Act of 1965, President Lyndon B. Johnson hoped that schools would prevent poverty. This was part of his idea to build a great American society by declaring war on poverty. During the 1970s and following the Watergate scandal, American's trust of the government was questioned. The lack of trust filtered into all areas, including public education, and resulted in waning confidence of the public schools. Schools were called mediocre, while teachers were blamed for letting students down, and staff development began to reflect these public criticisms and expectations for schools (Dillon, 1976).

As the Nation entered the 1980s, the nature of education changed and competing with Japan became the issue. In its report, *A Nation at Risk*, the U.S. National Commission on Excellence in Education (1983) listed seven recommendations for improving teacher quality:

- Higher standards for teacher preparation programs.
- Teacher salaries that were professionally competitive and performance-based.
- 11-month contracts for teachers allowing more time for curriculum improvement and professional development.
- Career ladders that differentiated teachers based on experience and skill.
- More resources devoted to teacher shortage areas.
- Incentives for drawing highly qualified applicants into the profession.
- Mentoring programs for novice teachers that were designed by experienced teachers.

Within a year of the publication of *A Nation at Risk* (U.S. National Commission on Excellence in Education, 1983), the reform initiatives were proceeding in each state, and more than 275 state-level task forces were working on educational issues (U.S. Department of Education, 1984).

Although the genesis of beginning-teacher mentoring programs is debated, formal induction programs emerged in the mid-1980s and took on the role of defining and shaping young educators (Harris & Goertz, 2008). These programs were similar to programs that educators today refer to as induction programs (Harris & Goertz, 2008).

In a study of new teacher induction programs, Fidler and Haselkorn (1999) referenced these decades as a wave of legislation and the implementation of new policies and practices that promoted the expansion of induction programs. High-quality teacher

induction programs progressed in developmental waves during the 1980s and 1990s. This wave metaphor for the development of induction programs comprises the following:

- First-wave programs established prior to 1986 were informal programs that lacked organization or funding and that focused on the needs of new teachers and their well-being.
- Second-wave programs implemented between 1986 and 1989, during which time the focus was on mentoring along with an increase in induction programs (Furtwengler, 1993).
- Third-wave programs that came into existence between 1990 and 1996 were influenced by the standards of the Interstate New Teacher Assessment and Support Consortium (1992), which provided developmental and structured approaches to induction along with formative assessments.
- Fourth-wave programs implemented between 1997 and 2006 (Fideler & Haselkorn, 1999) were characterized by their comprehensive, organized system of integrated novice teacher assistance and assessment using multiple strategies (Alliance for Excellent Education, 2004; Bartell, 2005; Ingersoll & Smith, 2004) providing a wide array of educative mentoring, professional development, and formative assessment activities.

The vision of schooling and professional development as the implementation of standards emerged during the administration of President George H. W. Bush, continued during the administration of President William J. Clinton, and was carried forward under President George W. Bush, resulting in the reauthorization of the Elementary and Secondary Education Act (1965), also known as the No Child Left Behind (NCLB) Act of 2001 (2002). The NCLB Act (2001/2002) mandated that each state establish standards

for designating all public school teachers as highly qualified, and required that the education of every child be by a highly qualified teacher (see also U.S. Department of Education, 2004). The NCLB Act (2001/2002) established accountability for all students to reach proficiency on state assessments by 2014, making it imperative that teachers have the knowledge and skills needed for effective instruction. The NCLB Act (2001/2002) supported ongoing professional development for all teachers regardless of their highly qualified status. It was asserted that the quality of the professional development that teachers receive was critically important if professional development was to have the intended effects of improving instruction and learning (Birman et al., 2009). Therefore, a significant outgrowth of the standards movement was the expansion and development of formal induction programs.

In the 21st century, education is becoming a more competitive business. Similar to other investments, schools spend a great deal of their resources (including money, effort, and time) in education and expect quality returns. These outcomes—calculated in terms of economic, social, and political gains—are what motivate people to invest heavily in education (O'Donnell, Reeve, , & Smith, 2009). According to Darling-Hammond (1999), each dollar invested in improving teachers' qualifications nets greater gains in student learning.

Professional development is an essential aspect of teacher growth and it provides a strong foundation for novice teachers as they enter into the field of public education. Yet, the question remains: How will school systems make use of the research and achieve high-quality professional development? Investing in high-quality induction programs, as a key component of professional development, is an essential step that states and local educational agencies must take.

Teacher Induction in Maryland

In the 1990s, educational leaders in Maryland drafted the Code of Maryland Regulations (COMAR; Appendix A) that outlined requirements for each school system regarding New Teacher Induction. The Maryland Teacher Induction Program requires each school system in the state to “create[s] a comprehensive, coherent program that addresses the critical needs of new teachers, improves instructional quality, and helps inductees succeed in their initial assignments, resulting in higher retention of effective teachers in the profession” (MSDE, 2014, p. 1). The MSDE provides directions to local systems regarding the implementation of these programs and monitors their conduct throughout Maryland’s 24 school districts. The MSDE provides resources for local school districts through the Teacher Induction Program Building a Teaching Force for the 21st Century. This includes induction program standards and mentoring roles and responsibilities. The MSDE also provides a link to the NTC that consults with both state and district program leaders to support the design and development of high-quality induction programs. The NTC also provides a great deal of information on beginning-teacher learning communities, and the positive benefits that can occur when new teachers are introduced into a professional collaborative environment.

Teacher Induction in a Mid-Atlantic School District

The MASD offered new teacher induction programs to new teachers for the first time in the late 1980s, but funding, staffing, training, and accountability limited the program. Development of a formal, new teacher, induction program for the MASD took place in ways similar to the waves that Fidler and Haselkorn (1999) described.

The initial wave included early informal induction, which included a few days of orientation in which a mentor was designed to be a “buddy” (not an educational leader)

for the new teacher (Feiman-Nemser, Carver, Schwille, & Yusko, 1999b). The next wave included a formalized plan with unfunded state mandates that the MASD had to fund. The following wave occurred when the MASD participated in Maryland's Teacher Induction Academies, a consecutive 3-year investment from MSDE to support each local school district with training for program leaders. With the modification of the induction program, the structure had included the addition of several components. These components include an induction process through which new teachers become effective teachers within the school system. During the process, teachers are provided professional development through which they need to become successful in their first 3 years of teaching. Induction is a process that must be individualized and differentiated by grade, content, and teacher expertise.

The most recent wave of change occurred when the MASD (2015a) provided the anchor for the school system's induction program. This plan was a response to the MSDE regulations for induction and mentoring. The induction process now includes all teachers who are new to the profession and new to the MASD. All teachers who are new to the profession participate in induction activities until they receive tenure. Veteran teachers who are in their first year with the MASD participate in induction activities for a maximum of 3 years according to their annual performance results.

According to the MSDE (2016) in its annual staffing report, during SYs 2014–2015 and 2015–2016, the MASD hired nearly 150 new teachers each year to fulfill needed staffing requirements. New teacher induction is a process through which teachers who are new to the profession and new to the MASD are provided with the professional development that they must be successful in their first 3 years of teaching. All new teachers participate by working together to accomplish three goals: (a) to enhance the

educational experience for all children, (b) to ensure high-quality induction into the profession, and (c) to engage in furthering the professional development of veteran teachers and teacher educators (MASD, 2015b).

The induction process begins with orientation, a 3-day period during which teachers who are new to the MASD are oriented to the school community. This Model Demonstration Teacher Program provides support to teachers who are new to the MASD during their first year in the classroom. Each new teacher spends a full day in the classroom of a master teacher at his or her grade level or content area. The master teacher provides the new hires with ideas to help prepare them for the first month of school and works closely with them to design and plan high-quality lesson plans. This program provides monthly support throughout the first school year. The MASD administrators believe in the importance of instructional mentors for new teachers. The MASD Department of Curriculum and Instruction, in collaboration with the Department of Human Resources, provides formal orientation and ongoing professional development for all instructional mentors.

During the second year with the MASD, teachers attend optional monthly seminars that are designed to support the new teachers' professional development. The second-year seminars include "book study" that is focused on best practices for instruction. During the SY 2015–2016, the second-year seminar participants used *Classroom Instruction that Works* by Dean and Marzano (2012) and the supplemental text, *Handbook for Classroom Instruction that Works*, edited by Dean and Marzano (2012). Although this seminar is targeted toward second-year teachers, it is treated as a course and sometimes other, more experienced teachers choose to enroll. A master

teacher from within the MASD teaches this course. Approximately 20–30 people register for the yearlong course that meets monthly. The session includes the following topics:

- Identifying similarities and differences.
- Summarizing and note taking.
- Reinforcing effort and providing recognition.
- Homework and practice.
- Cooperative learning.
- Setting objectives and providing feedback.
- Generating and testing hypotheses.
- Cues, questions, and advanced organizers.

Third-year teachers may participate in the teacher leadership professional development program that is designed to foster teacher leadership. Options include PLC leader training (1 credit), skills for mentoring and coaching (1 credit), leadership academy (3 credits), formative review and feedback, feedback and review of performance according to the Teacher Performance Assessment System (TPAS) that is provided by administrators and supervisors, and nonevaluative feedback provided by mentors (MASD, 2015b). Ongoing professional development occurs on-site, is system wide, and includes participation in PLCs, collaborative teams, workshops, or courses.

According to the MASD Department of Curriculum and Instruction, the current program was crafted in response to the deficiencies in traditional teacher preparation programs. In recent years, feedback that both mentors and mentees provided reveal that the MASD mentoring component needs to have increased accountability to ensure that mentors deliver quality support for all new hires (C. Gill, personal communication, June 2, 2016). Additional training and building-level administrative support have been

included to support the mentor program. However, according to their research, Schaefer, Long, and Clandinin (2012) claimed, “Discrepancies may be apparent between what beginning teachers perceive as support and what administrators perceive as support” (p. 111).

New Teacher Mentoring

New teacher mentoring has become a best practice in the majority of school systems across the United States, but that has not always been the case. Prior to the 1960’s, new teachers were hired with the expectation that they had learned all that was necessary during their college years. Possession of a college degree validated the beginning teacher’s competence to teach and often guaranteeing a lifetime teaching certificate (Lancaster, 2002). Writing the *Conant Report*, Conant (1963, as cited in Huffman & Leak, 1986), was one of the first authors on teaching and teacher education to discuss the need for support of new teachers. However, it was not until the 1980s that a broad movement aimed at improving education occurred, and school districts began to see the need to develop mentoring programs to acclimate new teachers to the increasing challenges in the classroom (Gold, 1996).

The numbers of state and local school districts that have implemented formal new teacher induction programs that include mentoring have grown significantly since then (Sclan & Darling-Hammond, 1992). In 1980, Florida became the first state to mandate support for new teachers. Since that time, the movement for beginning teacher induction and mentoring programs has increased dramatically. By the late 1980s, more than 30 states had implemented or were planning to implement new teacher induction and mentoring programs (Huling-Austin, 1990).

Quality mentoring defined. Assigning a mentor to a beginning teacher is one of the most significant and meaningful methods of new teacher induction (Feiman-Nemser, 2001; Halford, 1998; Hope, 2010; Huling-Austin, 1992; Johnson, 2001; Weiss & Weiss, 1999). Egan (1985) interviewed beginning teachers and their informal mentors, and derived the following definition for mentoring:

The mentoring of teachers is an empowering process characterized by availability and approachability on the part of an experienced educator and receptivity by the neophyte. Through this process, a beginning teacher receives technical assistance, career advice, and psychological support from an experienced person. This assistance and support is transmitted through observations, ongoing discussions, questioning, and planning together in an adult learning mode. During this process, the experienced educator acts as a role model, teacher, and counselor to the beginner. The influence of the experienced person is pervasive and enduring, while still honoring the autonomy of the neophyte teacher. (p. 197)

Many researchers have concluded that mentoring is an essential component of induction in that it provides differentiation, and offers on-site support and coaching to teachers as they refine their skills. Mentoring has often been misunderstood or misinterpreted in the study or implementation of induction. Wong (2004) clarified some of the confusion:

There is much confusion and misuse of the words mentoring and induction. The two terms are not synonymous, yet they are often used incorrectly. Induction is a process—a comprehensive, coherent, and sustained professional development process—that is organized by a school district to train, support, and retain new teachers and seamlessly progresses them into a lifelong learning program. Mentoring is an action. It is what mentors do. A mentor is a single person, whose basic function is to help new teachers Mentoring is not induction. A mentor is a component of the induction process. (p. 42)

Mentorship is an important factor in education in the move toward successful teacher induction and retention. With nearly a third of new teachers leaving the profession within their first 5 years, mentorship as a part of new teacher induction can be one strategy for stopping the exodus (Boreen, Johnson, Niday, & Potts, 2000, as cited in

Vierstraete, 2005). According to Podsen and Denmark (2000), teacher mentorship can be defined as “helping novices speed up the learning of a new job or skill and reduce the stress of transition, improving instructional performance of novices through modeling by a top performer, and socializing novices into the profession of teaching”(p. 31). A mentoring relationship is special and cultivated between a mentor and protégé whereby the mentor counsels, guides, and helps the protégé to develop both personally and professionally (Gardiner, Enomoto, & Grogan, 2000). The purpose of a mentorship program can range from new teacher orientation and induction to instructional improvement and changing a school’s cultural environments (Podsen & Denmark, 2000). New teachers can sometimes feel alone and isolated; therefore, mentorship programs can provide special relationships early in their careers. According to Heath and Yost (2001, as cited in Vierstraete (2005), “Mentorships have been developed in schools throughout the nation in an effort to stem the departure of first-year teachers” (pp. 383–384).

