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**NEW TEACHER DEVELOPMENT IN AN URBAN DISTRICT:
A MIXED-METHOD STUDY OF A NEW TEACHER INDUCTION
INSTITUTE AS PROFESSIONAL DEVELOPMENT**

By

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**A Dissertation
Submitted to the Faculty of the
College of Education and Human Development
of the University of Louisville
In Partial Fulfillment of the Requirements
For the Degree of**

Doctor of Philosophy

**Curriculum and Instruction
Department of Teaching and Learning
University of Louisville
Louisville, Kentucky**

May 2012

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A Dissertation Approved on

April 10, 2012

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DEDICATION

This dissertation is dedicated to the memory of my parents, Mr. and Mrs. William C. Johnson, Sr., my brothers, William C. Johnson, Jr. and John E. Johnson. In particular, I dedicate this to my father and brother John, even though you were with me for such a short time, the impression and impact you made on my life has guided me and helped me to stay positive, to never give up on my dreams and to keep reaching and growing.

A special dedication to my Aunt Eddie, who has cried with me through the losses and cheered with me through the successes, she has always been there for me. The notes and cards and weekly phone calls have been a lifeline that has sustained me.

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None of this would have been possible without the love and patience of my husband, Dr. Thomas Leuze. Finally, I would like to thank members of my family, David L. Johnson, Dr. Linda Thompson and Dr. Michael Leuze for their patience, encouragement and support.

ABSTRACT

NEW TEACHER DEVELOPMENT IN AN URBAN DISTRICT: A MIXED METHOD STUDY OF A NEW TEACHER INDUCTION INSTITUTE AS PROFESSIONAL DEVELOPMENT

Vicki Johnson-Leuze

April 10, 2012

Experts attribute the teacher shortage to an increase in population while others cite the retirement of a critical mass of baby boomers who came into teaching in the mid to late twentieth century. Other experts argue that the teaching shortage is due to attrition of teachers new to the field. Job dissatisfaction, disillusionment, poor working conditions, low pay and lack of respect are cited in research as reasons for an exodus from teaching. Numerous reasons have contributed to teachers leaving the field in alarming numbers, resulting in not enough pre-service teachers in supply to fill the current demand for teaching.

This study examined the perceived effectiveness of a large urban school district's New Teacher Induction institute by newly hired teachers who attended in 2008-09, 2009-10, and 2010-11. Quantitative and qualitative measures were used to examine if the district's week-long induction program assisted newly hired teachers by providing support. A total of 1270 teachers were invited to participate in an online survey and focus interview groups, with 245 teachers responding to the survey and five focus group participants agreeing to interview. Descriptive statistics were analyzed using constructs of student learning, student needs, critical thinking, and instructional leadership

strategies. A factor analysis was performed to look at newly hired teachers' expectations and attitudes about the urban school district-wide new teacher induction program; differences in the perceptions of teachers attending the program across three years; differences in perceptions between traditional certification and alternative certification prepared teachers; and differences in perceptions of inexperienced new teachers and experienced new teachers. The researcher reduced the 28 online survey item responses and qualitative data analysis from five focus group participants to three factors and emergent themes: teacher efficacy, holistic teacher, and teacher leader. An ANOVA was run using demographic data from 190 respondents, with the three new themes as an analysis framework. The results indicated no significance at the $p = 0.05$ level.

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CHAPTER ONE

INTRODUCTION

Emphases in both policy and professional domains, which focus on assistance for novice teachers to become more effective in the teaching profession has evolved in the last two decades. It is understandable that beginning teachers face difficulty in the myriad of tasks involved in teaching (Ingersoll & Strong, 2011; Lortie, 1975; Darling-Hammond, 1996; Killion, 2002). The work of U.S. teachers is performed largely in isolation from peers and colleagues. Content and contextual knowledge and implementation of instructional practices, student assessment, classroom management, communication, and new technologies, are among the knowledge and skill sets new teachers face as educators. In an era of high stakes accountability and assessment alongside public concerns regarding public education (DOE, 2012), novice professionals are expected to perform and respond as veteran teachers and as highly qualified teachers as required by No Child Left Behind (Jones & Whitford, 1997; NCLB, 2001; Ingersoll & Strong, 2012). Additionally, there are “multiple and competing definitions of the goals of schooling and hence also multiple and competition definitions of the ‘effective’ teacher (Ingersoll & Strong, 2011). Coping with varied tasks and complexities of teaching has long been recognized as a challenge for schools and teachers (Bidwell, 1965). However, given appropriate professional development and helpful support and guidance during induction by veteran educators during the critical time of emerging professional year(s), the body of

that takes place before the first day of school for all newly hired teachers” (p. v). *A Guide to Developing Teacher Induction Programs* (2000) developed by Recruiting New Teachers (RNT), a Massachusetts-based nonprofit organization focused on the shortage of qualified teachers, viewed teacher induction as the “process of socialization to the teaching profession, adjustment to the procedures and mores of the school site and school system, and development of effective instructional and classroom management skills” (p. 2).

Publications from the National Education Association have indicated that in the next decade approximately two million new teachers will be certified to meet the projected demands in the United States (NEA, 2010). The U.S. Department of Labor projected that, between 2000-2010, labor force growth would slow to 1.1 percent per year, and after the retirement of the baby boomers, between 2010 and 2020, and the labor force growth will slow to 0.4 percent per year. Overall, the civilian labor force is expected to grow to 51 million between 2000 and 2050, a slowdown to a 0.6-percent increase per year. (Retrieved July 20, 2010 from <http://www.bls.gov/opub/mlr/2004/art1full/pdf>). Due to this demand, there is an increasing need for alternative certification as well as the traditional certification processes to allow school districts and state departments of education to accommodate the stress on the teacher shortage and yet prepare highly qualified and competent candidates who are ready to take on the demands of teaching. These two needs may be viewed, in some manner, as competing or contradictory imperatives calling for different emphases, including what content is best focused upon in an induction program (Ingersoll & Strong, 2011).

A change in the restructuring of teacher education programs, which includes a focus on transition to the first years of teaching, has been advocated for over fifteen years (Shulman, 2004; Fullan, 1994; Darling-Hammond, 1996; Cohen & Fuller, 2006). Teacher education programs have been challenged by national and state policy makers to provide more effective preservice and early inservice programming content and experiences for teachers against a backdrop of urgent and growing demand for teachers in under-staffed content areas and particularly so in urban settings. Universities are being asked to work collaboratively with local school districts in the preparation of new teachers. For example, the Holmes Group (1986) established professional development schools (PDS) as a partnership enabling local schools to work with the university teacher education faculty to improve schools and, in turn, to improve teacher education programs (Burstein, Kretschmer, Smith, & Gudoski, 1999).

Induction programs must provide more than technical educational assistance to new teachers while providing support to aid new hires in understanding more than the knowledge, skills and dispositions to be successful in the profession (NCATE, 2008). New teachers must also understand and navigate the culture of the school system, the individual schools to which they have been assigned and other elements of teachers' work such as working with parents. The novice hire should also be introduced to the culture of the profession of teaching and the accountability system he or she will face. Recruiting New Teachers, Inc. of Belmont, Massachusetts, (RNT), provides examples of new teacher induction programs that present the new hire informational assistance on such topics as staff development, mentoring programs and structured orientation programs.

A body of research from 1980 to 1998 conducted on teachers' professional development has influenced district-level and school human resources departments and lead practitioners to design and implement new teacher induction programs. A comparison of the research in this area (Odell, 2000; Fiedler & Haselkorn, 1999; Ingersoll & Strong, 2011) shows that these programs vary from informal to formal, from research-based models to social models. It also appears that the delivery variances in teacher induction programs may be due, in part, to restrictive or limited funding within school districts. Some district level programs are stand alone programs while others are joined in partnership with a local university, college or school of education. Some programs challenge the newly hired teacher to determine her/his own professional development needs, while other induction programs are more characteristic of a "one size fits all" induction model that serves new teachers comprehensively across a school district.

Articulating a sense of purpose and clearly delineated goals is necessary in the design and implementation of new teacher induction programs. Research has shown that there is a contemporary and increased focus on professional development in curriculum and instruction, teacher retention, and the connections of professionalism and teacher retention. This, in turn, has led to an increased focus of research on teacher induction as professional development (Corney & Childs, 2003; West Ed, 2000); however, there is also evidence in the literature that there is a strong need for research in this area for which there has been limited empirical work done.

Theoretical Base

This chapter introduces (a) the contextual framework of the study examining theories of socialization and induction; (b) the focus of the study; (c) the research questions; and (d) a set of definition of terms.

Socialization (for the purposes of this study, “socialization” as it is applicable to teaching) is the process by which individuals adapt to and adopt various roles within society (McDonald, 1980). Through the process of socialization, an individual adjusts to groups and the multiple roles that individuals and groups play throughout their lifetime. Socialization allows an individual to adapt to the stresses and responsibilities of working within a group setting and to develop the ability to cope and behave with others (Charters and Gage, 1963; Bennett, 2001). To this end, McDonald (1980) posited that role theory is the study of “individuals and their learning of different roles in order to occupy positions in different social systems (p. 483).” Roles of individuals are determined by those around them, societal rules, and by those who react to them. In other words, the role that an individual assumes is related to the social setting and behavior of others (Biddle and Thomas, 1996).

Biddle has asserted that role theory includes the following components: (1) a social position is associated with social status and common expectations; (2) the role an individual portrays is carried out because of those common expectations, but not everyone in that professional context shares in that same role expectations; (3) both groups and individuals display a variety of behaviors; and (4) expectations are linked with the context and social position/status of the individual (Biddle, 1979).

The purpose of socialization is to help individuals transition from raw human material into good working members of society (Brim, 1958; Waller, 1932). State departments of education, universities and school systems have developed new teacher orientations or induction programs to help socialize new teaching hires to become fully functioning members of the teaching profession. Induction programs, in particular, have been used to orient or socialize new teachers to the mores and culture of the school setting. Typically, the role of induction programs is to assist and intercede on behalf of the novice teacher within the profession (Goodlad, 1991).