Mentors are most effective when they receive both initial training and ongoing professional development and support. Additionally, for mentor to be effective, they must be taught about their role (Villani, 2009). According to Dunne and Villani (2007), critical professional development content that helps to increase mentors’ effectiveness in supporting beginning teachers includes the following characteristics:

- Research on the needs of new teachers and implications for a mentor’s role.
- Roles and responsibilities of participants in the mentoring programs (mentors, new teachers, administrators, colleagues who are not mentors).
- Communication and collaboration skill.
- Cultural competence.
- Collaborative coaching skills, including questioning and conferencing techniques.

- Coaching observation approaches and data gathering strategies.
- Frameworks for examining teaching, learning, and assessing

Villani (2009) stated that mentors refer to various aspects of this knowledge base, depending on the level of knowledge, skills, and adult development of their new teacher partners. Much like new teachers, mentors too are at various stages of growth (Villani, 2009). Reiman and Thies-Sprinthall (1998) studied various ways to promote mentor skills. Helping mentors to support beginning teachers in developing a delicate balance of the many responsibilities as a teacher—including lesson planning, assessing student work, communicating with parents, participating in professional development, and using the power of reflection on their work—is challenging. Reflections can be documented in journaling, summarization of professional readings, role playing, or discussions (Reiman & Thies-Sprinthall, 1998). Reflection allows new teachers to benefit from critical analysis of their own teaching practices and experiences (Wonacott, 2002). Assisting experienced teachers to grow into effective mentors requires that the mentors identify where they currently are in their own stages of development. This process is useful in designing effective training for mentors, initially and ongoing, as displayed in Table 1.

Table 1

Stages of Mentor Development

Stage	Development
Predisposition	Seeks professional growth. Desires to assist and nurture others. Challenges self to improve. Practices effective interpersonal skills. Is open-minded and flexible.
Disequilibrium	Applies skill of time management and organization. Shifts professional paradigm from teaching students to adults. Has doubts, fears, and unclear expectations about mentoring roles. Has little self-confidence as a mentor.

Stage	Development
	Experiences the “imposter-phenomenon.”
Transition	<ul style="list-style-type: none"> Expands the understanding of mentoring roles. Expands the knowledge base and vocabulary. Develops individualized mentoring strategies. Develops better questioning skills. Replaces personal agendas with the new teacher’s agenda.
Confidence	<ul style="list-style-type: none"> Understands job expectations. Continues the development of mentoring strategies. Refines listening and questioning. Begins to dissociate from the protégés success. Finds renewed sense of professionalism that included collaboration, collegiality, and articulation. Trust in his or her own beliefs. Begins to advocate for beginning teachers. Understands job expectations.
Efficacy	<ul style="list-style-type: none"> Develops a personal mentoring style. Continues to reflect on and adjust multiple strategies. Recognizes personal strength as a mentor. Makes emotional shift to detachment and minimal response. Deepens the understanding of effective teaching. Moves from intuitive to intentional practice.

Note. From “Teacher Mentoring and Induction: The State of the Art and Beyond,” by J. Casey and A. Claunch, 2005, in H. Porter (Ed.), *Teacher mentoring and induction: The state of the art and beyond* (pp. 95–108), Thousand Oaks, CA: Corwin.

The MSDE (2014) requires that all mentors hold or be eligible for a Professional Certificate and be trained through the Skills for Coaching and Mentoring course. Mentors also must regularly meet with, observe, and provide constructive, informative feedback to the new teachers. MSDE (2014) regulations (Appendix B) state that mentors must meet with their new teachers for 40 minutes per week.

The current MASD new teacher induction program includes mentoring to support new teachers. The program also continues to face obstacles that must be addressed (Ingersoll & Strong, 2011). This program is fundamental to the success of MASD schools, the development of teaching as a learning profession, student achievement, “sink-or-swim,” and other lesser approaches to teacher induction that exact a high price

on beginning teachers, their students, and school communities (Ingersoll, 2012).

Regardless of the quality or source of preparation, new teachers encounter a steady stream of challenges in their initial years in the classroom (Goldrick, 2016).

The MASD (2015a) uses federal ESEA Title II funding to employ substitute teachers to enable mentors to meet the observation expectation. Mentees are afforded this opportunity once per quarter. MSDE noted that full benefits could be gained when the coaching cycle is followed.

Mentoring is a critical component of the MASD teacher induction program in that it provides differentiation by grade and content and offers on-site support and coaching for new teachers as they hone their craft. New teachers need support, encouragement, and guidance from their mentors. Mentoring is site based; experienced teachers provide coaching, support, and guidance to new teachers where they work. New teachers are provided opportunities to observe experienced teachers, with follow-up coaching and feedback that includes formative review and feedback. Mentors base their coaching and performance review on feedback from the TPAS, provided by administrators and supervisors, as well as nonevaluative feedback (MASD, 2015a). Data regarding the scope of the MASD mentoring program, including the number of probationary teachers and the number of mentors who have been assigned, are depicted in Table 2.

Table 2

Mid-Atlantic School District Mentor Ratio for SY 2013–2016

Year	Number of new hires	Number of mentors (1st – 3rd year teachers)
2015–2016	103	147
2014–2015	74	135
2013–2014	93	162

The MASD measures the effectiveness of the induction–mentoring program throughout the year through feedback collected from the participants via an online survey and feedback response logs. The assignment and support by mentors is monitored. The MASD follows specific COMAR requirements or qualifications: (a) hold Advanced Professional Certificate—138 of 146 mentors in the MASD meet this requirement: and (b) be trained—117 of 146 meet this requirement, whereas 29 of 146 are yet to be trained during the school year (MASD, 2015a). Mentor training includes the MASD required initial training course, Skills for Coaching and Mentoring, and ongoing professional development three times per year. The level of assigned mentoring differentiates this training. Mentors are required to provide written documentation, including Mentor Log Reflections through which feedback is provided.

The MASD currently assigns mentors to first-, second-, and third-year teachers. Mentors of first-year hires are invited to attend three new teacher seminars with their new hires (communication and management, analyzing student work, and spring reenergizer). Mentors of second- and third-year teachers attend three trainings during the year (without their mentees). They are also required to document their support and interactions with the mentees (MASD, 2015a).

Review of the MASD (2015a) results of the SY 2014–2015 MASD survey, which was administered to 103 new teacher mentees from SY 2014–2015, revealed the following feedback trends from new teachers’ responses:

- New hires prefer training specifically targeted to their grade, content, or assignment.
- Conference style or small group sessions are preferred over large group sessions.

- Having a mentor in the same building with the same grade or content is preferred.
- New hires appreciate having the support network (mentor, demo teacher, IRT, department chair, etc.).

The drawbacks that the respondents noted for the current MASD new teacher induction and mentoring program included the methods in place to measure the effectiveness of the mentoring program. In the analysis, the researcher noted that feedback was inconsistent and did not include critical and honest input from the mentors and their mentees. Questions arose regarding how to make the mentoring program more effective and how to increase new teacher success.

The purpose of an effective performance assessment model is to validate an individual's performance using standards that are developed from clearly stated expectations. The comprehensive model of formative and summative assessment was developed from research findings that supported continued professional development and best practices within the teaching profession (MASD, 2015a). The quality and professionalism of teachers makes the difference in assuring academic success for all students. The MASD uses the TPAS as a tool to achieve this success.

The data from the MASD (2015b) TPAS teacher evaluation system for SYs 2014–2015 and 2015–2016 consistently showed that beginning teachers exhibit weaknesses in the following domains:

- Domain 1 – Planning and preparation, 1f – Assesses student learning.
- Domain 3 – Instruction, 3b – Using higher order questioning and discussion techniques and 3d – Using assessments in instruction. (p. 63)

A clear need exists for the MASD to support new teachers in the areas of planning and preparation for assessing student learning and using higher-order questioning and assessments in instruction through the TPAS (MASD, 2015a)

Professional Development

For the purpose of this study, professional development is defined as specialized training, formal education, or advanced professional learning intended to help educators improve their professional knowledge, competence, skill, and effectiveness.

During the new teacher induction, teachers who are new to the profession and new to the MASD are provided with differentiated professional development according to the teacher's level of experience through tiered orientation according to experience. All teachers who are new to the profession participate in induction activities for 3 years until they receive tenure. Veteran teachers in their first year with the MASD participate in induction activities for a maximum of 3 years according to their annual performance results.

School systems have a genuine desire to assist new teachers to improve their practice, but they often fail to realize their objectives (Jacob & McGovern, 2015). By empowering beginning teachers to succeed in the classrooms, school systems put them on the path to a successful career and unlock potential that remains largely untapped (Jacob & McGovern, 2015).

Jacob and McGovern (2015) identified what works in fostering teacher improvement. One strategy is to use PLCs that foster collaboration among educators in planning for instruction and evaluation, which is a crucial component of high-quality professional development for beginning teachers. These structured collaborative settings provide opportunities for teachers to learn from one another and to seek support relative

to their individual needs and the needs of their students (Jacob & McGovern, 2015). This collaboration affects teacher satisfaction and school culture by redefining what professional development looks like in practice.

The MASD focus on PLCs is on-going professional development that is specific to the teacher's position. Each school has established schedules and routines for its teams. PLCs allow teachers to provide leadership by working in a collaborative planning teams that include both mentor and mentee. The teams also include administrators and other related service providers such as resource teachers. During the meetings, teams examine standards for instructional strategies and standards for the standards. The teams review student work and discuss student understanding of the standards. They also reflect on the implications of the analysis of student work and possible intervention and acceleration instructional strategies needed.

Literature Review

The review of the literature is focused on four areas. The first chapter, on current support systems, includes support and preparation for new teachers. It is followed by a focus on a historical perspective of the need for induction and mentoring. Interspersed throughout the literature review is research that supports the need for professional development and that is focused on a variety of ways that new teachers gain ongoing support.

According to Hall and Simeral (2008), "Throughout the course of events in education, teachers require support, intervention, and extension of their own professional learning" (p. 26). Society now demands that schools update their structure and practices to meet the needs of the 21st century (Houle & Cobb, 2011). Some beginning teachers, regardless of their education or preparation for teaching, are fully prepared for the first

day of school, but other new teachers have a great deal to learn. Recent researchers have provided a great deal of information that supports the importance of new teacher induction programs (Wayne, Youngs, & Fleischman, 2015). Nationally, nearly two thirds of teachers reported participating in an induction program during their first year, and 71% reported having a mentor (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). These results are promising, but it is important to understand further the varying quality of how new teacher support affects teacher performance. States in which reform strategies are invested in developing teaching standards, ongoing professional development, and intensive supervision are seeing the greatest improvement in teaching (Darling-Hammond & Ball, 2011).

Teachers who are new to the profession are expected to have the capacity to perform at a level equal to that of a veteran teacher on the first day of school. According to Pelletier (2006), “Schools and districts are expected to provide high-quality induction for the new teachers who are entering the profession because retaining high-quality teachers has become a priority in the United States” (p. 1). It is important to determine whether school districts provide the appropriate support to beginning teachers to improve their practice, for “research is showing that more than 50% of new teachers hired are leaving before their fifth year of teaching” (Pelletier, 2006, p. 1).

According to Darling-Hammond (2013), school systems must be committed to linking “both formal and professional development and job imbedded learning opportunities to the evaluation system” (p. 100) so that “professional learning [will] be high-quality, sustained, and focused” (p. 100). Identifying the specific skills that must be addressed can be accomplished by analyzing the data from the teacher performance assessment results and by conducting a needs assessment (MASD, 2015b). Wiener

(2014) stated, “It is important to make teacher voice integral in shaping both the evaluation process and the types of supports that accompany evaluations” (p. 14), including professional development. According to Hall and Simeral (2008), the school district’s mentoring program is an opportunity for job-embedded professional development, which “provide[s] feedback that is geared entirely toward making the teacher better” (p. 26).

Researchers have discovered that students who enter teaching have preconceived ideas about the profession (Bozin-Mirkovic, 1997; Ross, 1986). These preconceptions are the result of prior experiences as a student and might influence future teachers’ actions within the classroom (Asam, 1999). Ross (1986) found that it is difficult even through teacher education coursework and field experiences to change the strongly held preconceptions of preservice teachers.

Historically, Lortie (1975/2002) coined the phrase *apprenticeship of observation*, which described the time that students spend observing and evaluating professionals in actions. Lortie argued that this apprentice of observation is largely responsible for many of the preconceptions that preservice student teachers hold about teaching. One of the consequences of these preconceptions is that student teachers might fail to realize that the aspects of teaching that they perceived as students represent only a partial view of the teacher’s job (Lortie, 1975/2002). Lortie (1975/2002) continued to note that the net result of the highly influential period of observations is that teacher education courses have a weak effect on student teachers. This limited effect and the reported tendency of novice teachers, once they have entered the profession, to revert to this default model can lead to teachers’ teaching as they were taught, hence exerting a conservative pressure on the profession (Lortie, 1975/2002). Researchers have suggested that the process of

professional socialization can affect preservice teachers' perspectives (Bozin-Mirkovic, 1997; Ross, 1986). It is during the professional socialization processes that preservice teachers begin to see themselves as teachers.

Throughout the literature, researchers have found that mentoring and induction might help to offset the issues that beginning teachers face (Cook, 2002; Gehrke, 2006; Gratch, 1996). Beginning teachers continue to be socialized into the profession; however, this process manifests itself differently for a first-year teacher. Cook (2002) claimed that new teachers begin careers with beliefs that do not necessarily fit their new professional community, beliefs that might contribute to their leaving the profession. Cook suggested that the mentoring relationship is most successful when beginning teachers are allowed to choose their mentors, and when interactions include informal conversations with colleagues as well as classroom support (Cook, 2002; Gehrke, 2006; Gratch, 1996). To become an authentic part of the school community, the novice teacher needs more than merely mentoring as preparation. According to Daley-Peterson (2001), beginning teachers share common experiences that contribute to the socialization process, such as “not being fully prepared for all aspects of teaching, forging professional relationships with other adults, and balancing personal and professional lives” (p. 9). However, for the individual teacher, these experiences do not always occur at the same time, in the same order, or with the same degree of impact.

Wildman, Niles, Magliaro, and McLaughlin (1989) addressed the unique induction experiences of four beginning teachers. They found that several factors influence the socialization of beginning teachers, including students, colleagues, school context, and parents. Each of the four factors has an influence on beginning teachers. These influences include the beliefs and expectations that beginning teachers bring with

them, along with the importance of the relationships that are developed between the teachers and their students.

In a review of information about beginning teachers and their colleagues, Wildman et al. (1989) found that colleagues play an important role by “(1) easing the stress caused by the enormous uncertainty inherent in beginning teaching, (2) providing criteria against which beginners can judge their progress in becoming teachers, and (3) reducing the work load by offering time-saving suggestions and sharing materials” (p. 471–493). Many variables must be considered when looking at school context, including the difference in schools and classrooms within the same school system. Several factors are important in the placement of new teachers: grade, content, team of teachers, students, and parents. Each variable can make the difference between a positive beginning experience or a negative experience.

Veenman (1984) observed, “The first year of teaching has been described as a time of survival for the beginning teacher, one of the most difficult and critical periods in a teacher’s career” (p. 143–178). Veenman’s findings focused on the start of the school year and some of the surprises that the new teacher might experience, both expected and unexpected events that could be easily addressed and others that might cause stress and frustration. Veenman (1984) wrote, “When coping with these experiences (surprise or not), the beginning teacher goes through a socialization process” (p. 4). The socialization process includes their training as well as the development of their knowledge of the content and methodologies. Veenman described how teachers balance a personal life with what occurs outside the four walls of the schoolhouse. Beginning teachers might move to a new community and must establish new relationships outside school.

The culture of the organization has been identified as another factor in the socialization process. Beginning teachers come with their own beliefs and cultural assumptions that evolve as they transition into their school culture. The influence of the school principal in a new teacher's socialization process is of the utmost importance. Several researchers in the past decade have begun to examine the principal's role in the induction process (Angelle, 2006; Brown & Wynn, 2007; Carver & Feiman-Nemser, 2009; McGraner & Henrick, 2008; Wood, 2005; Youngs, 2007). The principal serves as an evaluator, scheduler, and manager of instructional materials, as well as disciplinarian for students.

Using Fuller's (1969) work, Fuller and Brown (1975) proposed a three-stage model of teacher development, hypothesizing that teachers move naturally through these stages as they advance through their early teaching. Burden (1982) agreed with Fuller and Brown; however, Guillaume and Rudney (1993) challenged their hypothesis. The most compelling researcher who disagreed with this model was Borich (2000), who stated that Fuller and Brown's (1975) theory was idealized and who asserted that not all teachers progress from "self" to "task" to "impact" concerns in the same order.

Berliner (1994, 2000) proposed a model of developing expertise, suggesting that teachers take approximately 5 years to proceed through three stages of development: novice, advanced beginner, and competent. Berliner also believed that, as teachers' progress through these stages, they will show notable change in their thinking. According to Berliner (2000), these changes occur specifically in the areas of "instructional behaviors, understanding of students and learning, awareness and understanding of context, and perceptions of self and the teaching profession" (p. 364).

Kompf, Boak, Bond, and Dworet (1996) challenged Berliner's (1994, 2000) stages of teacher expertise. Kompf et al. (1996) noted the importance of a teacher's perception of his or her own professional identity, which can be determined through self-evaluation and reflection. Kompf et al. commented on the need to move away from a prescribed formula to improve teaching, which contradicted Berliner's (1988) three-stage model of teacher development.

Hansen and Corcoran (1989) and Johnson (1990) suggested that learning opportunities for new teachers are limited. Nevertheless, such opportunities might significantly affect teacher commitment (Louis, 1991; Rosenholtz, 1989). In a Rand study of staff development in America, McLaughlin and Marsh (1990) indicated that teacher commitment "had the most consistently positive relationship to all the project outcomes. The most powerful teacher attribute . . . was a teacher's sense of efficacy—a belief that the teacher can help even the most difficult or unmotivated students" (pp. 213–330). Researchers have shown that, when teachers are provided with practical support, affective encouragement, and time outside class, their capacity to reflect increases (Bullough, 1989; Day, 1981; Tabachnick & Zeichner, 1984). Nevertheless, the extent of this reflection and its ability to influence change is less easily predictable because it would depend upon the nature of the support, the profile of the teacher, and his or her particular phase of development and beliefs (Clark & Peterson, 1986; Janesick, 1982; Johnson, 1994).

New teachers' success rates consistently correlate with their initial experiences of sufficient mentor support in the classroom (Bartell, 2005; Bullough, 1989; Feiman-Nemser, Carver, Schwille, & Yusko, 1999a). Darling-Hammond and Bransford (2005/2007) focused on "what prospective teachers need to learn and how they may best

be enabled to learn it” (p. 4). According to Darling-Hammond and Bransford (2005/2007) regarding how teachers learn and develop, it is important to acknowledge that the knowledge, skills, and dispositions needed for optimal teaching are not qualities that can be fully developed in preservice education programs; teacher education candidates must be equipped for lifelong learning (p. 358).

It is important first to define what it means to be a highly effective teacher. Darling-Hammond and Bransford (2005/2007) described highly effective teachers as adaptive experts who have the ability to perform particular tasks without having to devote too many resources to achieve them, blended with the ability to move beyond existing routines without rethinking key ideas, practices, and values to change (p. 360). They suggested that efficiency and innovation can block one another, and asserted that letting go of previously learned ideas and routines or incorporating new information into practice can help teachers reach a happy medium. Choosing what to abandon and what to keep or modify is a big part of what it means to be a lifelong learner and adaptive expert. Darling-Hammond and Bransford further suggested that the adaptive expert philosophy becomes a framework to guide new teachers into the profession.

Darling-Hammond and Bransford (2005/2007) outlined three principles to facilitate new teachers’ development into adaptive experts. These principles address the following: (a) teachers’ dispositions about the world of teaching and how these dispositions might impact teaching negatively; (b) the factual, theoretical, conceptual, and organizational foundation that allows teachers to “enact” what they know in the classroom, and (c) the metacognitions approach to instruction that can help teachers take control of their own learning by providing tools for analyzing complex events and situations (p. 366).

Darling-Hammond and Bransford (2005/2007) offered a “Framework for Teaching and Learning” as part of their analysis. In this framework, they suggest that

new teachers learn to teach in a community that enables them to develop a vision for their practice; a set of understandings about teaching, learning, and children; dispositions about how to use this knowledge; practices that allow them to act on their intentions and beliefs; and tools that support their efforts. (p. 385)

This framework is embedded within an overarching “learning community” context, as shown in Figure 1.

Darling-Hammond and Bransford (2005/2007) integrated the framework into a more compact model to avoid overlapping definitions and to analyze the manner in which the elements overlap more effectively. Knowledge of learners, knowledge of curriculum, and knowledge of teaching are highlighted as three general areas of knowledge, skills, and dispositions that are important.

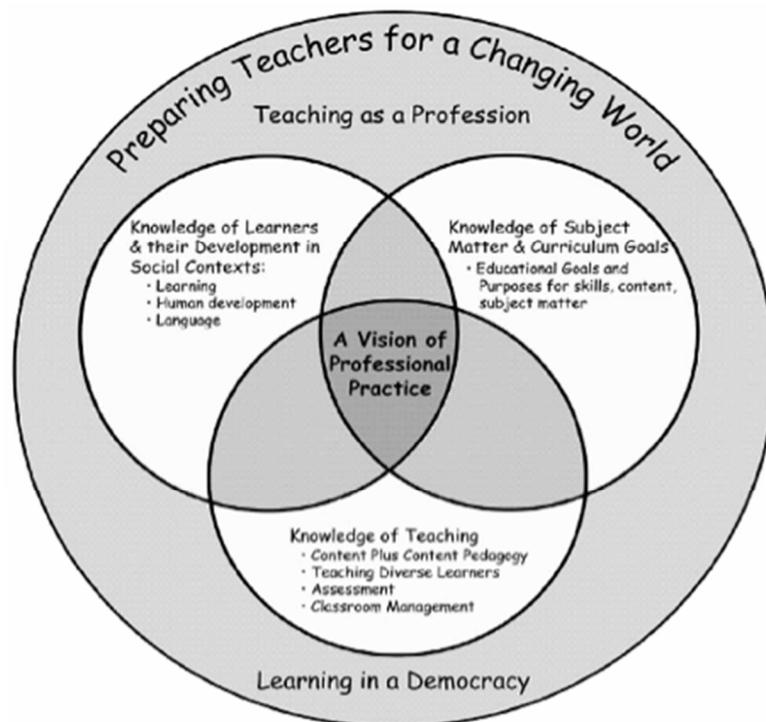


Figure 1. Framework for understanding teaching and learning. From *Preparing teachers for a changing world: What teachers should learn and be able to do*, by L. Darling-Hammond and J. Bransford, 2005/2007, Jossey-Bass, San Francisco, CA. Used with permission. Copyright: Jossey-Bass.

Teachers should be able to reflect and learn in their practice and to exemplify the determination and persistence necessary for effective teaching. An essential component of Figure 1 is the additional emphasis on teaching as a profession. Darling-Hammond and Bransford (2005/2007) stressed the importance of teachers' understanding their roles and responsibilities as professionals in schools to prepare all students for "equitable participation in the society" (p. 11). To serve students best, teachers must be able to work with other colleagues in creating supportive PLCs.

The first years of teaching are stressful (Bullough, 1989; Clement, Enz, & Pawles, 2000; Johnson, 2001), but the first-year experience is common to many professions, including doctors, engineers, and accountants. Each professional must transfer book knowledge and university work to what he or she does as a practitioner in the chosen profession. Too many teachers have stressful stories of their first years on the job (Bullough, 1989; Clement et al., 2000; Johnson, 2001). Research on beginning teachers has indicated common sources of frequent stress: students, parents of students, paperwork, classroom management and instruction, too much to do with too little time, isolation, and loneliness (Bullough, 1989; Clement et al., 2000; Johnson, 2001).

New teachers go through some changes and cycles throughout their first year, as shown in Figure 2. Moir (1999) and Lipton, Wellman, & Humbard (2002) found that there are distinct phases of the first year of teaching as well as different needs. The first stage (August to September) is characterized as anticipation, when the new teacher enters the classroom with a commitment to making a difference, but the teacher's attitude toward it is also often vague and idealistic regarding how to reach his or her goals (Lipton et al., 2002; Moir, 1999). At this stage, the mentor and learning community should offer

support by providing information regarding materials, procedures, first-day activities, and required paperwork for opening day (Lipton et al., 2002; Moir, 1999).

The second stage is survival, from approximately September to October. This stage occurs as the daily classroom expectations become reality for the new teacher (Lipton et al., 2002; Moir, 1999). The new teacher is faced with many different problems for the first time and has few routines or “tricks of the trade” in his or her repertoire to conserve time and energy (Lipton et al., 2002; Moir, 1999). The mentor and learning community can lend support at this time by sharing materials and management tips (Lipton et al., 2002; Moir, 1999). Time is precious and may not be best spent “reinventing the wheel.”

The third stage is disillusionment; this stage begins around October and lasts until January (Lipton et al., 2002; Moir, 1999). Classroom management, usage of time, and individual student concerns occupy much of the novice teacher’s attention (Lipton et al., 2002). Support at this point should continue to include sharing of materials and tips for managing time and paperwork. It is also critical to acknowledge the feelings of inadequacy without dismissing them and thinking they will just go away (Lipton et al., 2002). The mentee needs to be assured that every educator experiences these periods of disillusionment and that everyone makes mistakes (Lipton et al., 2002; Moir, 1999; Scherer, 1999).