The term “socialization” has been replaced in more recent literature on teaching research with the terms “induction” or “orientation.” Hughes (1937) referred to induction as the process whereby an individual obtains full membership and acceptance into a profession. In the definition, induction includes recruitment, professional studies and gainful employment into the profession following graduation. Feiman-Nemser (2010) labeled induction as a process of socialization when examining the both the institutional and professional contexts that new teachers face as they transition from teacher candidate into a teaching professional. The term “professional” used by Debolt (1992), refers to induction as a more refined attempt to initiate, shape and maintain the first year of work experiences for the novice teacher. Ingersoll and Strong (2011) point out that despite knowing for decades that

Education researchers and reformers have called attention to the challenges encountered by newcomers to school teaching ... traditionally, teaching has not had the kind of support, guidance, and orientation programs for new employees – collectively known as induction – common to many

skilled blue- and white-collar occupations and characteristic of the traditional professions. (p. 201, 202)

Stages of Socialization Process

Biddle (1979) proposes that socialization occurs in three stages. These stages are referred to as (1) “initial socialization” occurring in infancy and early childhood as the individual encounters life experiences as “how things are”; (2) “later socialization” occurs when the individual makes self-conscious choices about who he or she is, what he or she is going to do in life and in one’s career; and (3) ”re-socialization” occurs as the individual makes changes to his or her identity and his or her life role as a response to the social culture.

In another view of the socialization process, Feldman (1976) defined the first stage as “anticipatory socialization” whereby the individual receives all of his or her learning and training prior to becoming a member of an organization. The second stage is the “encounter stage” wherein the novice encounters the specific work and witnesses the ‘ins” and “outs” of the profession/organization (Porter & Hackman, 1975; Van Maanaen, 1976). A shift in values, skills and attitudes develops during this stage. The third stage is characterized by “change and acquisition” during which efforts at mastery of skills is observed. In this stage new members master the skills that they were hired to perform. In many organizations, including businesses, there are different kinds of on-going program development to aid the newcomer in learning how to better perform his or her duties.

In education, teachers have for some years participated in professional development or in-service programs. Huling-Austin (1990) referred to induction

programs as “residing on the continuum of teacher education” and a key professional development experience for new teachers. This continuum includes the time of preservice, induction and ongoing in-service or professional development. As well, the continuum represents critical windows of time that support the developmental phases of learning to teach and the maturation of an independent, high functioning professional who is equipped with a repertoire, is resilient and adaptable, and is ready to take on daily the complexities and full demands of teaching children or adolescents in a P-12 classroom.

Theoretical Background of Induction Programs

The process of induction of a new teacher into a school system is a complex one. Theorists of teacher development (e.g., Fuller, 1969; Katz, 1972; Glickman, 2002; Shulman, 2004) contend that beginning teacher’s progress through developmental stages, starting with the initial stage of surviving the transition from being a student teacher to becoming an independent professional in a classroom. Both developmental and cognitive-developmental research approaches (Veenman, 1984; Mills, Moore & Keane, 2001) have initiated these psychosocial emphases in teacher education and school induction programs. Even though teacher in-service training for established teachers has been pervasive in one form or another, the perception of specific staff development for new teachers, formally called induction, is a relatively new phenomenon in staff development and began in the 1980’s (Odell, Loughlin, & Ferraro, 1987; Huling-Austin, 1989; Moir, 2006).

An evolving theory of induction describes how induction fits into the experience of becoming teachers. Mager (1992) has theorized that induction occurs at a particular

time in a teacher's development: after a period of preparation and as the new teacher faces the challenge of expressing his/her competence in the new context in which they are expected to perform and be effective. According to Mager (1992),

Induction is an effort to assist new teachers – that is, expressing their competence in the particular context to which they have been assigned – toward the end of being effective. Through the process of induction, new teachers continue to form and refine their images of themselves as teachers in terms of their competence, performance, and effectiveness. (p. 20).

Nevertheless, this newer theory and other generalizations about support for new teachers do not typically identify how the support is to be provided. According to a definition of induction by Zeichner (as cited in Huling-Austin, 1989), “an induction program is a planned program intended to provide some systematic and sustained assistance specifically to beginning teachers for at least one school year”. Clearly, educators, staff developers, researchers and theorists support various proposals for and perspectives about new teacher induction programs.

To this end, numerous components factor into the design of new teacher induction programs. Induction programs, joined with mentoring opportunities for beginning teachers, are designed to increase self-efficacy, teaching competency, and teaching performance. “Self-efficacy” is defined as the perceived degree of effectiveness of instruction on learning (Weasmer & Woods, 1998; Bandura, 1993; Bandura, 1977). The goals of some induction programs include increasing the retention of competent beginning teachers during their early years within the profession, encouraging individual professional well-being of beginning teachers by improving teachers' attitudes toward

themselves and the profession, and communicating the culture of the school to beginning teachers (Huling-Austin, 1989). One aspect of improving attitudes toward themselves and the teaching profession addresses teachers' beliefs about self-efficacy. By improving or increasing teachers' self-efficacy through a new teacher induction program, these goals of improving attitudes, and therefore practice, are more likely to be achieved (Feiman-Nemser, 2003). Additionally, practitioner demands that new teachers face such as "keeping students on task, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management," are present in the literature and studies on new teacher induction (Ingersoll & Strong, 2011).

If beginning teachers receive support in confronting, coping and effectively responding to the challenges of the first year of teaching, they may be more realistic in their sense of self-efficacy, more confident in their teaching abilities and less likely to leave the field of education. Thus, many state or district programs have been developed to present support to beginning teachers to ease their way into the profession, to offer support and assistance, and to maintain high quality teachers in the profession, who will, in turn, become mentors to a next generation of new teachers.

Purpose of the Study

The purpose of this study was to further probe the role of teacher induction and its perceived effectiveness in one large urban school district. In the quantitative phase, an online survey was used to address the perceived effectiveness of a school district-wide teacher induction program and the relationship it had in preparing university-trained and university- and district-trained alternative certification route teachers during their

respective, induction school years. The qualitative phase involved the use of focus groups wherein the researcher used structured, open-ended interview questions, which were implemented following the quantitative phase, to explore aspects of the teacher induction program's perceived impact on the professional development of new teachers.

It is important to place in the context this study of new teacher induction that socialization in learning to teach is critically important and nuanced. American schools have long been known as an instrument of cultural reproduction (Counts, 1928; Quirocho & Rios, 2000). Still, schools across the country are part of a larger socialization process wherein individuals learn their group's culture through familiarity and knowledge. Districts and schools each have their own unique mores that new teachers must discover in order to develop into fully operating members of the school's society. Wong and Wong (1998) have argued that this process of socialization should begin with a concrete induction program. Without such a program, new teachers will simply continue to teach as they were taught, in their comfort mode, and/or regress to a delivery, didactic approach, instead of using research-based best practices that will serve all children well. If the process of socialization through induction is not carefully addressed and scrutinized, there could be a recurring cycle of generation after generation of educators' ineffective practice in local contexts, with little hope for growth or improvement. By understanding the intricacies of socialization, and the ways formal and informal teacher induction programs assist newly hired teachers in their teaching development, school districts and the community and beyond will reap the benefits of a corps of highly effective and retained teachers.

Lave and Wenger (1991) have posited that it is important to study “the relations of school practice to those of the communities in which the knowledge that schools are meant to ‘impart’ is located” (p. 41). Schools are the communities in which the process of becoming a teacher occurs. It could be reasoned that more time and effort should be allocated to the study of school culture in teacher education. Goldman and Addie (2001) assert that it is the duty of any profession to guide and socialize the next generation of practitioners in that field. Lave and Wenger’s (1991) theories of situated learning note the essential importance of individuals to share in settings that provide “learning curriculums” (p. 97). Learning curriculums allow for situated opportunities for development of new practices (Lave & Wenger, 1991), and thereby, acculturate new professionals into the ideal of a high functioning community of practice. What is the role of new teacher induction in community of practice?

Uncovering the perceptions and experiences as reported by new teachers who have participated in a district-wide teacher induction program was a major goal of this study. The researcher is optimistic that findings from this study will contribute to the on-going growth of the body of research about effective induction models for teacher recruitment, effectiveness, and retention.

Research Questions

The purpose of this mixed method study (Tashakkori & Teddlie, 2003) was to determine if a district-wide teacher induction program is perceived to aid in new teacher preparation and development of teachers who teach in an urban school district. A survey was used to collect data and the researcher followed up with small focus groups

comprised of novice teachers who responded to an invitation to discuss their experiences in the district-side teacher induction program.

The following research questions addressed the focus of the study, which was designed to explore new teachers' perceptions regarding their experiences in a mandated, district-wide teacher induction program. The researcher developed hypotheses for the research questions:

1. What are newly hired teachers' beliefs, expectations, and attitudes about Jefferson County's Public Schools' district-wide teacher induction program?

H1 The researcher predicted that the teachers with traditional educational preparation and with prior experience would perceive that the New Teacher Induction Institute had adequately prepared them for teaching in Jefferson County Public Schools' district.

2. What are the differences in the perceptions of teachers who attended Jefferson County Public Schools' district-wide teacher induction program across years of 2008, 2009, 2010, and 2011?

H2 The researcher predicted that the teachers who completed the online survey who attended the New Teacher Induction Institute from 2008 to 2009 would view it in a more positive light than the more recent attendees who attended in 2010 and 2011.

3. What are the differences in the perception of new teachers prepared in traditional certification programs and new teachers prepared in alternative certification programs regarding the effectiveness of Jefferson County Public Schools' district-wide teacher induction program?

H3 The researcher predicted that there would be significant differences between the traditional and alternative certification new teachers due to the differences in preservice teacher preparation programs.

4. What are the differences in the perceptions of inexperienced new teachers and experienced new teachers regarding the effectiveness of Jefferson County Public Schools' district-wide teacher induction program?

H4 The researcher predicted that there would be significant differences between the perceptions of inexperienced new teachers and experienced new teachers regarding the

perceived effectiveness of County Public Schools' district-wide teacher induction program.

Synopsis

A review of literature on teacher induction demonstrates that there is no single solution or set of recommendations for state, district, or school level commitments in terms of new teacher induction. The complexity of teacher induction indicates the need for research to illuminate and propose a multi-dimensional approach to support beginning teachers. The variety of contextual factors and the different and varied challenges faced by beginning teachers call for researchers to combine qualitative and quantitative methodologies to provide frameworks and guidance about the ways in which schools and districts can effectively support and retain new teachers.

Such a goal may be difficult to attain universally, but there certainly could be models showcased that would allow for sound policies and practices, common ground for fidelity implementation, and increased effectiveness related to the role of teacher induction programs in districts and schools. Ideally, successful models of teacher induction and mentoring will become more mainstream and effective in assisting novice teachers to achieve success and longevity in their professional careers. Research-based models of quality and effective teacher induction appear to be a worthwhile educational policy investment to retain high quality and effective career-oriented teachers. In an era of budget cuts and depleted resources, research in this area is needed to persuade legislators and policy makers to invest in such programs in P-12 education.