When the fourth and final stage arrives, rejuvenation, the new teacher reflects and has a clearer understanding of the realities of the classroom (Lipton et al., 2002; Moir, 1999). He or she begins to have a small sense of accomplishment as well. Confidence in routines and relationships increases as the novice automatizes patterns for behavior, time, and instructional management (Lipton et al., 2002). The role of the mentor and the

learning community is to challenge the new teacher, with focus on instructional outcomes and cause and effect results. This stage is also the time to celebrate successful completion of the first year.

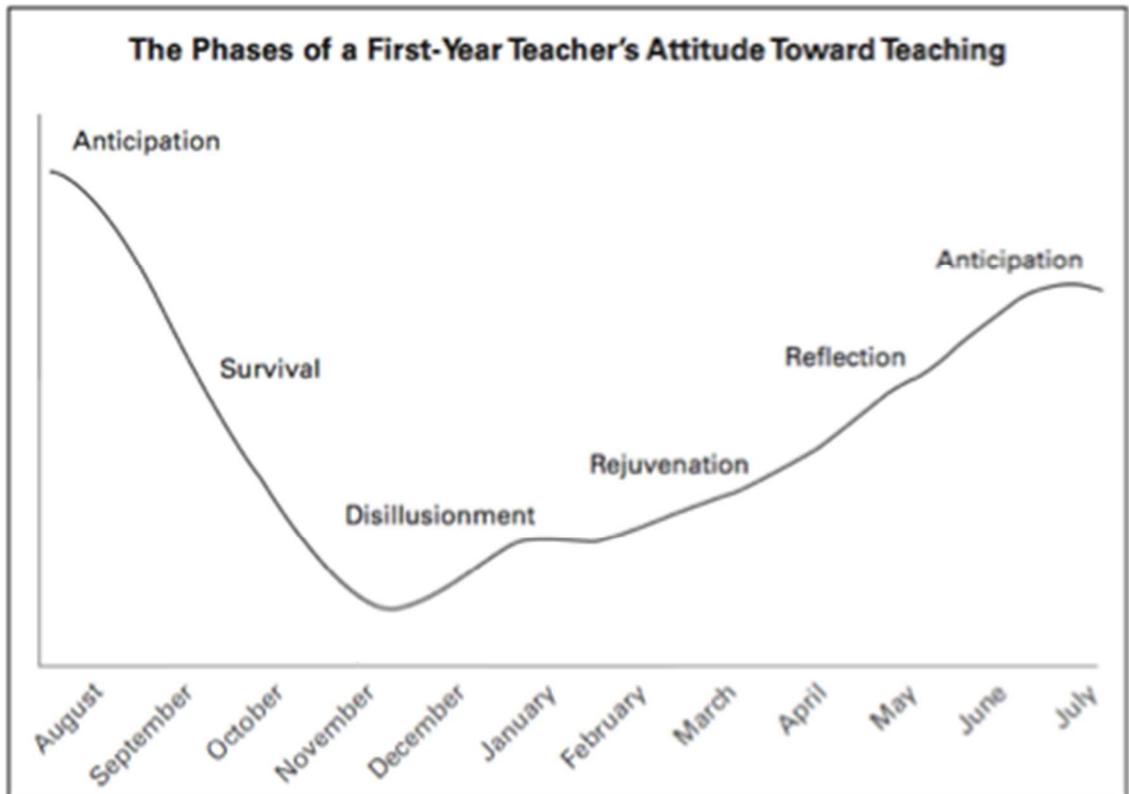


Figure 2. The phases of a novice teacher's attitude toward teaching. From "The stages of a teacher's first year," by E. Moir, 1999, In M. Scherer (Ed.), *A Better Beginning: Supporting and Mentoring New Teachers* (pp. 19–24), Association of Supervision and Curriculum Development, Alexandria, VA, p. 21. Used with permission. Copyright: ASCD.

The needs of new teachers vary among individuals. Researchers generally agree that the induction of new teachers into the education profession should entail more than handing them keys to the classroom (Clement et al., 2000; Feiman-Nemser, 2002; Feiman-Nemser et al., 1999b). Beginning teachers need an orientation to the culture and climate of the school if they are to become an integral part of it. They must learn in an ongoing way the clear expectations of performance.

The National Center for Education Statistics (2010) shared in results from a survey that new teachers are sent into classrooms with the same level of responsibility as well-seasoned veteran teachers. The new teachers are expected to maintain discipline, to be instructional wizards, and to have a high level of knowledge in the areas of curriculum and pedagogy. Yet in reality, to become an effective teacher, the newcomer has specific skills that must be developed. It is critical for a school district to support these areas with ongoing professional development according to the needs and experience level of the new teacher.

Throughout his case study, Bullough (1989) shared that the thriving new teacher develops coping strategies that play an essential part in s\teacher balance his or her own needs and interests with those of the school district, school, and students. Bullough (1989) continued to comment that the novice teacher, despite the coping strategies, might become burdened with the problems and demands of working and functioning in a complex school system. This burden or *burnout* is tied to the loss of individual energy, commitment, and strength, which can signal a lack of tools for coping (Bullough, 1989).

Bullough (1989) described the common perception that a person is fully qualified to teach upon receiving certification. Bullough asserted that such a message encourages abandonment of novice teachers. The skills and understandings essential to quality teaching take years to perfect, and it is critical for the new teacher to have support during the process (Bullough, 1989). Mentors can provide support with teaching content, planning, and patterns of student behavior.

Bartell (2005) stated that new teachers enter teaching for a variety of reasons. The researcher considered it critical for those who work with new teachers to understand their

motivations so they can help them realize their goals. Novice teachers enter the teaching profession with different levels of preparation, experience, and expertise (Bartell, 2005).

Teacher motivations are important in planning for effective induction (Bartell, 2005). Support and mentoring in a well-designed induction program becomes an extension of strong academic preparation. Bartell (2005) also shared some specific needs of new teachers that include classroom management, record keeping, their own physical and mental health needs, and best instructional practices for the curriculum and age of their students. In the model, Bartell suggested that induction should be highly individualized and differentiated to the teacher’s particular stage of development and grounded in the teacher’s particular classroom content. Bartell’s model was focused on the development of high-quality teaching. Teachers’ needs that should be addressed fall into several categories, as depicted in Table 3. (See Appendix E for a graph.)

Table 3

New Teacher Needs Addressed in Induction Programs

Category	Examples
Procedural	Familiarity with school and district procedures and expectations for personal goals.
Managerial	Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keeping records.
Psychological	Managing stress; gaining self-confidence; handling challenges and disappointments; transitioning from student to teacher role; attending to physical and emotional well-being.
Instructional	Grade-level curriculum standards and expectations; lesson planning; instructional resources; using a variety of instructional practices; adapting instruction to meet individual student needs.
Professional	Teaching norm and practices; appropriate boundaries for relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities.
Cultural	Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity; developing cultural proficiency.

Category	Examples
Political	Getting to know colleagues; contributing to extracurricular program; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts.

Note. From *Cultivating High-Quality Teaching Through Induction and Mentoring*, by C. A. Bartell, 2005, Northridge, CA: Corwin Press, p. 17.

Researchers who have studied beginning teachers have indicated that common sources of stress frequently arise from the time that teachers are involved in addressing individual student and parent needs, for example, planning for instruction, managing and organizing the classroom, and completing paper work (Bullough, 1989; Clement et al., 2000; Johnson, 2004). The new teacher is learning to adapt to the workplace; at the same time, he or she is expected to be the instructional authority for the specific subject or grade level. Moir (1999) and Lipton et al. (2002) identified distinct phases in the first year of teaching that move from idealistic commitment, to making a difference, to a rejuvenation stage during which the new teacher reflects and has a clearer understanding of the realities of the classroom (Lipton et al., 2002; Moir, 1999). Confidence in routines and relationships increases as the novice automates patterns for behavior, time, and instructional management (Lipton et al., 2002).

Ingersoll and Smith (2004) defined mentoring as “the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools” (p. 683). With the increase in the prevalence of new teacher inductions programs over the past 20 years, mentoring has become one of the main focal points of these programs (Ingersoll, 2012). Nearly 80% of new teacher induction programs include mentoring as part of the policy (Ingersoll, 2012).

Although this literature review has been focused on mentoring as a key component of a school system’s induction program, researchers have shown the need for

a more expansive induction program. Ingersoll (2012) suggested that bundling services should be included in the induction program. Ingersoll reported that, clearly, a school district that relies solely on mentoring might not be as successful as a school system that includes mentoring as only one part of the induction program. The more supports that would be in place with a new teacher induction program, the greater would be the likelihood that teachers would feel sufficiently supported (Ingersoll, 2012).

New teachers have two jobs to do: they must teach and they must learn to teach. Instructional mentors are called upon to help new teachers develop best practices and to become learners through teaching. Mentor–mentee communication must be established with the new teacher, the instructional mentor, and the principal. Barkley (2005) described four models for how communication might occur: two-way communication, the silent mentor, positive reinforcement, and full communication. Each model involves communication between the new teacher and the mentor.

Traditional reviews of mentoring have prioritized experimental designs with which researchers have collected qualitative data and analyzed statistical procedures. In other studies of the connection between mentoring and retention, researchers have recognized four important departures from traditional research methods:

(a) acknowledging factors beyond “hard data” (Black, Neel, & Benson, 2008, p. 17); (b) focusing on quality rather than exclusively on prevalence data (Fry & Anderson, 2011); (c) recognizing the importance of context (Kapadia, Coca, & Easton, 2007); and (d) exploring the nonlinear and complex nature of the mentoring process (Parker, Ndoye, & Imig, 2009). These four departures from traditional qualitative approaches provide a conceptual lens for this problem of practice.

Investigation

The purpose of this study was to evaluate the perceived effectiveness of the new teacher induction and mentoring program of one school system in one mid-Atlantic state according to the input of new teachers and mentor teachers. This analysis included (a) identification of strengths and inadequacies; and (b) the perceived effectiveness of the new teacher induction and mentoring program and its support of new teachers. The data review included the past 3 years of MASD data collected through the New Teacher Orientation Survey (NTO Survey), the Mentor Survey and Mentor Log.

The study was focused on the experiences of teachers who were new to the profession and on those who had prior teaching experience before coming to the MASD. The study was conducted with the purpose of identifying the further patterns and experiences of new teachers and mentors who participated in the new teacher induction and mentoring program. In addition, the quantitative survey results were analyzed so that the findings and conclusions could have a positive impact on the MASD and new teacher induction. These data reflect in-depth experiences that allowed the researcher to discover patterns and consistencies within their responses.

Chapter 2: Investigation

Purpose of the Study

The purpose of this study was to evaluate the perceived effectiveness of the MASD new teacher induction and mentoring program according to the input of new teachers and mentor teachers. The intended outcome of the evaluation was to enhance the current new teacher induction program by identifying both areas of strength and areas where improvement might be needed. The survey selected for this study was the MASD NTO Survey for SYs 2015–2016, 2014–2015, and 2013–2014.

The data collection and review included 3 consecutive years—SYs 2014–2016—of NTO Survey data obtained from first-year teachers regarding their perception of the effectiveness of the MASD new teacher induction program. Another data source was the Mentor and Mentee Survey data for the same periods.

This study is premised on the belief that, by providing beginning teachers with particular skills and strategies to succeed in the classroom, more students will be placed on the road to success (Jacob & McGovern, 2015). The findings from this study will allow the MASD curriculum and instruction staff to enhance the MASD new teacher induction program to make it more beneficial for future new hires.

Research Questions

For the evaluation, the researcher used three questions to focus the analysis of data gathered from the new teachers and mentors. These questions relate to the new teachers' perceptions of the impact of the new teacher induction and mentoring program.

The following research questions were addressed:

1. To what degree do teachers who are new to the MASD report that mentor teachers support them during the first-year induction program?

2. To what degree do teachers who are new to the MASD feel satisfied that their professional development needs were met during the first-year induction program?
3. To what degree do teachers who are new to the MASD feel they have had opportunities for peer collaboration, through PLC meetings, during the first-year induction program?
4. What are mentor teachers' perceptions of the strengths and weaknesses of their mentoring program as reported through their interactions with mentees during the first-year induction program?

Study Overview

The primary source for the data used in this study was the MASD NTO Survey results. At the conclusion of SYs 2015–2016, 2014–2015, and 2013–2014, the MASD provided a NTO Survey to each teacher that completed the first-year orientation. The survey contains questions about teachers' perceptions of professional development offerings, mentoring experience, and professional development plans for the next school year. The second data source was the Mentor Survey for SY 2014–2015 and Mentors Log Reflections for SY 2015–2016. The MASD Office of Curriculum and Instruction administers the survey and data collection to obtain information about the mentoring program and for planning future years' programs.

Data

During the 3 years of this study, the MASD hired the following numbers of new teachers: SY 2013–2014 = 93, SY 2014–2015 = 74, and SY 2015–2016 = 129. New teachers are expected to attend all new teacher events and are provided with 3 years of support from a mentor. New hires that come to the MASD with previous teaching

experience are expected to attend the initial preschool orientation and the first four monthly seminars (September–December), and to have the mentor support during their first year.