Limitations

Limitations to this study lie in the evidence that there is still a gap in empirical research on the effectiveness of teacher induction programs (Lawson, 1992). Part of the

problem stems from the variances of the design and the implementation of induction and mentoring programs (Lawson, 1992).

A limitation in the methodology for this mixed method study using a sequential explanatory strategy is the length of time involved in data collection of both quantitative and qualitative phases, particularly if both are given equal priority (Creswell, 2003) and the limited sample setting. Additionally, there is a limited number of respondents for the qualitative dimension of this study which is reported, but which may not be generalized on any scale for future research.

Definition of Terms

The following terms are identified and defined in order to support readers' understanding of the study.

Alternative Certification – This is a non-traditional route to obtain teaching credentials. Individuals possess a bachelor's degree in fields other than education. Participates in rigorous screening and interview process and participates in field based program. Individuals complete coursework in professional education before and while teaching. (National Center for Education Information, 2010).

Certification/Licensure - In Kentucky, certification is based upon the completion of a 4-year teacher preparation program that includes student teaching and testing. Kentucky requires specific information about teacher preparation program completed, grade level, and at what degree level and completion date of the program (<http://www.kyepsb.net>).

Content or Subject Matter Knowledge –“In-depth knowledge of the subject matter that they plan to teach as described in professional, state and institutional standards. They demonstrate their knowledge through inquiry, critical analysis and synthesis of the subject.” (NCATE, Standard 1, retrieved from NCATE, <http://www.ncate.org>).

Contextual factors or characteristics – A focus on who, what, when, where, and why surrounding community, school and class composition, class size, principal support, professional development, curricular resources.

Educational pedagogy – Refers to the knowledge of teaching content and subject matter.

First year teachers – Novice teachers at the inception of their professional career. The terms first year, novice and beginning will be used interchangeable in this document.

Kentucky Teacher Internship Program (KTIP) – A state-mandated, standards-based internship in Kentucky by the state legislature in 1984. It was originally named the Beginning Teacher Internship Program before being renamed the Kentucky Teacher Internship Program.

Newly hired teachers – Teachers hired by a school district and beginning their first year of teaching within the district. Newly hired teachers include novice teachers and veteran teachers who are in their first year in the school district.

Induction – A formal or informal means of providing support for a newly hired teacher that lasts for at least one year.

Mentee – A beginning teacher or a teacher new to a school/district receiving support from a veteran teacher either in their building or within the district.

Mentor – An experienced, veteran teacher responsible for providing support for a newly hired or a first year teacher within the school district. Mentoring would include the act of providing support and assistance.

Professional Development – A form of learning that advances and extends knowledge, skills and understandings of how educators can present best practices within their classrooms, initiate changes or classroom instruction.

Teacher attribution – A theoretical framework concerned with “how individuals interpret events and how this relates to their thinking and behavior” (Heider, 1958; Weiner, 1974, 1986).

Teacher retention – The preservation of employment of teachers within the profession.

Teacher socialization – First year teachers’ understanding of the norms and expectations of the school where they are employed or placed by the district.

Summary

Chapter 1 provided a rationale for the present study and an introduction to the study's setting and research questions.

The next chapter, Chapter 2, provides a review of selected literature in the area of teacher induction and teacher induction programs in P-12 districts and schools.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter reviews a body of selective literature, which supports the focus of the present study. In the United States annually, P-12 education loses thousands of new and early career teachers due, in part, to a lack of proper support (Ingersoll & Strong, 2011). The contemporary challenges, complexities and burdens placed on teachers in combination with the knowledge and skill sets they must bring with them when they begin their first professional teaching assignment, place a high priority on the critical role of beginning teacher development in the recruitment, retention, and career advancement of teachers (Strong, 2009; Wang & Odell, 2002; Kyle et al., 1999). Additionally, in today's society with economic challenges, limited job opportunities outside of the service sector, diverse family and home structures, the public's lessening faith in the education system, and the current, national spotlight on teacher preparation (Wang, Odell, & Clift, 2010; Wang & Odell, 2002; *U.S. News and World Report* Press Release, 2011; U.S. Department of Education, 2012), there is a growing apprehension about the value of schooling and its ability to advance students successfully into the twenty-first century under the tutelage of high quality teachers classroom teachers. Teacher quality, teacher preparation, and the investment of universities and school districts in supporting new teachers to be successful and move up the professional career ladder are "hot topics" in education policy and teacher education. According to Curran and Goldrick (2002):

With the need for teachers in this decade well documented, policymakers have directed much attention to programs aimed at recruiting new teachers. Less attention has been paid to teacher attrition rates, the reasons teachers leave, and the policy strategies that could help retain them in the profession. Increasingly, researchers are documenting high turnover rates among new teachers. High turnover rates exacerbate the critical shortages of teachers in some regions and subject areas. (p. 2)

The research literature consistently reports that new teachers have particular, developmental challenges (Joiner & Edwards, 2008; Reiman et al., 2010). According to Hollander and Scharff (2012), teaching is one of the only professions in which a first year employee is given access and handed the keys to their work setting (P-12 classroom) with the expectation that the new professional will perform in the same manner as a ten-, twenty-, or thirty-year veteran professional. However, the reality is that new teachers are just that – new teachers who are beginning their professional practice. What, then, are the needs of new teachers? Wong (2005) posits that teachers should be trained and they should have foundational knowledge and skills in the following areas:

- Planning lessons
- Teaching to established standards
- Evaluating the effects of their instruction on student performance
- Using student achievement data for planning and curriculum development
- Tailoring instruction to specific learner needs and accommodations
- Learning and understanding how to be successful in the culture of the school

According to Wong (2003), successful preparation programs help new teachers to establish effective classroom management strategies, classroom routines and procedures, and instructional and assessment best practices. Let's move the next sentence elsewhere in the chapter. While pre-service teachers received program preparation and training in these areas from their universities in pedagogy, methodology and content subject area classes, many of today' teachers are finding alternate routes into the profession of teaching.

Feiman-Nemser (2010) examines new teacher induction as a phase in learning to teach, a process of enculturation, and a program of support and development. She focuses on induction as a program of support and development, including meaning points related to critical issues and dilemmas new teachers face in terms of curriculum, instruction, assessment, management, school culture, and the larger community. New teacher learning requires providing novice teachers with resources, guidance, models and feedback rather than leaving their learning to chance, reaction, and/or flawed theories about practice. To that end, the types of professional knowledge and skill opportunities provided for new teachers can be variable. These may include workshops, professional development, demonstration classrooms, visiting veteran teachers' classrooms, formal and informal networking opportunities, and graduate study toward advanced degrees.

The increased public accountability for educational outcomes is mounting in every state (Cochran-Smith & Zeichner, 2006; Common Core Standards, 2012). According to their website, the Common Core State Standards "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant

to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

The repertoire which new teachers need to address the array and nature of 21st century knowledge and skills, which P-12 students need to know and be able to demonstrate far exceeds that of preceding decades. The schools are focused on compliance and continuous improvement to address these needs. It is essential that capable teachers lie at the heart of school reform (Rosenholtz, 1989) and equally clear related to the focus of this study that pre-service and in-service professional development must be targeted and/or adapted to meet the complex needs and challenges of teachers. In order for increased performance of schools to advance student achievement and for the experiences of schooling to be successful and enduring for students (Wang, Odell, and Schwille, 2008), teacher education is at a juncture wherein it must experience a change, from pre-service preparation to life-long professional development. The induction of new teachers as an element in this professional continuum based on current expectations for teacher quality (Boyd, Grossman, & Lankford, 2008) has never been more important than it is today (Johnson, 2004; Darling-Hammond & Bransford, 2005).

Darling-Hammond (1997) performed a study which showed that every dollar that was spent on raising the effectiveness of teachers lead to greater student achievement than any other school resource. Breaux and Wong (2003) note in their text, *How to train, support, and retain new teachers*, “An induction process is the best way to send a message to your teachers that you value them and want them to succeed and stay” (p. v).

Villani (2002) contends that an induction program is a part of a bigger plan of

professional development for all teachers in the school system and provides optimal benefits. As well, effective induction and professional development programs are an undertaking that require an understanding of how adults learn and how to best promote the growth of the adult learner in appropriate contexts. The professional development phase of high quality teacher induction focuses on research-based teaching practices, “survival skills,” and a common language that allows all participants to be engaged in reflective and professional conversations (Villani, 2002).

New Teacher Efficacy

Efficacy defined by Bandura (1977) is an intellectual activity in which one fashions one’s belief about the individual’s ability to achieve a particular level of achievement.

Tschannen-Moran and Woolfolk Hoy (2001) posit that a teacher with a high self-efficacy tends to be more enthusiastic, more acceptable to new ideas, more devoted to teaching, exhibits less judgments of students, and is more willing to try a variety of methods and strategies to meet the needs of their students. Bandura’s research (1977) focuses on a theory that individual beliefs about one’s efficacy are affected by four main sources of influence, including vicarious experience, social persuasion, mastery experience, and the emotional state of the individual with the most influential source of influence being the mastery experience. When an individual firmly believes that he/she has what it takes to be successful, the individual become more effective and more resilient in beliefs, actions, and outcomes. This is important when the individual is faced with difficult situations because he/she is able to draw upon a sound repertoire that will help her/him be successful.

“The perceptions that one’s teaching has been successful increases efficacy beliefs, raising expectations that future performances will be successful. In contrast, failure, especially if it occurs early in the learning experience, undermines one’s sense of efficacy” (Saffold, 2005, p.1). Although Saffold’s research concentrates on the positive effects of mentoring for the mentor, it is an important link to understanding how new teachers develop their individual teaching persona.

Lave and Wenger’s (1998) *Communities of Practice* contributes a powerful metaphor that focuses on apprenticeship in the workplace wherein learning takes place between peers, rather than primarily between a mentor and mentee. These researchers’ model of situated learning focuses on the social character of learning and set the scene for new ways to look at innovations in practice within, in this context, schools (Lave & Wenger, 1991). Toward the attainment of efficacy, a community of teachers pursues common interests, engage in discussions and activities, help each other, and share information. In building relationships, they learn from each other. In this model, practitioners develop a “shared repertoire” of resources which could include experiences, stories, tools, ways to address problems, and a focus on “shared practice.” More than technical knowledge or skill is involved in a community of practice. Teachers’ identity development and social capital to navigate challenges and difficulties contribute to a healthy sense of efficacy and enable teachers to participate, through experiences and socio-cultural relationships, shared learning of “knowledgeable skills.”