During the 3 years of the mentoring program a total of 296 new teachers were hired and 147 mentor teachers continued. The mentor teacher ratio is always no more than 1 to 3. Data from the SY 2015-2016 Mentor Log Reflections and the SY 2014–2015 Mentor Survey were also analyzed.

The New Teacher Orientation Survey

The MASD Department of Curriculum and Instruction designed the NTO Survey. Using models from other school systems, system administrators created the MASD NTO Survey. The MASD has a process in place to email a survey to beginning teachers at the conclusion of each school year. New teachers for the MASD are emailed the NTO Survey with directions for completing the 58-item questionnaire. In May of each school year, the MASD school district office emails the survey to all beginning teachers in the MASD. Responses are returned to the district with follow-up efforts for those who have not responded. The survey questions are designed to provide feedback on the new induction program. The MASD office then tabulates the responses and organizes them into three categories of professional development, mentor support, and PLCs.

The NTO Survey questionnaires are emailed to teachers who were new to the MASD. Teachers whom the school district did not retain are not included in the survey data because they did not attend the final seminar when the survey would have been completed, or they might not have identified themselves as not retained on their survey. The surveys selected for this study were the NTO Surveys for SYs 2015–2016, 2014–2015, and 2013–2014.

The mentor teachers provide feedback through their Mentor Log Reflections, which monitors the types and frequency of interactions between mentors and mentees. The interactions included analysis of student work, coaching conversation, instructional planning and lesson design, modeling instruction and demonstration lessons, classroom management, personal or professional growth, and materials and resource procurement. The Mentor Log Reflection responses for SY 2015–2016 were analyzed. No previous data was available because of the new method of data collection for the SY 2015–2016.

The Mentor Survey, containing 14 items with a combination of open-ended and close-ended items using a Likert scale, was emailed to all mentor teachers in the spring of 2015. The results from the SY 2014–2015 Mentor Survey were utilized. The MASD did not give a mentor survey for the SY 2013-2014 or 2015-2016, so no other data was available.

The MASD NTO Survey consists of a combination of open ended and close-ended items using a Likert scale. The scale included the following ratings: 1 (*Not Relevant or Helpful*), 2 (*Somewhat Relevant or Helpful*), 3 (*Moderately Relevant or Helpful*), and 4 (*Quite Relevant or Helpful*). Qualitative data were gathered concurrently through the open-response items designed to solicit additional information not contained in the close-ended questions, as shown in Table 4.

Table 4

New Teacher Orientation Survey

Survey questions	Question text
1	Including this year, how many years of teaching experience do you have?
2	Did your model demonstration classroom teacher facilitate coaching observations?
3	Please explain how your model demonstration teacher supported you throughout the year.

Survey questions	Question text
4	NTS Topics [NTS September: Communication and management]
5	TS Topics [NTS October: Content-based workshops (with supervisors)]
6	NTS Topics [NTS November: Meeting the needs of students, a mini-conference]
7	NTS Topics [NTS December: Culturally responsive teaching]
8	NTS Topics [NTS January: Instructional conversations]
9	NTS Topics [NTS February: Analyzing student work]
10	NTS Topics [March: ASW with mentor]
11	NTS Topics [NTS April: Spring reenergizer]
12	NTS Topics [NTS May: End of year procedures and next steps]
13	Which month's seminar did you find the most helpful and why?
14	Which month's seminar did you find the least helpful and why?
15	What changes, upgrades, or additions would you recommend for next year's evening NTS?
16	I was expected to participate in a professional learning community (PLC) or collaborative team this school year.
17	What parts of the weekly teaching updates were most helpful to you?
18	I had a mentor assigned to me this school year.
19	My mentor met with me for an average of 40 minutes each week for the duration of the school year.
20	Please respond to the following items related to working with your mentor. [My mentor was accessible to me.]
21	Please respond to the following items related to working with your mentor. [My mentor introduced me to and shared with me instructional strategies and techniques.]
22	Please respond to the following items related to working with your mentor. [My mentor and I collaborated to plan instruction for my students]
23	Please respond to the following items related to working with your mentor. [My mentor provided me with meaningful feedback.]
24	Please respond to the following items related to working with your mentor. [My mentor provided continuous encouragement and support.]
25	Please respond to the following items related to working with your mentor. [My mentor located/provided instructional resources for me to use.]
26	Please respond to the following items related to working with your mentor. [My mentor suggested effective discipline techniques.]
27	Please respond to the following items related to working with your mentor. [My mentor suggested effective discipline techniques.]

Survey questions	Question text
28	Please respond to the following items related to working with your mentor. [My mentor suggested effective classroom management techniques.]
29	Please respond to the following items related to working with your mentor. [My mentor clarified system/school policies for me.]
30	Please respond to the following items related to working with your mentor. [My mentor helped me problem solve.]
31	Please respond to the following items related to working with your mentor. [My mentor helped me reflect on and analyze my teaching.]
32	Please respond to the following items related to working with your mentor. [My mentor gave feedback with sensitivity.]
33	Please respond to the following items related to working with your mentor. [My mentor has continued to work with me throughout the school year.]
34	My mentor observed my teaching with the following frequency:
35	My mentor provided me with meaningful feedback after each observation.
36	Culture [My teacher colleagues are supportive of me.]
37	I was expected to participate in a professional learning community (PLC) or collaborative team this school year.
38	Teaching updates – emailed every Wednesday
39	What parts of the weekly teaching updates were most helpful to you?
40	In what ways could weekly teaching updates be improved?
41	Do you plan to continue teaching within the MASD for the 2016–2017 academic year?
42	What types of supports would you like during year two?

The second data source was the Mentor Survey for SY 2014–2015 and Mentor Log Reflections for SY 2015–2016. The Mentor Survey contained 14 items consisted of a combination of open ended and close-ended items using a Likert scale. The scale included the following ratings, as shown in Table 5: 3 (*Much of my time*), 2 (*Some of my time*), 1 (*Little of my time*), 0 (*None of my time*), and 0 (*Not at all*), 1 (*Hardly at all*), 2 (*Some*), 3 (*Quite a bit*), 4 (*A great deal*).

Table 5

Mentor Survey

Survey questions	Question text
1	Role in the district.
2	Please identify the number of probationary and nontenured teachers on your caseload:
3	Please identify the number of tenured teachers on your caseload:
4	I mentor teachers in:
5	In Items 1–4, are there any items that you would explain further?
6	Please check any MSDE NTC Teacher Induction Summer Academies that you attended:
7	Professional development offerings are designed for you as a mentor. Please identify those you have attended.
8	In Items 6–7, are there any items that you would explain further?
9	As a mentor, I have provided the following kinds of supports:
10	Over the course of a year, how much of your time is spent engaged in each of the following activities with your mentee?
11	Identify the following tools that you used in your mentoring:
12	To what degree do you believe that the support you provided for your mentees has had an impact on their practice in the following areas?
13	In Items 9–12, are there any items that you would explain further?
14	Identify the professional learning topics and ongoing support that you need in order to enhance your mentor practice:

The Mentor Log Reflection data included weekly mentor responses to their frequency of interactions on a specific topic with their assigned mentee. The topics included analysis of student work, coaching conversations, instructional planning and lesson design, modeling instruction and demonstration lessons, classroom management, personal or professional growth, and materials and resource procurement. The responses were entered on-line and were tabulated at the conclusion for the SY 2015–2016.

Ethical Considerations

Throughout this study, the researcher protected the participants in every way possible. The NTO Survey data was provided without personally identifying information. The researcher followed the required University of Maryland Institutional Review Board training in human subject procedures. This included completing the Collaborative Institutional Training Initiative, using the on-line modules that the University of Maryland provided. The NTO Survey and the Mentor Survey results that were used from the MASD did not include identifying information; therefore, the Institutional Review Board process was limited.

Summary

In this Chapter 2, the researcher restated the purpose of the study and shared the guiding research questions. The results and findings will allow the MASD program supervisors to identify ways to enhance the induction program to increase the success of future new teachers. The researcher then described the survey questions, the participants, and the data collection procedures. The researcher also presented the data analysis methods that were used to address the research questions and the procedures that would ensure the integrity of the study. Chapter 3 includes the findings of this study.

Chapter 3: Results

Researchers have found that new teachers who receive different forms of induction supports have less teacher turnover than first-year teachers who do not have such supports (Kelly, 2004; Runfeldt & McQueen, 2017; Stanulis & Floden, 2009). In addition, according to Wong and Wong (2015), new teacher induction programs serve as an all-inclusive, multiyear professional developmental process that not only acclimates the beginning teacher to the school and to the school system, but also provides ongoing technical support on instructional methodologies.

The purpose of this study was to evaluate the perceived effectiveness of the MASD new teacher induction and mentoring program according to the input of new teachers and mentor teachers. The intended outcome of the study was to enhance the current new teacher induction program by identifying both areas of strength and areas where improvement might be needed the better to serve new teachers to the MASD. In this chapter, the results of the analyses are presented and each of the research questions are addressed. The study concludes with a summary and conclusion, and the researcher draws a conclusion for MASD.

Response Rate

Table 6 presents the data on the response rates for NTO surveys administered in each of the three school years included in this study.

Table 6

Mid-Atlantic School District New Teacher Orientation Survey Participation

School year	Number of new teachers to the MASD	Number of submitted surveys	Return rate
2013–2014	93	39	42
2014–2015	74	34	46

2015–2016	103	55	53
Total	270	128	47

In the documents that the researcher reviewed and in the information that the MASD personnel provided, no explanation is given regarding the reason that less than half of the beginning teachers in the MASD responded to the questionnaire. There is no indication that MASD administrators attempted to increase the return rate from all participants in the mentoring program or to capture information from the novice teachers whom the MASD did not retain.

The MASD Mentor Survey data was obtained from the Department of Curriculum and Instruction supervisor upon request. The Mentor Survey, containing 14 items with a combination of open-ended and close-ended items using a Likert scale, was emailed to all 147 teachers who served as mentors during SY2014–2015. . The Mentor Survey response rate was 54% (79/147).

In the following section, the data that address each of the Research Questions are presented.

Research Question 1

The first research question asked to what degree do teachers who are new to the MASD feel that mentor teachers support them during the first-year induction program? Survey Questions 20, 22, and 24, addressed the mentor support of beginning teachers.

Ingersoll and Smith (2004) defined mentoring as “personal guidance provided, usually by seasoned veterans, to beginning teachers in school” (p. 683). Evidence from other researchers has suggested that mentors play a critical role in providing a strong start for beginning teachers (Davis & Higdon, 2008). Mentoring involves more than offering a

beginning teacher information or advice (Rockoff, 2008). Mentoring is a practice that involves facilitation in support of professional learning, ideas, and strategies to enhance the beginning teacher’s effectiveness with his or her students. Ingersoll (2012) concluded that by combining induction services, beginning teachers would feel more supported and be more effective. Using these findings from other research studies to frame the analysis, the NTO Survey results for questions relating to new teacher (mentee) satisfaction will reflect the support received from his or her mentor. Reviewing at each response, Survey Questions 20, 22, & 24 appeared to confirm that beginning teachers feel supported by one-to-one mentoring.

Figure 3 presents the results of the NTO questions having to do with mentor support. It displays the responses by year, using the coding from the survey. Overall, the support that the mentees reported in the response to the mentor support question was positive, with 87% *Strongly Agree* responses.

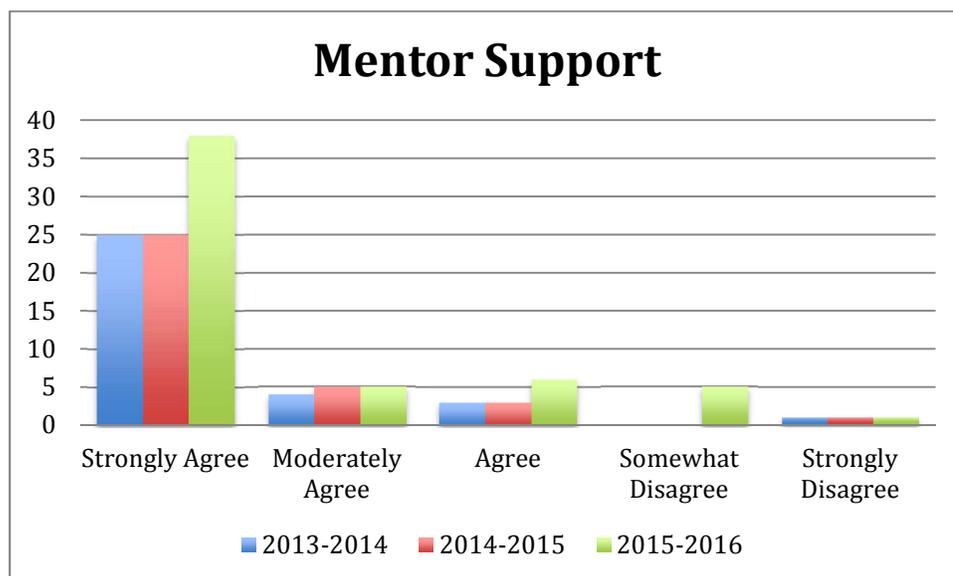


Figure 3. Mentor support.

In analyzing the results, the researcher attempted to understand whether high rates of satisfaction were attributable to engagement (access to and interaction with) between

the mentee and the mentor. Results from the survey questions having to do with engagement vis-a-vis satisfaction seemed to suggest that mentees are satisfied when their mentors are engaged with them. Responses to Survey Questions 20, 32, and 36 seemed to show that, if the mentee likes and got along with his or her mentor, he or she might give the mentor high scores, regardless of whether the question was about engagement or satisfaction.

On the survey questions regarding mentors, beginning teachers shared comments about mentoring being an important aspect of the support that they received during their initial year of teaching in the MASD. One teacher shared in detail the support that she received from her mentor, including the mentor observing and providing feedback several times a week. This teacher shared that her mentor reviewed the MASD grading policy with her, including how to use the online grading system. The new teacher stated, “My mentor was one person that I could go to with any question.”

One negative comment came from a specialist teacher who did not have a mentor teacher assigned to her in her building. She felt limited by what she could “bother” her mentor with who taught in another school in the MASD and suggested that having someone who taught the similar curriculum in the same school would have been more beneficial. This teacher commented that she did end up bonding with several other teachers from her school and that she had formed an informal mentoring relationship with another teacher, despite having an assigned mentor.

Research Question 2

To what degree do teachers who are new to the MASD feel satisfied that their professional development needs were met during the first-year induction program?

The respondents rated the professional development sessions as a positive aspect of the induction program as it related to their content and specific professional development needs, as shown in Figure 4. Using technology provided the teachers a change from the new teacher binder and flip charts, to paperless versions that were shared with new teachers during NTO in SYs 2014–2015 and 2015–2016. Budget constraints also limited the offerings of dinner during the SYs 2013–2014 and 2014–2015. The positive comments during SY 2015–2016 sessions on having dinner was valuable for the sake of efficiency and socialization with other new teachers.

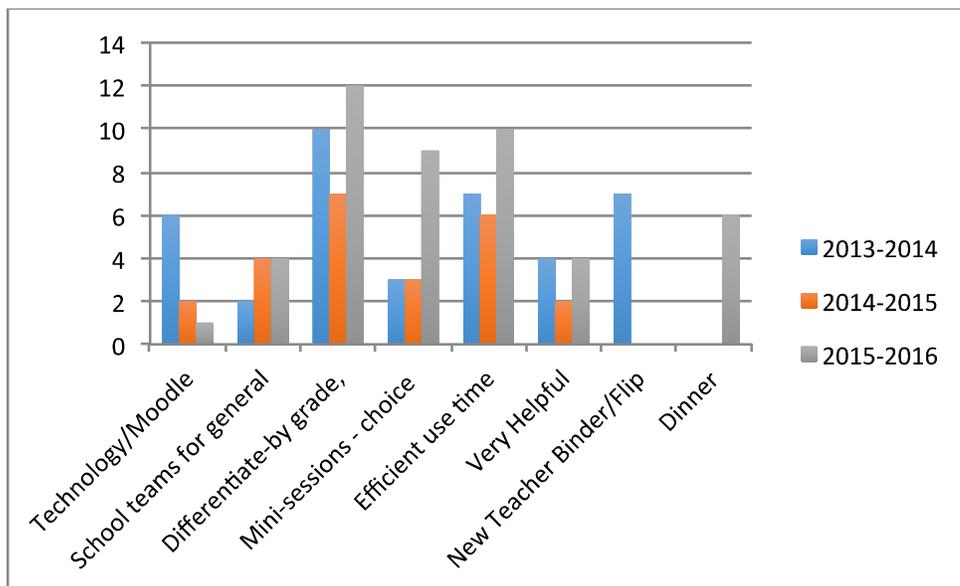


Figure 4. Professional development New Teacher Orientation Survey data.

Several consistent themes emerged from the common response about the need for differentiated professional development sessions that would be specific to their instructional needs during the monthly new teacher seminars. Over the 3 years of data collection, the teachers consistently asked to spend additional time with differentiated groups such as special education and common grade level classrooms, and with the subject matter or content to be taught. They also requested that the MASD separate

beginning teachers from new teachers with previous teaching experience because the needs of novice teachers are distinct.

During the SY 2013–2014, eight new teachers commented specifically on the teaching resources, including in the new teacher binder and flip chart, including the online resources that were provided. The new teachers appreciated the tools, but made reference to the additional use of technology tools that could be more assessable. The use of available technologies shifted between the SYs 2014–2015 and 2015–2016. This shift included the transition of the Department of Curriculum and Instruction’s from paper flip charts and email responses to using Google products and the Moodle platform for session reflections and input. Four of the teachers spoke about the weekly teaching updates and stated that they “were helpful to provide concise information about upcoming professional development, what things I had to pay attention to that were approaching, and the occasional tip to try in my classroom.” Another teacher commented, “The *Teacher’s Guide to Success* was a very helpful resource. It was very helpful to have a session with special education educators.” This teacher was also appreciative of the weekly updates. Two teachers specifically shared that “gathering monthly and having time to talk with peers” was very beneficial. Other positive comments included the time used for “collaborating with colleagues” and “having the opportunity to talk with our mentors, demonstration teachers, and other first-year teachers.” The theme that emerged from the monthly professional development sessions was not only the value of the content, but the socialization that occurred, and the relationships that developed among other new teachers.

During the SY 2014–2015, seven new teachers shared that the seminars would have been more helpful and meaningful if they had been designed to target the needs of

more specific groups. For example, one teacher stated, “As a preschool special education teacher, I would have preferred to attend seminars that focused on special education topics such as do’s and don’ts of writing an IEP or suggestions on how to keep up with filling out MA forms or parent contact logs.” Another teacher stated, “As a preschool teacher, I would have liked to have had a seminar reviewing pre-K curriculum, timelines, and MMSR.” One teacher shared, “I felt frustrated during some of the seminars in that I was not really benefitting as much as I would like to.” In addition, another new teacher shared, “I would like to see more opportunities for special area teachers to work more with their colleagues in their content.” These comments by multiple respondents reflect the need for differentiation and grouping of new teachers by content, grade, focus, or specialty. The monthly professional development sessions that were components of the induction program were mentioned as having a positive impact on relational connections that were fostered.

One teacher commented that she was “able to reconnect with a friend from high school and will be sharing an apartment with her next school year.” One teacher did share her frustration with the evening meeting as having it “interrupt her family time.” Another area that was noted as needing additional time was more breakout and choice sessions during the monthly meetings. One teacher commented, “I’d recommend having more examples, more resources for teachers who teach other content than general education, including specials teachers or special education.”

The results from SY 2015–2016 showed satisfaction (as measured by responses to Survey Questions 3, 13, and 16) with the increased use of technology for “delivering” professional development, including the use of the Moodle platform. One teacher stated, “Moodle made it easy to complete the assignments on our own time.” Another teacher

responded, “More meaningful Moodle topics and posts that foster a discussion with other teachers about topics that are taking place in our room, including lesson ideas, strategies, new ideas, and technology.”

Additional comments came from 10 new teachers who shared the effective use of time during the evening professional development sessions. One teacher stated, “The time and location was fine. It was well organized and I appreciate that dinner was provided.” Another teacher noted, “Having time to reflect” was good. This teacher continued by saying, “Having the agenda/objective! It’s funny, because that’s what I provide in my classroom every single period, so knowing ahead what was coming helped me to prepare.” Four teachers shared similar comments about working as a school team. One teacher stated,

Being able to work with the other new teachers on staff from my school was great. We were able to talk and collaborate on new ideas for each of our classrooms or students. It was helpful to be able to work with people from the same school also because we all know each other’s students and what we struggle with throughout the day. Being able to come up with ideas as a school team brought us all closer and we look to each other for advice all the time.

Another teacher stated, “It was helpful to talk to people who were in the same school as us.” Other new teachers appreciated being with new staff from around the MASD stating, “I liked being able to collaborate with other teachers who were new to the county” and “Being able to talk to colleagues from other schools was helpful.”

Another teacher shared that she was “grateful the she received a free meal and, and didn’t have to do any dishes.” This meal was noted as having a satisfactory impact on her first year during her induction program. The teacher stated, “That food was provided. I also really enjoyed the sessions where we got to pick where we went.”

Data from SY 2014–2015 and 2015–2016 indicated that novice teachers felt that the seminars would have been more helpful and meaningful if they had been designed to target the needs of particular groups of teachers (e.g., special education, music). The feedback gathered for SY 2015–2016 showed that 12 respondents believed that differentiated professional development would have been more beneficial. One teacher shared, “More content specific material is needed, so that all teaching staff may benefit from the time.” Another teacher noted, “I would recommend having completely separate sessions for specialist teachers, led by another specialist where we could learn more specifically related to our content areas.”

Other comments were specific to new teachers to the MASD with prior teaching experience. One teacher shared the need for “more choice sessions for veteran teachers so they could choose the most beneficial session for their continuing education needs.” Another teacher stated, “Splitting of veteran and new teachers to address the specific concerns of these two different areas, may address needs better.” Additional positive statements that were shared on the survey regarding the evening sessions were that they enjoyed the “variety of speakers,” and “more time to swap cool knowledge!” Finally, the teachers shared that they enjoyed time for “collaborating together.”

Research Question 3

To what degree do teachers who are new to the MASD feel they have had opportunities for peer collaboration, through PLC meetings, during the first-year induction program?

The MASD provides regular scheduled time for teams of educators to work together systematically to improve teaching practice and student learning within their PLC's. The data that the researcher reviewed from the respondents was changed from a

5-point Likert scale in SY 2013–2014 to a yes or no response in SY 2014–2016.

Therefore, Figures 5, 6, and 7 provide data separately by each year.

During the SY 2013–2014, the respondents reported positively with 89% agreeing or strongly agreeing that peer collaboration during PLC meetings during their first year contributed to their efficacy or satisfaction. During the SY 2014–2015, the respondents' results were even more consistent with participating in the PLC with their peers at 94%.

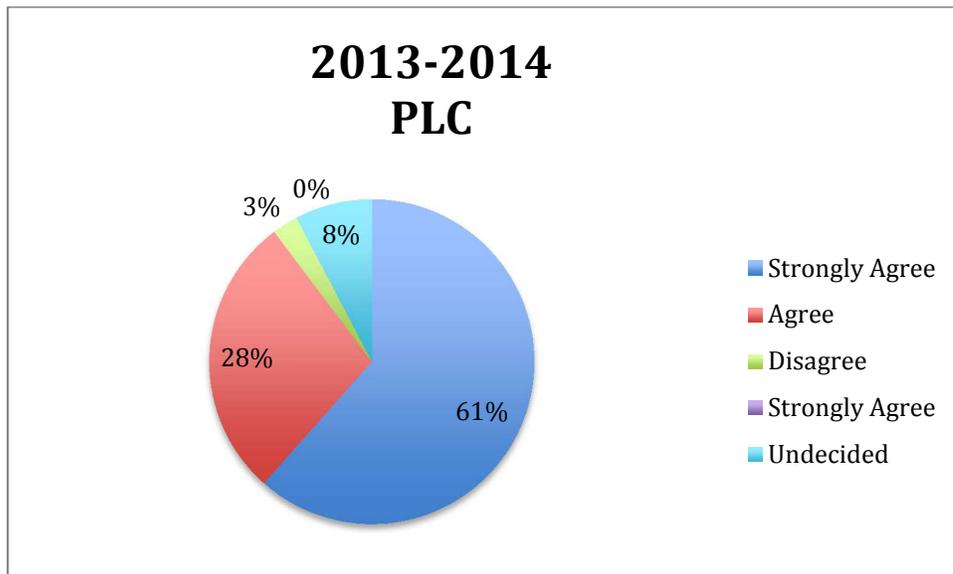


Figure 5. 2013–2014 professional learning community.

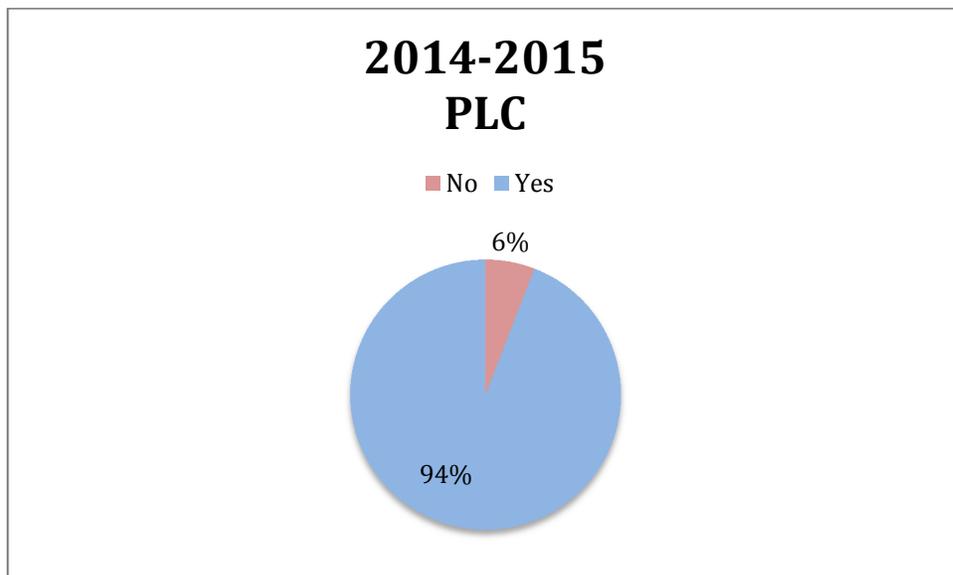


Figure 6. 2014–2015 professional learning community.