New Teacher Induction

The design and advancement of induction programs for new teachers began over twenty years ago as schools began to investigate opportunities to help the beginning

teacher emerge into the teaching profession (Imig & Imig, 2006; Ingersoll & Strong, 2010). Since the 1980's, local school systems and state agencies have been moving to formalize and put into practice induction programs as part of a wide-ranging movement intended to initiate, support and maintain a force of high quality teachers.

A review of the literature on programs for beginning teacher support (Gold, 1996) points to a collective view that the initial years of teaching are vital to teachers' development. Induction programs that target beginning teachers are advantageous to the advancement of a quality teaching force. Alarmed about the rate of attrition in the first five years of teaching, policymakers support the need to present on-site support and assistance to first year teachers (Little, 1990; Mills, Moore, & Keane, 2001; Kelley, 2004; Kaiser, 2011).

A nationwide move towards the actual construction and implementation of proposed models did not truly begin in the U.S. until the second wave of reform in the mid to late 1980s (Furtwangler, 1995). During this time, there were a substantial number of pilot programs begun. There was also a marked increase in the number of states mandating induction, such that by 1992, 46 states had enacted beginning teacher evaluation programs or requirements, three states were considering these programs, leaving only two states, Nebraska and Rhode Island, without policy to address beginning teachers (p. 7).

Characteristics of such programs should include: professional autonomy; specific and well-developed theoretical knowledge; and self-regulating and self-governing authority (Burbules & Densmore, 1991). A review of the current literature indicates that nearly all

states have some form of requirement or legislation for a teacher induction program at the state, district or school levels (Kelley, 2004; Ingersoll & Strong, 2011). However, as state budgets diminish, such programs may be at risk for continuation.

As has been previously emphasized, too many newly trained teachers are leaving the profession within the first five years (Darling-Hammond, Wise & Kline, 1995; Ingersoll & Strong, 2011). Teacher preparation programs need to support beginning teachers in their growth and development toward becoming skilled professionals. Research points to newly hired teachers citing a perceived lack of program experiences in their university teacher education programs to prepare them to address the realities and complexities of teaching (Imig & Imig, 2006; Levine, 2006). New teachers often contend that their preparation was highly centered on content, educational theories and practice methodology and did not prepare them for the day-to-day duties and responsibilities, cultural nuances, and intricacies of teaching, including working with children and adolescents who have special needs, are English language learners, and live in high poverty home environments.

Additionally, it is essential in (new) teacher development to recognize and act on the interaction of physiological, psychological and social aspects of human development in the workplace (Burden, 1990; Steffy, Wolfe, Pasch, & Enz, 2000). Steffy, Wolfe, Pasch, and Enz, (2000) present the life cycle of the career teacher model with the premise that throughout their professional careers, teachers will demonstrate growth and development with the appropriate set of workplace conditions and organizational support. This model will be discussed further in the literature review.

Ingersoll and Smith (2004) examined whether first year teachers who participated in an induction program were apt to remain in their teaching position the following year. Ingersoll and Smith posited that the loss of teachers leads to organizational instability, which is connected with organizational efficiency and success. In their study, data provided by SASS and a Teacher Follow-up Survey collected by the US Census Bureau from a random sampling of both elementary and secondary schools during the 1999-2000 school year, led to the researchers' finding that 29% of beginning teachers left their jobs. Of that number, 15% changed schools, while the remainder left teaching completely. In the research findings, Ingersoll and Smith asserted that there were certain job aspects that were more favorable in retaining teachers than others. These included having the same content certification for the position held, common planning with other teachers, and being able to work collaboratively with other teaching professionals in an inquiry and problem-based team approach to teaching. The researchers also noted that the SASS survey data did not contain details or particulars about the role or importance of induction program so financial and other district considerations for such a program were not included in the outcomes of the study (Ingersoll & Smith, 2004).

In a study by Hoy and Spero (2002), adaptation of new teachers and new teacher efficacy were examined during the early years of the teacher's career. Using Bandura's theory of self-efficacy (cite Bandura), the researchers followed teachers from a Master's of Education initial teaching certification program through a longitudinal study, which recognized the teachers' efficacy rating at the start of their program, at the end of their student teaching, and at the conclusion of their first year teaching. Hoy and Spero concluded that efficacy scores grew while the teacher candidates were in their program

but dropped after their first year of teaching. The study's authors determined the decline was due to the lessening amount of support the first year teachers perceived they had in the critical, first year of teaching. The researchers further concluded that the results from this study supported conclusions reached by other, similar research studies including Burley, Hall, Villeme, and Brockmeier (1991).

In the spirit of school districts' efforts to support new teachers, the advancement of induction programs began twenty years ago as district personnel began to investigate opportunities to help the beginning teacher emerge into the teaching profession more successfully. Since the 1980's, local school systems within a number of states have continued to formalize and put into practice induction programs as part of a wide-ranging movement intended to initiate and maintain high quality teachers. Policymakers and educational leaders have placed expectations on induction as a model for reforming teaching and teacher education.

A review of the literature on beginning teacher support and programs (Gold, 1996) supports the view that the initial years of teaching are vital to teachers' development, and programs that target beginning teachers are advantageous to the advancement of a quality teaching force and the sustainability of high quality teaching in local contexts. Alarmed about the rate of attrition in the first three years of teaching and responsive to the problems confronted by beginning teachers, policymakers support the need for districts to present on-site support and assistance to novice teachers during the first years of teaching (Little, 1990; Mills, Moore, & Keane, 2001). However, funding for such initiatives is costly, and policy makers are typically expected to address funding at the local, district level (Ingersoll & Strong, 2010).

Teacher induction programs appear in many different models. Characteristics of such programs should include: professional autonomy; specific and well-developed theoretical knowledge; and self-regulating and self-governing authority (Burbules & Densmore, 1991). However, these characteristics are borrowed from non-teaching professions and often omit issues crucial to teaching, previously described. Levine (1987) contends that teaching is a profession of self-governing and that it should have “structured induction experience conducted under the supervision of outstanding practitioners who can and will attest to the competence of new inductees to practice” (pg. 2). Levine’s critical study, “Educating School Teachers”, funded by the Education Schools Project (2006) pushes the envelope further in reporting that teachers need to be more prepared in using technology in instruction, using student performance assessment techniques, and implementing curriculum and performance standards. He advocates for a focus on the profession of teaching, preservice to in-service, keeping pace with changing demographics, technology, global competition, and pressures to raise student achievement.

The research literature is clear that teacher preparation programs need to support beginning teachers in their growth toward becoming skilled professionals. Consistently and over time, research documents that many newly trained teachers are leaving the profession within the first five years (Darling-Hammond, Wise, & Kline, 1995). And, again, pre-service training is often cited as a reason for leaving as newly hired teachers point to their lack of preparation for the realities and complexities of teaching. Further study about effective induction programs to support and retain new teachers is clearly needed; therefore, it is hoped that this study will contribute to that body of research.

Historical Politics and Paradigms in Teacher Preparation

Published research on teacher education programs came into prominence in the 1950's. Calls for continued reform in the preparation of teachers have been promoted routinely over the sixty y plus years since the origins of published research in the field. However, when new educational reform initiatives are adopted, they are generally short-term and often lack funding to enhance sustainability (Lagemann, 2000).

A prime example of the troubles in the field of teacher education is spotlighted in educational research with major themes summarized and evident in two studies of the 20th century. The first study, authored by Sarason, Davidson, and Blatt (1962) entitled *The Preparation of Teachers: An Unstudied Problem in Education*, suggested that teacher education had little to no foundation which was research-based and that this was a significant problem that needed to be corrected. Two years later, another book appeared by Cyphert and Spaight (1964), which highlighted and summarized over 175 studies in teacher education occurring over a five-year period. Hence, a problem in the field became evident - one text conveyed that there is little to no research in the field of teacher education while another text provided evidence of numerous research studies conducted on teacher education from 1958 to 1963. One may have concluded at that time, and to some extent similarly today, what, then, is counted as educational research in the field of teacher education?

In the field of teacher education, there has often been little agreement regarding what is defined as research, what constitutes rigor, which research questions need to be asked and answered by individual studies and collective studies, which comprise research in the field. As it turned out, the Sarason text (Sarason, Davidson & Blatt, 1962) was not

examining teacher education research but raised concerns regarding a disjuncture between teacher education programs and the realities and practical complexities of being a teacher. On the other hand, the Cyphert and Spaight's (1964) text provided an account of then-current research on a variety of topics, methodologies, foci, and historical and socio-cultural contexts regarding teacher education programs. In the end, the texts were not contradictory but were asking different questions about teaching and teacher education programs. They did, however, thrust the field into the social sciences arena of a critical area in educational research.

In *Studying Teacher Education: the Report of the AERA Panel on Research and Teacher Education*, Cochran-Smith and Fries (2005) explored the historical context of teacher education research while focusing their edited volume on the following three areas. First, the authors viewed (a), “the historical, political context and how research on teacher education is framed in a larger context”; (b) how the “problem” of teacher education is defined; and (c) how the study of teacher education is worked out methodologically to address this problem” (pg. 72). The researchers took a social science approach that wherein they examined the major historical and contemporary issues and concerns resonating in the field of teacher education. To provide clarity, the researchers presented studies which addressed in what ways teacher education has evolved historically and in what ways it is still limited as a professional studies field in order to be able to better articulate, analyze and report on the issues facing teacher education today.

Early Research on Teacher Education

The early 1900's in the United States saw the beginning of teacher certification requirements, the establishment of teaching standards and the worthiness of the

emergence of professors of education. Professors of education were viewed as “educationists” and a pervasive perspective of the larger world of academia was that they were lacking in scholarly preparation and disciplinary or content expertise. Teacher education as a subset of the field was viewed as lacking scholarly leadership, and critics consistently communicated a want for changes in the delivery of teacher preparation (Lagemann, 2000; Lucas, 1999).

As well, there was limited research in the field, which demonstrated that teacher preparation programs had influence on how well a teacher performed within the classroom setting. Because of this critique, initiatives emerged between 1920 and 1940 to further develop and evolve the professional standing of teacher education by hosting national conferences, developing advisory boards and organizations and conducting self-studies by various institutions of higher learning to advance both the credibility of the field and the teaching profession and quality of teaching (Bagley, 1939; Borrowman, 1956; Learned & Bagley, 1920; Monroe, 1952; Rugg, 1952).