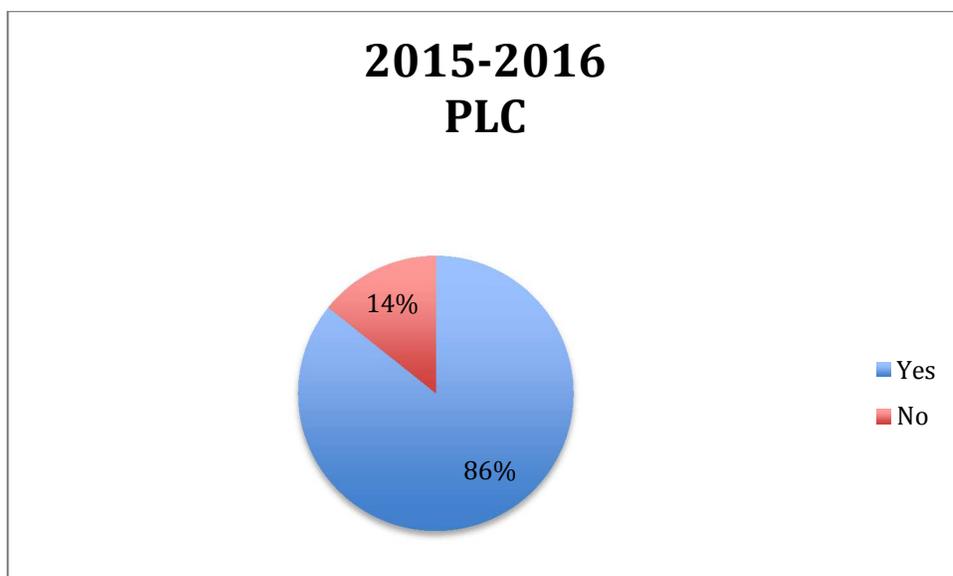


Figure 7. 2015–2016 professional learning community.

While reviewing the respondents’ information for SY 2015–2016, the researcher found that participation continued to be consistent at 86%. However, that finding gave the researcher pause to question why the number was less than that of the previous year, while the PLCs continue to be a countywide expectation of peer collaboration for staff to support beginning teachers.

Research Question 4

To what degree do the mentor teachers report their interactions and engagements with mentees during the first-year induction program?

Mentor Log Reflection data are presented in Table 7. In the logs, mentors are asked to respond to the frequency of interactions with a mentee over a week for a specific topic. The choices are 0 times, 1 time, 2 times, 3 times, or more than 3 times. Table 7 indicates the number of responses that occurred and the percentage of mentor time that was focused on that activity at the frequency.

*Table 7**Mentor Log Reflection Data*

Interaction	Frequency of interaction	Number of responses received	Percentage of mentor time on activity
Analysis of student work	0	3192	53.5
	1	1852	31.0
	2	574	9.6
	3	154	2.6
	more than 3	196	3.3
Coaching conversation	0	1492	25.0
	1	2449	41.0
	2	1155	19.4
	3	397	6.7
	more than 3	475	8.0
Instructional planning and lesson design	0	1922	32.2
	1	2511	42.1
	2	892	14.9
	3	289	4.8
	more than 3	354	5.9
Modeling instruction and demonstration lesson	0	4822	80.8
	1	885	14.8
	2	145	2.4
	3	40	0.7
	more than 3	76	1.3
Classroom management	0	2670	44.7

Interaction	Frequency of interaction	Number of responses received	Percentage of mentor time on activity
	1	2060	34.5
	2	781	13.1
	3	211	3.5
	more than 3	246	4.1
Personal or professional growth	0	2466	41.3
	1	2502	41.9
	2	651	10.9
	3	150	2.5
	more than 3	199	3.3
Materials and resource procurement	0	2756	46.2
	1	2069	34.7
	2	658	11.0
	3	222	3.7
	more than 3	263	4.4
Other	0	4191	70.2
	1	1189	19.9
	2	316	5.3
	3	108	1.8
	more than 3	164	2.7

In analyzing the results of the self-reported data, the following patterns were evident: most interactions reported by the mentor teacher were with coaching conversations and instructional planning, and the fewest interactions had to do with the analysis of student work and modeling instruction and demonstration lessons.

Implications and Recommendations for the Mid-Atlantic School System

From the data collected and reviewed, the researcher offers several recommendations. The researcher suggests that modifications need to be made to the NTO Survey. The MASD Department of Curriculum and Instruction developed the current MASD NTO Survey by using models from other school systems. The survey that the MASD used was designed with a combination of questions about which the district wanted information (i.e., self-generated), and other questions responding to induction requirements set by the state (i.e., from COMAR). The NTO Survey instrument remained consistent for the SY 2013–2016. Surveys were distributed in two ways: (a) in person at a new teacher seminar; and (b) electronically through email. Survey results were collected and the survey responses were stored in a password-protected file. When reviewing the NTO Survey data, several recommendations for future surveys were noted:

1. Avoid double-barreled questions or asking two things in one question.
2. Link the NTO survey and the mentor survey to questions about goals, and code which questions link to which goal or benchmark.
3. Randomize the presentation of questions.
4. Have at least two questions for each goal that are relatively similar.
5. Provide teachers a survey ID so that you can link mentors to mentees.
6. Use a Likert scale consisting of no less than five items.

In addition, the low return rate for the NTO Survey should be addressed. The low return rate might have occurred because of the lack of MASD staff capacity to follow up and send reminders. Nevertheless, the MASD should explore ways to encourage more participation in the surveys.

Additional recommendations include support for continuing the MASD beginning teacher mentoring program. As confirmed by the NTO Survey results, beginning teachers gained a better understanding of instructional strategies, appropriate ways to assess student progress, establishing relationships with students and parents, as well as classroom management strategies from their mentors.

These findings are consistent with the findings of other researchers and show the importance of teacher induction to help beginning teachers. According to Wong (2003), all effective new teacher induction programs should be an ongoing component of professional development. This suggestion is consistent with the way that the MASD structures its induction program. According to Birkeland and Feiman-Nemser (2009), professional development and the induction process should not be treated as separate initiatives, but as the creation of a professional learning community that “learns” over time. The induction process is one of enculturation, support, and development. Beginning teachers must be introduced to the structure and culture of their school where they will be teaching, while also being introduced to the district and teaching practices. This seems consistent with what was observed in the MASD.

Mentoring emerged as a key component of the induction program that affected teacher feelings of satisfaction in the MASD. An element of mentoring that led to the satisfaction that the new teachers reported to the MASD was feeling that a person was assigned to make sure that the new teachers were supported. The teachers in the study, who had a negative feeling about their mentoring stated that their mentor was at a different building.

Currently, the MASD master plan states that the mentoring program should occur on site and involve an experienced teacher to provide coaching, support, and guidance for

new teachers. Regular opportunities to observe or coteach with experienced teachers, with follow-up coaching and feedback, including formative review and nonevaluative feedback from the mentors, should occur. To enhance the mentoring program, this researcher recommends that the supervisor from the Department of Curriculum and Instruction that facilitates the induction program, review the elements of the mentoring program to implement consistently all three levels of the program: elementary, middle, and high school.

Additional recommendations are related to the mentoring component included with the new teacher induction program connected with Research Question 4 of the investigation. Instructional mentoring is a professional relationship that is established between novice teachers and experienced teachers and is focused on strengthening the new teacher's impact on student learning. A strong relationship with a highly qualified mentor promotes maximum growth in new teachers. Considering the negative feedback that some new teachers shared regarding mentoring support, the researcher recommends that teams of teachers and administrators be assigned to work collaboratively to create supportive environments for novice teachers. Regardless of the model chosen for mentoring, leaders with mentoring responsibilities must be carefully selected and highly trained. Skill and matching mentors with teachers (style, availability, level, and content area) are important considerations.

The NTO Survey instrument did not include data regarding the role of principals and other administrators in the induction and mentoring process. Therefore, the researcher recommends that consideration be given to adding questions to the surveys regarding principal and other supervisory support. In addition, this researcher did not focus on this element that other researchers described as an essential element in a

successful induction program. The role of the administrator was not included in the study because no data were available. Research evidence and personal experience indicate that, administrators play a critical role in creating an environment for the success of beginning teachers. Future surveys of beginning teachers in the MASD should include questions that pertain to building principal support.

Limitations of the Study

Limitations that might have affected this study include the limited response rate of 47% to the NTO Survey, which limited the depth of data. The survey data were self-reported through the NTO Survey and Mentor Survey. In addition, the “nonretained” teacher responses to the MASD were excluded. The other limitation was the structure of the induction program by which all participants were merged into one stream with limited differentiation by level or content.

Implications for Future Research

Research evidence, including this study, and other program evaluations regarding new teacher induction programs, provide useful information for strengthening the MASD program. Evidence suggests that well-designed and supported induction programs increase retention rates for beginning teachers and increase both the satisfaction and effectiveness of beginning teachers. Not only do new teacher induction and mentoring programs benefit new teachers, but they also provide ongoing professional development and leadership challenges for veteran teachers who serve as mentors. (Darling-Hammond, 2003).

Additional research is needed to better understand the effectiveness and the impact of the MASD induction program. The researcher’s findings suggest that the following further research should be conducted:

1. Replicate the present study in another district in the state to compare the perceived effectiveness of the MASD programs with a new teacher induction program in another school district.
2. Compare the perceived effectiveness of new teacher induction programs with beginning teacher retention rates.
3. Compare the perceived effectiveness of beginning teacher-mentoring programs with mentor–mentee matches at the same grade level with mentor–mentee matches not at the same grade level.
4. Compare the perceived effectiveness of beginning-teacher mentoring programs with mentor–mentee matches with classrooms within close proximity to each other with mentor–mentee matches not within close proximity.

Summary and Conclusions

Induction programs have evolved as educators realized the need to provide comprehensive programs that include both instructional and emotional support to beginning teachers. As demands increase for teacher development and retention, demands for high-quality induction programs continue to increase.

The purpose of this study was to evaluate the perceived effectiveness of the MASD new teacher induction and mentoring program according to the input of new teachers and mentor teachers. The intended outcome of the evaluation was to enhance the current new teacher induction program by identifying areas of strength and areas where improvement might be needed. In the evaluation, the researcher used three focus areas of support: professional development, mentor engagement, and PLCs. After reviewing the data analysis for this study, the researcher found evidence that the new teacher induction

program has areas of strength and areas where improvement is needed. These areas include mentors supporting beginning teachers, professional development, and PLCs.

Findings from this research include the positive impact with the professional development sessions. These opportunities affected the teacher's positive feelings regarding their content areas. New teachers were affected positively by the monthly evening seminars related to induction. This researcher recommends that the district include additional differentiated professional development to address individual needs of the teachers. This includes professional development specific to various career stages, knowing that several teachers have had previous teaching experience.

An important takeaway for the Department of Curriculum and Instruction is that effective induction programs can provide avenues for teachers to achieve a sense of belonging. This includes time with other beginning teachers and their mentor teacher. Specifically, teachers valued the time to interact with other new teachers and to establish relationships with their new colleagues.

Effective induction programs help new teachers become acclimated to the profession and to set the course for a rewarding career as educators. The goal of the MASD induction is to provide a highly effective program through which teachers who are new to the profession and new to the MASD can be provided with support that will help them to build the foundation needed to be successful throughout their teaching careers.

Findings in this study indicate that beginning teachers feel supported by their mentors. They also received professional development to support their instructional practices. The topic of forming relationships among new teachers and the way that those

relationships affect their satisfaction in general is research that could connect in a meaningful way with induction programs.

The impact that new teacher induction can have on teacher retention is vital. School systems must gather enough data through research to insure that induction is meaningful and achieves the intended purpose of keeping high-quality teachers in school. New teachers who are retained will gain the experience to affect positively student achievement in the classroom.

Appendix A

Code of Maryland Regulations (COMAR) 3A.07.01.04.04

The State of Maryland provides the Code of Maryland Regulations (COMAR) 3A.07.01.04.04, which include the following regulations for each school system in the state:

04 General Requirements.

- A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.
- B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.
- C. The content and structure of the comprehensive induction program shall be aligned with the Maryland Teacher Professional Development Standards set in December 2004.
- D. The comprehensive induction program shall include:
 - (1) Standards for effective mentoring that:
 - (a) Are focused;
 - (b) Are systematic;
 - (c) Are ongoing;
 - (d) Are of high quality;
 - (e) Are geared to the needs of each teacher; and
 - (f) Include observations with feedback;
 - (2) Before the school year begins, orientation programs for all teachers new to the local school system;
 - (3) Ongoing support from a mentor, including regularly scheduled meetings during noninstructional time;
 - (4) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
 - (5) Follow-up discussions of the observations and co-teaching experiences;
 - (6) Ongoing professional development designed to address new teacher needs and concerns and, for any teachers not on track to qualify for tenure at any formal evaluation point, additional professional development, as appropriate; and
 - (7) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.
- E. The local school systems shall consider the need for staffing to:
 - (1) Plan and coordinate all induction activities;
 - (2) Supervise new teacher mentors;
 - (3) Communicate with principals and other school leaders about induction activities; and
 - (4) Oversee the evaluation of the comprehensive induction program.
- F. The comprehensive induction program may provide annual training for principals,

assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

Appendix B

Code of Maryland Regulations (COMAR) 13A.07.01.06.06

The State of Maryland provides the Code of Maryland Regulations (COMAR)

13A.07.01.06.06 Mentoring Component of the Comprehensive Induction Program.