During this time, the Commonwealth Teacher-Training Study (Charters & Waples, 1929) and the National Survey of the Education of Teachers (Evenden, 1933) conducted surveys to examine the traits or qualities, which characterize “good” teachers (Frazier, 1935). The Commonwealth Study’s goal was to break these traits down into a list that could be used to inform teacher preparation courses. The study identified 83 traits that constituted “good teacher traits” and ranked them by importance. This subsequently allowed teacher preparation programs to address and integrate “good teacher traits” into their curriculum content (Charters & Waples, 1929; Condliffe Lagemann, 2000; Kliebard, 1973). The survey conducted by the National Survey of the

Education of Teachers (1929) revealed three areas to be upgraded. First, more time investment of students in teacher preparation programs on professional studies and classroom practice was identified as a need. Next, there was articulation of a need for more research on teacher education. Lastly, more preparation of candidates on effective teaching methods and strategies should be a key part of teacher education programs. The outcome of this study led to recommendations for and inclusion of additional general education classes in teacher education, a separation of elementary and secondary methodologies preparation and experiences, and the integration of philosophy and psychology foundation courses in teacher education programs (Cottrell et al., 1956; Cremin, 1953; Frazier, 1935).

Mid – Century Research on Teacher Education

The 1930's and 1940's ushered in projects launched by the American Council on Education (ACE) to bring about improvements in teacher education programs. These projects moved away from surveys as data sources and led to more descriptive and ethnographic accounts of teacher education programs. Publications on teacher education became more numerous during this time as well. Various agencies began to work together with the common goal of sharing information, goal setting, and developing an articulation of common principles in teacher education programs.

The defining moment of *Sputnik* for the U.S. came in 1957, and resulted, in part, on an outcry from the public that education had to provide the nation with better teachers that would result in a higher quality citizenry. Programs that prepared teachers came under fire at this time. Koerner's study (1963) revealed that "the inferior intellectual quality of the education faculty [was] the fundamental limitation of the field" (p. 17).

Koerner and Conant agreed there was the need for a science of education (Cochran-Smith & Zeichner, 2005). The process-product theme (Rosenshine, 1997) viewed teacher training as the beginning of the spectrum, with the other end of the spectrum spotlighting student learning. The body of research on teacher education between 1963 and 1965 increased dramatically led, in significant measure, by Peck and Tucker's body of work (1973) that concluded that pre-service teachers could master explicit teaching behaviors during their teacher preparation (Travers, 1973).

Late Twentieth Century Research on Teacher Education

A study by Peck and Tucker (1973) identified a "systems approach" which was an enhanced way to improve teacher education programs. The "systems approach", or as it became known in the literature as "instructional design", advanced teacher education in both cognitive and affective domains (p. 943). This research indicated that teachers who used an "instructional design" approach including behavior modification, microteaching, and interaction analysis would like result in more effective teachers. Peck and Tucker argued that pre-service teachers had a better opportunity to use instructional design when they experienced it as modeled for them before actual, independent practice.

A Nation at Risk: The Imperative for Educational Reform (1983) was extremely instrumental in terms of education policy in the 1980's and criticized the U.S. educational system, which, in turn, led to a multitude of educational reforms (Goodlad, 1991; Lagemann, 2000; Ravitch, 2000; 2006). In the late 1980's, the Holmes Group, a coalition of over 100 research universities, led by deans of colleges of education, called for more rigorous training programs, higher standards, stricter entrance requirements, graduate level certification, and the formation of professional development schools

working in conjunction with graduate schools of education and development of a professional knowledge base (Fullan, Galluzzo, Morris, & Watson, 1998). The agenda expressed by the Holmes Group, published as *The Holmes Trilogy* (Holmes Group, 1986) centered on instituting a professional knowledge base to support and maintain prospective teachers' learning of what is referred to as the knowledge base. In other words, this educational policy group advocated for a significant reform in the educational preparation of new teachers who would be able to master a knowledge base of content and pedagogical content knowledge, skills and dispositions for competent teaching (Sedlak, 1987). This intentional focus on a more scientific knowledge base would advance student learning and achievement.

Shulman's research (1986a) suggested that research efforts in programs should focus on how teachers understand and use subject matter knowledge and that this area contributed to a missing paradigm in teacher education. Since this seminal research, which emerged from Shulman's theory to practice treatise, programs have centered more on the competency and expertise of teachers' subject knowledge, content knowledge, pedagogical content knowledge, and understanding of effective practices. Based on Shulman's work, numerous such studies have been conducted in the last twenty years. Many scholars in the field have recently suggested that what is missing now is research that connects teacher knowledge and beliefs to student learning and achievement (Cochran-Smith, Davis & Fries, 2004; Wilson, Floden & Ferrini-Mundy, 2001). This learning and performance is reflected not only in achievement tests, but also in social and emotional learning of students and in their efficacy for college and career readiness (Common Core Standards, 2012).

Research on teacher education as a policy problem brings to light a number of issues and initiatives, including *No Child Left Behind* (NCLB), (P. L. 107-110, 2002). State-level policies are setting the standards for certification, teacher testing and teacher accountability. Recent U.S. Presidential races and media and public policy reports have put teacher accountability in the forefront of public debate linking it directly to students' levels of success on achievement tests, and therefore reflecting the quality and success of school districts and schools.

Age of Accountability

The *No Child Left Behind Act* (NCLB) was passed into law in 2002 under President George W. Bush with the intent to eliminate the achievement gap and to ensure that schools became responsible and accountable for meeting the needs of all P -12 students (U.S. Department of Education, Office of the Deputy Secretary, 2004). Through this legislative act, educators, policymakers, and researchers put the spotlight on issues of teacher quality.

NCLB sought evidence and/or evaluation of the impact of district programs on student achievement (Killion, 2002). This legislation prompted districts nationwide to provide, increase, and improve professional development opportunities for teachers to learn and implement research-based district programs. Examination of district level professional development and its impact on newly hired teachers and their implementation of these practices continue to rise, yet studies remain minimal (Killion, 2002). Finally, the examination of professional development offered at the district level and the impact on newly hired teachers' implementation of those practices in the classroom under the tutelage of qualified mentors and supervisors may provide possible

explanations as to why district level learning rarely find its way into respective classrooms (Bell, 1991; Fullan, 1995; Goldenberg & Gallimore, 1991; Kamil, 1984, Miles, 1995; Bullough, Young, Hall, Draper, Smith, 2008).

In Kentucky, accountability has been measured by the ability of all schools to help all of their students achieve academic “proficiency” by 2014. The Kentucky Education Reform Act of 1990 dictated this goal (KERA) (KAR 7:010). Proficiency was defined using an accountability index score of 100. The testing window occurs in the spring while the reporting of the scores is released in the fall. The scores are made public and printed in local newspapers. Schools’ accountability indexes are categorized as being “on target”, “progressing,” or “in decline”. The basis for accountability draws on state-designed tests, national standardized tests and writing portfolios. In addition, demographic data drawn from attendance and suspension rates are calculated into the accountability index. In 2012, the state is in the process of developing a new state level accountability system (Kentucky Core Academic Standards, Kentucky Department of Education, 2012) entitled *Unbridled Learning: College- and/or Career-Ready for All*. The new accountability model includes tests in reading, mathematics, science, social studies, and writing at the elementary and middle school levels. Middle school also includes the EXPLORE assessment (college readiness). The high school level includes end-of-course tests and on-demand writing and PLAN to ACT. Kentucky’s P-12 Accountability Model or performance measures for next-generation learners have school and district classifications, in a value-added model, that includes distinguished, proficient, and needs improvement levels. College ready benchmarks for students will be determined based on test scores in English, mathematics, reading and science.

According to the National Council of State Legislatures (NCSL), “all 50 states have implemented accountability measures in response to increased concerns about the quality of American education” (“Testing Standards and Accountability,” n.d.). Having knowledge of accountability and the teacher’s role at the classroom level in the school’s accountability efforts are critical domains in the early years of teaching.

Teacher Quality

The past twenty years in the U.S. have illuminated an increase in research and reform focused on teacher quality issues. Ingersoll (2001b) notes “few educational problems have received more attention in recent years than the failure to ensure that elementary and secondary classrooms are staffed with qualified teachers” (p. 500). “While there is little consensus on what constitutes high-quality teachers, past research has emphasized two broad dimensions of teacher effectiveness: (1) the level of knowledge and skills that teachers bring to the classroom, as measured by teacher preparation and qualifications; and (2) classroom practices” (Parsad, Lewis, & Farris, 2001). Darling-Hammonds and Sykes (2003) refer to NCLB’s definition that a highly qualified teacher “be fully certified and demonstrate competence in the subject areas they teach as well as exhibiting teaching skill”. NCLB allows each state to set the criteria for teacher certification based on what are judged to be rigorous academic programs. The states are also allowed to set guidelines for alternate certification programs (Cochran-Smith, 2002).

While NCLB brings definition to the qualifications teachers should have, it also requires the states to develop and initiate plans to ensure that all teachers have access to appropriate content knowledge, pedagogy and instructional skills through their pre-

service preparation (U.S. Department of Education, 2003). Clearly, there is currently a greater demand now for high expectations and accountability on teachers than ever before. It is imperative that teacher preparation programs instill strong content knowledge and expose candidates to best practices in their teaching to prepare all students for success in school and in life (Bransford, Darling-Hammond, & LePage, 2005). Ingersoll (2003b), Darling-Hammond and Sykes (2003) and Darling-Hammond and Lieberman (2012) argue that the most important factors in shaping the growth of students' learning are found in the quality of teachers and their teaching. Preparation in and learning how to teach, along with experiences that support new teachers are essential key points on the professional and career continuum.

One study that highlights such an emphasis includes that of Imbimbo and Silvermail (1999), which reported findings regarding teachers' perceptions regarding their professional preparations in the New York City Teacher Survey (1999). The authors designed a survey to examine how teachers' perceptions of their pre-service training varied according to the type of training they received. The researchers found that the teachers perceived the need for better preparation prior to entering the classroom for their first teaching positions. The most significant area where teachers reported that they felt unprepared was in technology proficiency, subject content area, instructional strategies, and effective classroom management.

Teaching in urban settings brings additional factors and complexity into practice. New teachers are often placed in classrooms with at-risk students or in high poverty challenges (Ingersoll, 2001; Kennedy, 2004). More times than not, students with behavioral issues are also assigned to the "new staff member". Contextual factors such

as class size, community resources, condition of the classroom and school building, availability of materials, attitudes of teachers, student poverty, and the culture of the school as workplace can wear on the beginning teacher (NCES, 2003b; Rosenholtz, 1989), particularly so when mentoring and support are not readily at hand.

Teacher Retention

The National Commission on Teaching and America's Future (NCTAF) published *What Matters Most: Teaching for America's Future* (NCTAF, 1996). The premise in this document stated, "the single most important strategy for achieving America's educational goals is a blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools" (p. 10).

The aim of the blueprint is to enable schools to employ and retain quality teachers who possess the content knowledge, skills and pedagogy to be effective and for all school systems/districts to have an organizational structure to support teachers. The NCTAF report emphasized three major points: (1) what teachers know and can do is the most important influence on what students learn; (2) recruiting, preparing, and retaining good teachers is the central strategy for improving schools; and (3) school reform cannot succeed unless it is focused on creating the conditions in which teachers can teach well (NCTAF, 1996, p. 10).

Similarly, *No Dream Denied: A Pledge to America's Children* (NCTAF, 2003) reported that the dominant influence on education reform lies in all students having a compassionate, competent and qualified teacher. Although this is a daunting but reasonable challenge for U.S. and political and educational leaders, it is also a goal that is necessary to achieve if the U.S. is to remain competitive in a 21st century, global

economy (Friedman, 2005). “Common sense suffices: American students are entitled to teachers who know their subjects, understand their students and what they need and have developed the skills required to make learning come alive” (NCTAF, 1996, p. 10).

The Commission offered an analysis of barriers that appear to prevent these goals from being realized as well as a set of recommendations for achieving an articulated set of goals. Some of the barriers of resistance are identified as gaps in teacher preparation programs, poor teacher recruitment and scrutiny, inadequate support for beginning teachers, little to no professional development to encourage development of new knowledge and skills, and non-compulsory standards for teachers. To counter this, the Commission suggested the following series of recommendations.

The first would be to establish high standards for teachers. States need to institute professional standards boards that oversee teacher preparation and certification. All colleges and universities must have accreditation for their schools of education. Certification of teachers should be based on a variety of factors such as tests like *Praxis* which test subject matter knowledge, pedagogy and teaching skill as well as demonstrated performance in the classroom through student teaching experiences (Mitchell, Robinson, Plake, & Knowles, 2001). Secondly, teacher preparation and professional development should be re-designed. The Commission suggests teacher education and professional development should evolve around standards for both students and teachers. The creation and funding for mentoring programs for novice teachers and appropriate evaluation of teaching skills were also addressed in the set of recommendations. Third, the Commission suggested the need to improve teacher recruitment and ensure that highly qualified and prepared teachers are placed into

classrooms. This goal can be accomplished by increasing pathways for recruiting teachers and administrators and having hiring committees recommend that only highly qualified teachers be hired. The teaching profession does not have a great deal of career mobility within the profession unless one moves from the classroom into administration. There may be other ways to eliminate such professional, career and transfer barriers and increase ways in which teachers could experience mobility options within the district and the profession. Fourth, the Commission recommended ways to encourage, promote and reward teacher knowledge and skill. Although, the discussion of merit pay remains highly divisive, this might be accomplished through some type of development of a career continuum. Certainly, goals and incentives for National Board Certification (NBPTS) initiated in all districts and states could be a step toward achieving mobility. Finally, the Commission proposed that schools should be organized in such a way to promote student and teacher successes. Recognition of outstanding teaching and leadership, a more competitive salary structure, and research-based professional development are some examples for advancing teachers' sense of and recognition for accomplishment. Obviously, financial backing and support from national and state funding are critical links to providing this support.

The National Commission on Teaching and America's Future (NCTAF, 2003) recognized the Herculean goals it proposed and acknowledged that the implementation of these would be difficult. However, they opined that these would produce significant outcomes. If the U.S. wants to have the best educational outcomes among nations, this is one way to achieve that end. By developing quality teacher preparation, recruiting and maintaining quality teachers (Alliance for Excellent Education, 2004), organizing schools

to support teachers, and, in turn learning, this report may have the potential to lead to more successful schools (NCTAF, 2003). New teacher induction had a pivotal position in these sets of recommendations.

Schools as a Social Organization

Tagiuri (1968) contended that there are four aspects, which influence school climate. These are school culture, ecology, milieu and social system. Many educational researchers align themselves with Tagiuri's approach because they perceive it as the best reflection of how a school climate is determined by the environmental status of a particular school. Each school has its own unique environmental quality that sets it apart from other schools. Through this approach, one can understand the cultural social system that is in place. The following sections will explore briefly each of these theoretical features of school culture in more detail in light of the focus of the present study. This approach includes school culture, ecology, milieu, and social system.

School Culture

Members of a school develop norms and values that are particular to their school, district, state, and nation. In order to be a truly fully functioning member of this community, a teacher needs to have an accurate perception of the cultural system that is in place. If one does not possess this insight, he/she will have difficulty in understanding how and why teachers within the school think and react in the manner they do. Florio-Ruane (1989) purports that "it is worthwhile for the beginning teacher to understand them [schools] as such (complex social systems) because learning is an intellectual process which is socially mediated" (p. 163).

The School Culture Scale (SCS) is one of many instruments used to measure organizational climate (Higgins-D'Alessandro & Sadh, 1998). This measurement grew out of Tagiuri's approach (Higgins-D'Alessandro & Sadh, 1998) related to school culture. The SCS uses four factors that compose school culture: normative expectations, student-to-student relationships; student-to-teacher relationships, and educational opportunities.

School Environment

The physical presence of the school building, including the architectural design, the age of the building, and the community setting of the school are indicative of the ecology of a school according to Tagiuri (1968). He further contends that the desks, books, enrollment and conditions in which teachers work and students learn in are also integral components of the school culture and ecology.

Class size reduction (CSR) also plays an important role in the climate of a school. Crowded conditions and limited materials can stress the staff and students. According to Herbert (1998), these challenges are difficult enough, but if the architectural design of the school is insufficient, even this can have a negative effect on school climate and working conditions for teachers.

School Setting

Tagiuri (1968) defined Milieu as the background and demographic characteristics of both students and teachers. In Tagiuri's theory, climate of a school is determined by the cultural composition of students and faculty (Weiner, 2000; Cooney, 1995; Ladson-Billings, 2000). Recent studies have addressed the role of gender in the composition of school culture (Peterson & Bainbridge, 1999) and school design as these relate to issues

of school safety (Schneider, Walker, & Sprague, 2000). Social inclusion of all students including those with special needs, varying socioeconomic status, and even the educational status of teachers, and, of course, the amount of job satisfaction, also produce effects on morale and motivation.

In a discussion of ecology and milieu in teachers' work, it is also important to consider funding available to the school. Public school funding is dependent on state legislation and district budgeting, which, in turn, are dependent on taxing. For example, there are clear differences found among public and private schools in terms of student population, parental involvement, and teacher quality and preparation (Choy, 1998). The climate and culture of the school and its surrounding community are influential to the composition of students and faculty.

Social System

The social system of an organization in Tagiuri's approach lies within the operating procedures of the school (Tagiuri, 1968). The "how" and "why" things are done in a particular manner define the school or an organization as this is where the power and communication within the school are generated. The role of leadership and how information and policies are disseminated throughout the building can facilitate or stifle motivation and moral of both faculty and students (Hoy & Sweeland, 2000; Schwann & Spady, 1998). Concepts such as block scheduling, looping, departmental teaming, and professional learning communities can strengthen a sense of community and ownership by the faculty (Thayer & Shortt, 1999; NCREL, 2006).

Immersing novice teachers into the layers of culture and school climate takes time and is not always a part of teacher preparation and induction programs. Thus, it is often

difficult for new teachers to feel fully invested into the school. Florio-Ruane (1989) suggests that it is essential to educate new teachers about cultural information since most take this type of information for granted as a product of years spent as a student. In other words, the new teacher has spent most of schooling time as a student; she/he is comfortable and familiar in the school setting. The process of becoming a part of a school's culture as a new professional can be a positive or negative phenomenon, depending on the cultural influences and background experiences the newly hired teacher is bringing with them.

Teachers' needs also depend on how comparable the new school culture is to their personal experience as a student. As McAlpine and Crago (1995) state, "if the community culture is similar to their own experiences, then they [new teachers] can depend with more certitude on the interpretation of cues" (p. 404). Similarly, Weiner (2000) illustrates that new teachers are most at ease teaching students more like themselves in school backgrounds similar to the schools they attended. Therefore, the more the school the teacher is entering differs from his/her own experiences, the more needs that teacher is likely to have.

Understanding the school climate and the school culture are necessary for the newly hired teacher to function with maximum effectiveness and satisfaction. It is not the role of teacher education programs to prepare teachers for every conceivable school culture but to prepare teachers to identify and adapt to any cultural or school climate situation and to be resilient and adaptive, based on a foundation of strong preparation with the requisite knowledge, skills and dispositions to be successful (Bennett, 2001; Shulman, 1987; Grossman, 1995; NCATE, 2010).

Developmental Stages of Teachers

One of the key theoretical foundations for teacher induction programs includes teacher development and socialization theory. Development theory rests on the empirically constructed theory of teacher development attributed, for example, in the research of Fuller and her colleagues (Fuller, 1969; Fuller & Brown, 1973). This body of research presents three distinguishable stages of concerns that are characteristic of teachers.

First is the pre-teaching phase of “no concerns”. Second is the early teaching phase of “concerns about self”. Third is the late phase of “concern about pupils”. These stages were revised and further explained by Fuller and Brown (1973) as a developmental sequence of concerns. As pre-teaching concerns lie in the initial stage, preservice teachers recognize logically with pupils but only in the abstract with peer teachers. In the second stage, new teachers share concerns about their own survival as teachers. Subsequently, the concerns are replaced with decisions regarding class control and growth in teacher knowledge.

In the third stage, teachers think more about their teaching performance, including any limitations and frustrations of their particular teaching situation and about burdens being made on them. According to Fuller and Brown (1973), these stages are described mainly in terms of what the teachers are concerned about rather than what they actually accomplish. It is Fuller’s contention that in order for teachers to progress to more mature stages, beginning teachers must first resolve concerns related to their competence and endurance.