A. A local school system shall establish a mentoring program as part of its Comprehensive Induction Program.

B. A local school system shall establish a cadre of full-time or part-time mentors to support teachers during their comprehensive induction period.

C. To the extent practicable given staffing and fiscal concerns, local school systems shall establish the maximum ratio of mentors to mentees in the comprehensive induction program at one mentor to 15 mentees.

D. A mentor under the comprehensive induction program may be assigned school-level administrative duties only on an emergency basis.

E. A mentor under the comprehensive induction program may not participate in the formal evaluation of a mentee.

F. Mentors shall:

(1) Demonstrate knowledge of adult learning theory and peer coaching techniques;

(2) Demonstrate a knowledge base and skills to address the performance evaluation criteria and outcomes to be met by each mentee; and

(3) Hold an advanced professional certificate and be rated as a satisfactory or effective teacher or be a retiree from a local school system and have been rated as a satisfactory or effective teacher; and

(4) Possess a positive reference from a current or recent building principal or supervisor that addresses the instructional, management, human relations, and communication skills of the mentor applicant.

G. Local school systems shall provide ongoing training for mentors that includes:

(1) Initial training for each mentor prior to assuming the assignment on the essential characteristics of mentoring adults and the duties and responsibilities of a mentor;

(2) Ongoing training and feedback to enable each mentor to address the specific and varied performance needs of mentees;

(3) Models of effective instructional practices that address the identified needs of mentees; and

(4) Identification and coordination of appropriate resources to address the performance needs of mentees.

Appendix C

Mentor Ratios

Table C1

Mentor Ratio 2015–2016

LEA	1st-year teachers	2nd-year teachers	3rd-year teachers	Newly hired experienced teachers	Total # teachers	Total # mentors	Mentor-to-teacher ratio
MASD	103	70	55	63	228	147	1:1 Max1:3

Table C2

Mentor Ratio 2014–2015

LEA	1st-year teachers	2nd-year teachers	3rd-year teachers	Newly hired experienced teachers	Total # teachers	Total # mentors	Mentor-to-teacher ratio
MASD	74	121	109	35	304	135	1:1 Max1:3

Table C3

Mentor Ratio 2013–2014

LEA	1st-year teachers	2nd-year teachers	3rd-year teachers	Newly hired experienced teachers	Total # teachers	Total # mentors	Mentor-to-teacher ratio
MASD	93	98	43	34	234	162	1:1 Max1:3

Appendix D

A Framework for Understanding Teaching and Learning

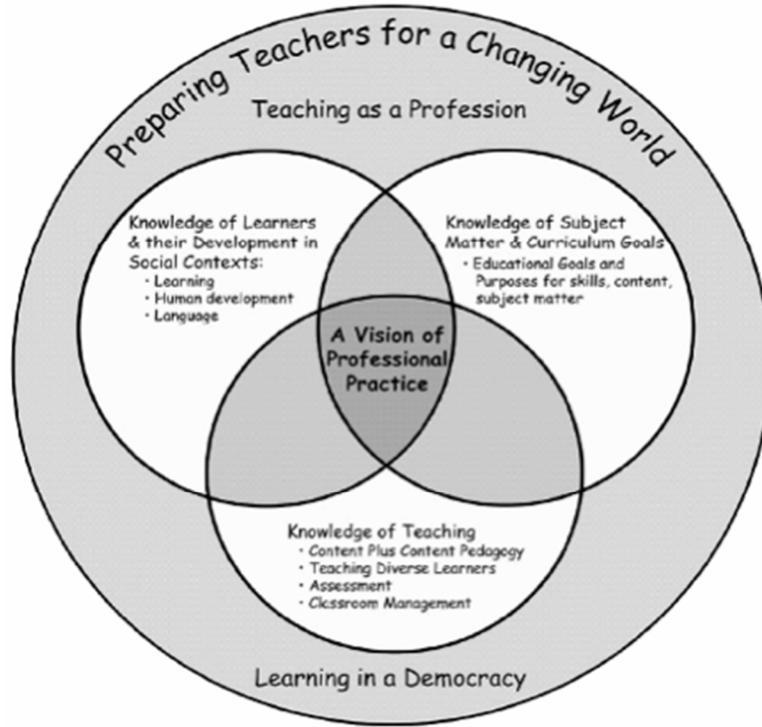


Figure D1. A framework for understanding teaching and learning. From *Preparing teachers for a changing world: What teachers should learn and be able to do*, by L. Darling-Hammond & J. Bransford, 2005/2007, San Francisco, CA: Jossey-Bass, p. 11.

Appendix E

The Stages of a Teacher's First Year

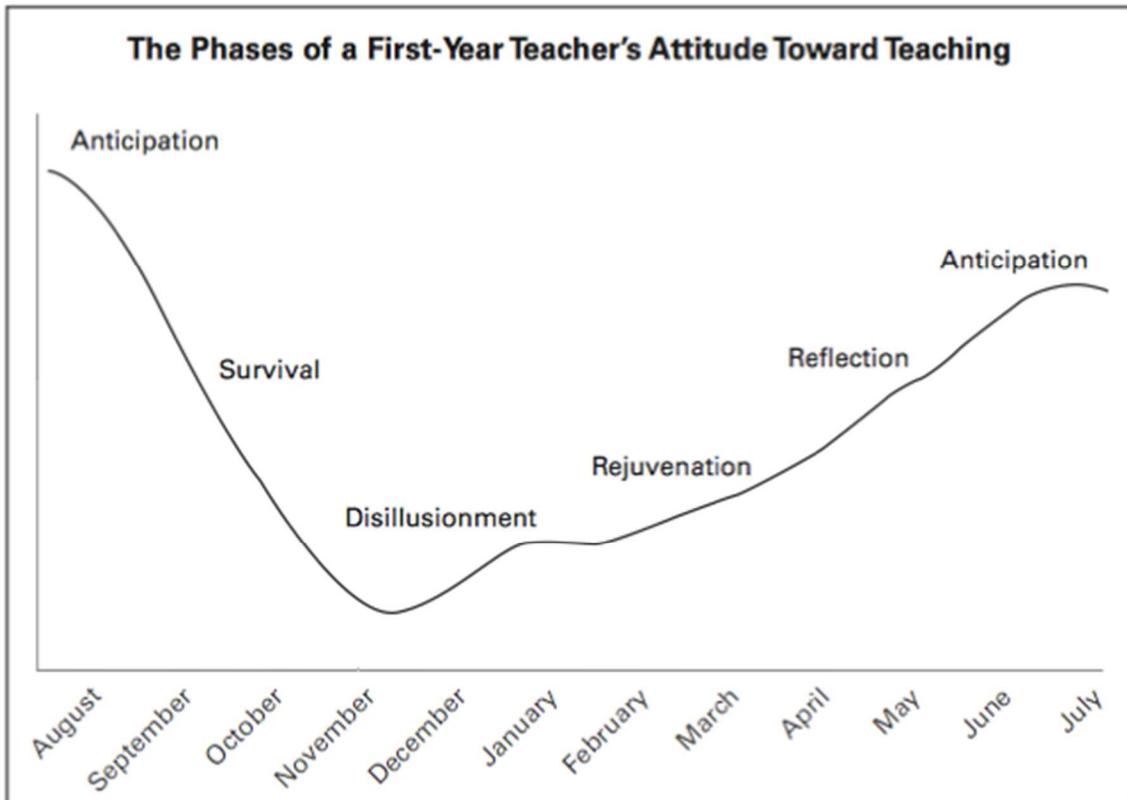


Figure E1. The stages of a teacher's first year. From "The stages of a teacher's first year," by E. Moir, 1999, In M. Scherer (Ed.), *A Better Beginning: Supporting and Mentoring New Teachers* (pp. 19–24). Alexandria, VA: Association of Supervision and Curriculum Development, p. 21.

Appendix F

New Teacher Needs Assessed in Induction Programs

Table F1

New Teacher Needs Assessed in Induction Programs

Category	Examples
Procedural	Familiarity with school and district procedures and expectation for personal
Managerial	Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keeping records
Psychological	Managing stress, gaining self-confidence; handling challenges and disappointments; transitioning from student to teacher role; attending to physical and emotional well-being
Instructional	Grade-level curriculum standards and expectations; lesson planning; instructional resources; using a variety of instructional practices; adapting instruction to meet individual student needs
Professional	Teaching norm and practices; appropriate boundaries relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities
Cultural	Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity; developing cultural proficiency
Political	Getting to know colleagues; contributing to extracurricular program; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts

Note. From *Cultivating High-Quality Teaching Through Induction and Mentoring*, by C. A. Bartell, 2005, Northridge, CA: Corwin Press, p. 17.

Appendix G

Socialization Process for Beginning Teachers

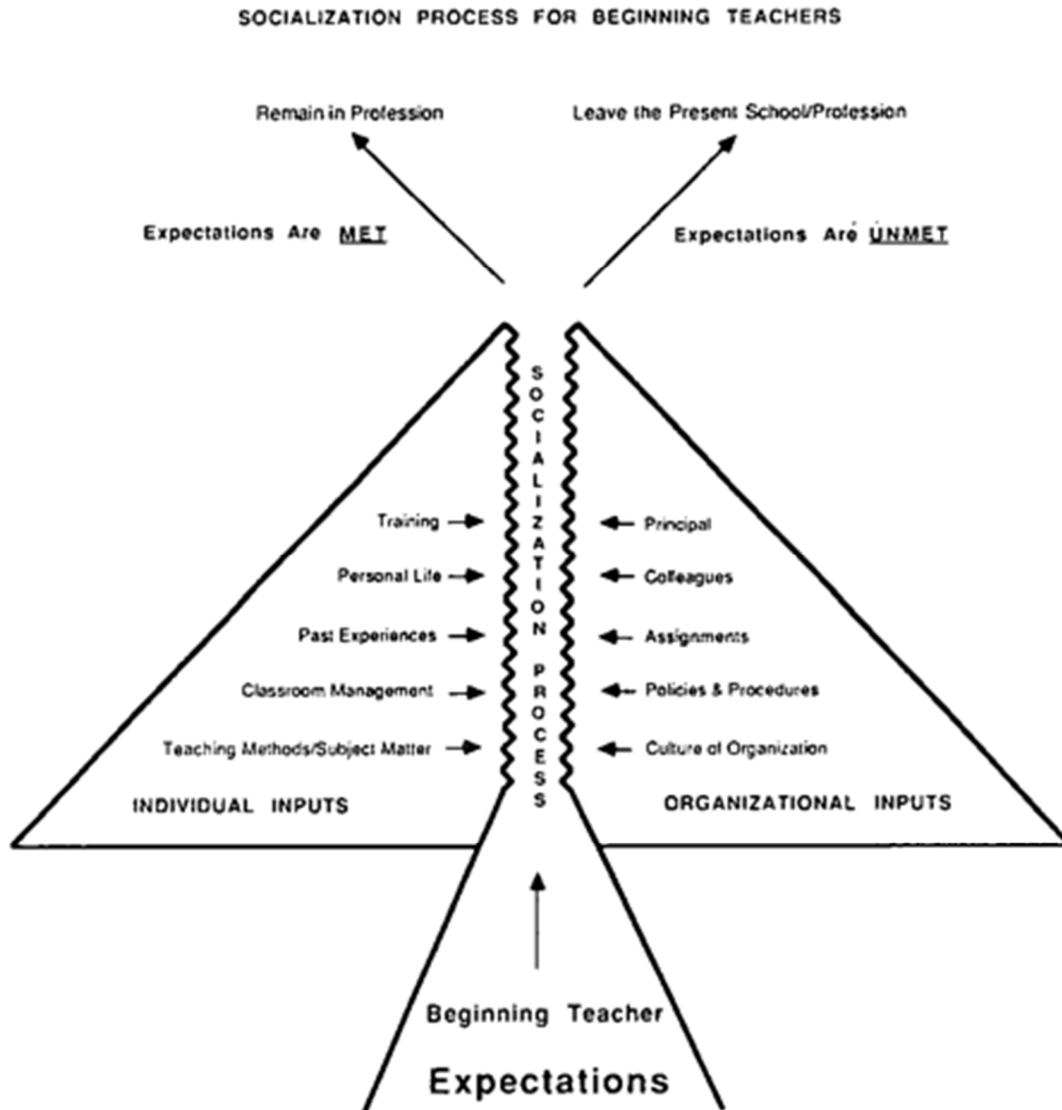


Figure G1. Socialization process for beginning teachers.

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