Steffy and Wolfe (1998) present a developmental continuum model that identified six phases a career teacher may move through during their professional experience. The authors hypothesized that a novice phase originates with the pre-service teacher's initial field experiences. The novice phase leads to the acquisition of teaching skills and a growing sense of confidence in classroom experiences. The apprentice phase occurs during student teaching. During this phase, the idealistic new teacher is passionate about teaching, willing to try new instructional strategies and is highly motivated to help all students achieve. Unfortunately it is during this phase that many newly hired teachers become overwhelmed with the realities of teaching and leave the profession (NCTAF, 1996; Berry, 2010). This is the critical phase where newly hired teachers need encouragement through induction programs and strong mentoring support. The professional phase surfaces as the teacher develops proficiency in his/her knowledge base. In this phase, the teacher's successful interaction with students serves as a source of motivation for them to grow professionally. Professional development is viewed as an opportunity for the teacher to learn new innovative instructional techniques and to network with colleagues seeking similar guidance and support. The teacher in the expert phase embodies achievement in teaching and leadership. These teachers become keenly aware of their students' strengths and weaknesses, needs, and diversity and are able to provide and tailor appropriate instruction and best practices. Steffy (1989) contends the goal is to pledge that 80 percent of all teachers function in this phase. The distinguished phase is for the consummate educator. These are exceptional teachers with a commitment to teaching excellence. The final phase in the career-teacher life-cycle model is the retiree. This teacher has provided twenty or more years of service to the

profession. For some in this phase, they may remain active and lend their expertise to younger teachers who are moving through each of the phases of the career-teacher life-cycle model.

The model presented by Steffy and Wolfe (1998) was a framework to provide competent and qualified teachers who possess high standards for themselves and for their students. The goal of this model is to connect pre-service and in-service through teacher preparation and professional development. It was designed to be a mechanism to guide teachers and administrators with an awareness of the evolution and growth of teachers.

Another factor of development theory addresses teachers as adult learners in the above study on teacher professional development. This cognitive developmental approach pulls from Piaget's cognitive development and Kohlberg's moral decision-making (Crain, 1985). This theoretical framework represents cognitive structures, which are organized in a hierarchical framework from the bottom to the top of decision-making (Oja, 1991; Sprinthall & Thies-Sprinthall, 1983; Joyce & Weil, 1996). The teacher as adult learner grows as a professional but is also a complex individual with continued potential and promise.

The adult learner moves through the stages of cognitive development at the same time the socialization of the teacher as a professional takes place. The socialization approach to the process of the development of a teacher explores how beginning teachers adjust to the roles of a teacher and gives meaning to their beliefs and to the beliefs of others in their environment (Lortie, 1975). Lortie's ground-breaking sociological study on teaching found that becoming a teacher is not a simple transition from one role to

another but becomes a series of complex interactions among new teachers and experienced teachers and their social situations.

Adding to the idea of teacher socialization being complex, Zeichner and Gore (1990) characterized teacher socialization as “contradictory and dialectical” and “situated within the broader context of institutions, society, culture and history” (p. 343). Teacher socialization theorized as a process is necessary and parallels with beginning teacher development. Needs such as security, belonging and sense of worth must be fulfilled before beginning teachers can act as independent professionals who are able to respond suitably within the environment (Veenman, 1984).

As this multifaceted view of socialization has been progressed and presented within a synthesis of induction literature, the concept and acknowledgement of teacher induction has likewise grown. Not only is induction programming concerned with beginning teachers progressing into master teachers, it is also focused on the needs of the adult learner.

Theoretical Foundation of Teacher Induction Programs

The struggles of beginning teachers have long been acknowledged (Veenman, 1984; Odell, Laughlin, & Ferraro, 1987) yet only within the last twenty years has there been a concentrated effort to explicitly address the needs of beginning teachers (DeBolt, 1992). Many new teacher induction or socialization programs have accountability for the teacher training institutions, while others hold the district employing the beginning teacher accountable for professional success (Hall, 1982). Still, other programs recognize that the induction process should be a shared partnership with the district and the university or teacher-training institution (Rossetto & Grosenick, 1978; Johnston & Kay,

1987; Huling-Austin et al., 1989; Brooks, 1987; Ryan 1986). Some researchers posit that giving attention to new teacher induction programs results from the inherent shortfall of university-based teacher preparation programs (Haberman, 1985). Others maintain that despite gains in research and changes in teacher preparation programs, there are other critical steps in the process of becoming a teacher that can only be taken during the first years of teaching (DeBolt, 1992; Haberman, 1985; Howey & Zimpher, 1987). For example, newly hired teachers need to develop effective teaching strategies, analyze student work, relate to their students and colleagues and examine social issues in education (Howey & Zimpher, 1987). Add to this series of knowledge, skills and dispositional sets, teachers also need to know about content and teaching standards, assessment, new technologies, diversity, special needs of students, working with parents, and understanding and attending to state, district, and school policies.

In the early 1980's, educators and researchers began referring to the initial three years of teaching as "the induction years" and identified these years as the missing link on the teacher development continuum (Hall, 1982). The American Association of Teacher Educators (2004) defines induction as "a transitional period in teacher education between preservice preparation and ongoing professional development during which support may be provided and/or assessment may be applied to beginning teachers" (p. 3). Induction, according to Ishler (1982), helps new teachers become competent within the education profession. More recently, induction is described as "a step in becoming a teacher different from but related to preparation and longer career development" (DeBolt, 1992, p. 11). Lawson (1992) notes, "Through the induction process recruits are induced

to accept as their own the profession's dominant definitions of appropriate language, norms, missions, knowledge, technology and ideology" (p. 163).

Teachers are brought in to the teaching profession by means of a socialization process. Deal and Chatman (1989) are critical of most typical teacher socialization techniques. These authors maintain that teachers are expected to socialize students, but more often, it is students who socialize the teacher, in part, because of the vagueness of some induction programs that concentrate primarily on curriculum and instruction. Other researchers support criticism which contends that despite the known importance of bringing new teachers into respected ways and best practices of the school, often times the induction of new teacher is left to chance (Huling-Austin, 1992; Hawley & Rosenholtz, 1985; Deal & Chatman, 1989; Colbert & Wolff, 1992).

Hawley and Rosenholtz (1985) described new teachers' transition into the classroom as "reality shock" and as a process that includes an unexpected isolation in the classroom. Ryan (1986) refers to "the shock of the familiar" as he describes in his research the familiarity of the work place for the beginning teacher and the shock of what actually occurs in teachers' lives.

Odell (1986) conducted research to determine the kinds of assistance that beginning teachers need. Her analyses identify seven categories of support suitable to support new teachers. These include structural information about the organization, resources and materials, instructional techniques and strategies, emotional support, classroom management, classroom environment, and modeling by experienced teachers. Odell's research (1986) shows that emotional support in the area of student management,

while important, is situated in a context for the new professional to be able to obtain resources and materials or even learn how to apply best practices (Odell, 1989).

In a review of beginning teacher support, Gold (1996) posited “to assist new teachers in the area of psychological support, many educators suggest that induction programs include the promotion of growth and development, not simply survival skills” (p. 563).

The needs of beginning teachers have been studied and verbalized, and many researchers and practitioners have formulated specific programs to address these needs. Researchers maintain that support for new teachers is now more critical than ever because teaching has become more challenging, even for veteran teachers (Huling-Austin, 1992; Haberman, 1985). This increased challenge is due, in part, to students with widely different intellectual abilities, cultural and home backgrounds, differentiated knowledge, and interest and learning styles. Other challenges include a more extensive and prescribed curricula, a greater variety of instructional tools, and more accountability for teachers with national and statewide testing systems. The profession of teaching also requires working with a diverse population of adults and students and balancing the demands of classroom work with opportunities for professional staff development (DeBolt, 1992). The model is now “all of the students, all of the time” as opposed to “some of the students, some of the time” in past eras in public education.

Support for immediate action in developing induction programs for new teachers emerges from empirical research, which advocates a need that new teachers be exposed to comprehensive induction programs (Griffin, 1985; Huling-Austin, 1988; Schlecty 1985; Deal & Chatman 1989; Rossetto & Grosenick 1987). Further, extensive research

also supports the need for well-planned socialization programs in terms of content, personnel, delivery modes and length of programs (Varah, Theune, & Parker, 1986; Huling-Austin, 1986; Jensen, 1986; Odell, 1986).

Another theory of induction described how induction relates to the experience of becoming a teacher. Mager (1992) suggested that induction allows new teachers the opportunity to refine their image of themselves as a professional being in a work context of competence, performance and effectiveness. This recommended model is not a remedial program, but rather a highly individualized process for each new teacher within his/her particular teaching setting. Thus, implications for powerful and effective models of teacher induction clearly emerge from this body of research.

Purpose of Induction Programs

From a review of the literature, there appears to be little disagreement that new teachers need support and assistance in developing strategies and instructional skills and a professional knowledge base and repertoire in order to become effective and competent professionals. Through quality teacher induction programming, new teachers are welcomed into the profession, are given ample opportunity to settle into their new career roles and to make necessary adjustments and demonstrate professional growth (French, 2000). Induction provides the novice teacher formalized opportunities to work with veteran teachers to learn positive classroom management approaches, specific knowledge and content pedagogy, and the varied and complex role of the teacher within the contextual setting of school and community. This process should be ongoing, continuous, comprehensive and clearly defined. Through many induction programs, mentoring is an integral part of the development of the beginning teacher's growth and

confidence. In his investigation of beginning teachers and how they learn about the many roles within the profession, Stansbury (2001) found that the education of the new teacher was critically dependent on the involvement of experienced teachers providing support and assistance.

Florida was among the first states to mandate teacher induction in 1982 (Stroble & Cooper, 2001). Since that date, more than a vast majority of states have a mandatory or a voluntary mentoring program in place (*Education Week*, 2002; Ingersoll & Strong, 2010). Although policymakers and educational leaders voice the need for and the importance of mentoring, there is still a lack of clarity in the specific mentoring roles and mentoring preparation (Stroble & Cooper, 2001). The teaching profession has historically been an anomaly because it allows the teacher to work independently within his or her own classroom while other professions require apprenticeships or internships under the scrutiny of an experienced and watchful professional. Novice teachers need to be assigned mentors who understand and use research-based, effective practices and strategies that are learning-centered and effective (Cohen, McLaughlin, & Talbert, 1993; Stiggins, 2011; Wiggins & McTighe, 2005).

Shulman (1986) proposed that teachers attain a distinct brand of knowledge about their subject matter. He referred to this as “pedagogical content knowledge” or a professional’s engagement in how to convert subject matter knowledge into effective classroom instruction. Shulman’s work on teacher preparation programs “reflects the three C’s of content, cognition and context [but] continued to ignore a fourth C, consequences for students” (p. 251). After over 20 years of research supporting Shulman’s study, scholars posit the need for research linking teacher knowledge and

beliefs to students' knowledge and achievement, including scores on assessments, other indicators of academic learning as well as social, emotional and civic learning (Cochran-Smith, Davis, & Fries, 2004; Floden & Ferrini-Mundy, 2001).

Induction Programs

Induction programs for beginning teachers have been designed to provide systems of support that reduce the severity of the numerous problems typically encountered by new teachers during the first year of teaching (Stroble & Cooper, 2001). Researchers have concluded that these induction programs support beginning teachers during the stressful transitions into teaching and help to reduce the number of teachers leaving the profession. Colbert and Wolff (1992) found that 95% of novice teachers who had support during their initial year of teaching tended to remain in teaching after three years. Odell and Ferraro (1992) reported that 82% of those new teachers who received additional support in the first year remained in teaching after five years. A national study by the National Center for Education Statistics (NCES) monitored 1992 – 1993 college graduates' teaching careers through 1997; of these, 25 percent of newly hired teachers left teaching within the first five years to pursue other careers. Another 24 percent indicated that they were leaving because they were not interested in teaching or were discontented with teaching, and 10 percent reported that they left because they were discontented with teacher salaries and benefits. Only 6 percent left because of child rearing, and another 2 percent left because of family relocation (NCES, 2000).

Among newly hired teachers who participate in teacher induction programs, it has been reported that 15 percent of teachers left the profession during the first four years of teaching. For newly hired teachers who did not participate in teacher induction programs,

the same analysis indicated that 26 percent left teaching (NCES, 2000). And to reiterate points previously discussed in this chapter, Colbert and Wolff (1992) concluded that “one reason teachers leave (the profession) is that teaching, as a profession, has been slow to develop a systematic way to induct beginners gradually into the complexities of a job that demands hundred of management decisions every day” (p. 193).

Indeed, the comprehensiveness and quality of teacher induction programs vary greatly, yet their objectives often remain similar. These include helping the novice teacher develop confidence to improve instruction, remain in the profession, and provide support instead of furthering isolationism which is inherent within teaching (Ishler & Edelfelt, 1989).

School districts that are committed to incorporating teacher induction programs appear to have differing rationales as to their purpose for doing so. Some use programs strictly for assessment of new teachers while others acknowledge that these programs provide assistance and sustain a corps of teachers. In some instances, both assessment and support are provided (Stroot & Fowlkes, 1999).

Many states have implemented induction programs for newly hired teachers, though only a handful of them are fully funding these programs for all newly hired teachers in the state. Several states also leave decisions about program content to school districts and schools. Frequently, this approach is better for districts, especially when the state cannot or does not provide funding. Conversely, giving districts such discretion has led to statewide variation in the matter and quality of induction programs (Odell & Huling, 2000; *Education Week*, 2002). Some states have multi-year programs that

provide emphases on teacher induction through classroom observation (Schaffer, Stringfield, & Wolfe, 1992; Hobson et al., 2009; Moir et al., 2009).

One element emerging from a review of research on teacher induction programs includes a focus on the importance of pairing of a mentor with a beginning teacher. Generally, a mentor is assigned to the newly hired teacher as a resource professional in their first year (Odell, 1986). Some mentors and beginning teachers are provided the opportunity to become acquainted with each other before a pairing is made. In most cases, the selection of a mentor is a decision made by the building administrator or made at the district level. No matter how the assignment is made, mentors and mentees (newly hired teachers) should allow for the individual needs and concerns of the beginning teacher (Schaffer, Stringfield, & Wolfe, 1992; Hobson et al., 2009).

Teacher Induction Models

Although not an empirical scholar, Wong (2004) has written and presented extensively about new teacher development and contends that induction is a “process – a comprehensive, coherent, and sustained professional development process – that is organized by the school district to train, support and retain new teachers and seamlessly progresses them into a lifelong learning program.” As a practitioner and professional development provider, Wong views mentoring as action and acknowledges the centrality of the role of mentors in the act of mentoring. It is his contention that mentoring is an integral part of the process of induction. Wong also notes that mentoring alone is not as effective as an induction program because the process of induction incorporates a variety of activities and components, whereas mentoring is typically a one-on-one phenomenon. Wong’s practitioner research points to the importance of teacher induction being present

for more than the first year of teaching. His model illustrates a need for new teachers to experience a multi-year induction into the profession. Providing multiple sources and resources of aid to the novice teacher exposes her or him to much needed expertise in a scaffold experience (Lave & Wenger, 1998). One professional alone cannot address the myriad of needs that face the beginning teacher.

In a study by Wong (2004), he outlines elements that provide successful induction programs. Some of these elements include providing on-going professional development over a two to three year time period. He additionally suggests that professional development should begin the week before school begins with meetings and times for the new teacher to work on preparing the classroom, engage in development of lesson plans, address the inner workings of the school, and meet with essential school and district personnel.

One of the facets of any quality induction program, contends Wong (2004), is the sense of belonging. When newly hired teachers perceive that they are a part of a larger community of teachers who are putting forth best practices in the classroom, novices become stronger, more confident and more effective. Effective leadership seeks out effective teachers for the purpose of making curricular and instructional decisions. It is up to districts to provide opportunities for professional development and growth for all teachers, novice and veteran.

Existing Statewide Programs in Teacher Induction

California and Connecticut present two contemporary models for how states are providing induction programs for newly hired teachers. Both states have reported success in improving teacher satisfaction retention. Current research studies on data from

California and Connecticut's programs provide further information on the effectiveness of these models. It is hoped that these models can provide other states with models for and suggestions on how to increase and organize a statewide new teacher induction program of their own (Odell, 2000).

The California Department of Education and The California Commission Teaching Credentialing subsidized the California New Teacher Project. 37 pilot studies were conducted locally and regionally within the state from 1988-1992 (Bartell, 1995) to study alternative strategies for supporting and assessing newly hired teachers. The project achieved better retention rates for participating newly hired teachers than for non-participating teachers. After one year, at least 91 percent of participating newly hired teachers remained in the profession; 96 percent of those continuing teachers continued teaching in the same district. After two years, at least 87 percent of participating teachers remained in teaching; 93 percent of them stayed in the same district (California Commission on Teacher Credentialing and California Department of Education, 1999-2000). Furthermore, the retention rate for participating minority teachers was higher than for minority teachers in California overall.

The California State legislature implemented in 1992, the Beginning Teacher Support and Assessment Program (BTSA), to supply newly hired teachers with supervised experiences in schools. Current records show that the program successfully retains the majority of its participants. In 1999-2000, 129 of 133 programs reported collective retention rates of 96 percent for first year teachers and 94 percent for second-year teachers (Bullard, 1998). Over five years, the programs resulted in an attrition rate

of 9 percent for beginning teachers; however, newly hired teachers who did not participate in BTSA had an attrition rate of 37 percent (Bullard, 1998).

Connecticut's Beginning Educator Support and Training (BEST) program has evolved since it was first established in the 1980's (Young, 2007). BEST links teacher standards to national standards and the state's curriculum and student performance standards. Connecticut's program provides concentrated mentorship experiences to newly hired teachers. BEST requires every new teacher to complete a portfolio assessment within the first two years of teaching (*Education Week*, 2002). Teachers must successfully complete the program within three years of beginning their first teaching jobs to progress beyond Connecticut's initial teaching certificate. School districts are required to provide each novice teacher with a state-trained mentor or teams of mentors for at least the first year of the program. The role of the mentors includes assisting the new teachers in developing basic teaching skills such as classroom management, instructional strategies and student assessment skills. The mentors are also responsible for assessing new the teacher's ability to proficiently achieve Connecticut's teacher competencies using a state-development instrument (*Education Week*, 2002).

Arkansas, California, Connecticut, Idaho, Indiana, Kentucky, Louisiana, Massachusetts, New Jersey, New Mexico, North Carolina, Oklahoma, South Carolina, Virginia, and West Virginia are states that have required and, at least partially fund induction programs for newly hired teachers (*Education Week*, 2002) In addition to these states, there are more than 15 other states that have implemented induction programs for newly hired teachers.

The authors of the report, “Recruiting New Teachers” (RNT, 2000), asserted that there are four elements that portray successful state induction programs. The novice teacher requires an orientation to teaching, training in curriculum development and assessment, knowledge of human development and diversity, and classroom management skills. Mentors need to have training in effective mentoring strategies to coach and assess new teachers (RNT, 2000; Strong, 2009). The review of research in this chapter discloses numerous characteristics that are commonly implemented by effective teacher inductions programs in states and districts. Again, some of these characteristics should include funding for induction programs, ability to assist and support traditional and alternatively trained teachers, and a program that lasts for a minimum of a year and that allows input from the mentors and the newly hired teachers. One critical aspect of mentoring is release time for both the novice teacher and the mentor. This time allows them to work together to help the novice teacher improve their professional skills. Data collected by the NCES (2002) reflect that 88 percent of the new teachers who are able to work with their mentors at least once a week identified the mentoring relationship as beneficial. This was in contrast to 36 percent of new teachers who worked minimally with a mentor and reported lack of benefit (NCES, 2002).

Klug and Salzman’s (1990) research on formal and informal mentoring revealed that planned state or district induction programs with clearly designed goals and expectations, observation, and feedback were perceived by teachers as the most helpful in meeting their needs.

Mentoring as a Component in Teacher Induction

Joyce and Shower's (1988) research investigating peer coaching proved a mechanism to integrate mentoring into beginning teacher induction programs as an effective form of participatory professional development. Joyce and Showers (1988) developed a five-step professional development model highlighting the importance of the mentor process in a beginning teachers' implementation practice. They found that when an individual was provided a description of a new skill, 10 percent of the practitioners implemented the skill in the workplace. When the skill was modeled and demonstrated, the percentage of persons who could perform the skill in the classroom increased, and when individuals were allowed to practice the skills, the percentage was even higher. This study reflected that including a coaching component with mentoring affected change in the individuals who participated in the professional development effort. This study initiated a nationwide and timely focus to include mentoring as a component of beginning teacher induction programs (Joyce & Showers, 1988).

To support the importance of mentoring, and according to Peterson and Williams (1998), mentoring has been defined as a "nurturing process with an ongoing, caring relationship" (p. 739), as a support system serving as a tutoring role (Zimpher & Rieger, 1988), and in terms of developmental stages in the development of one's career (Hawkey, 1997). Most researchers agree that mentoring is an important approach for induction, retaining, and developing new teachers socially and professionally. Thies-Sprinthall's (1986) study examined teacher induction programs that integrated a mentoring element and reported that early induction programs typically trained mentor teachers in a short (two or three day) in-service, providing little more than basic strategies.

Brock (1998) emphasizes the need to examine the importance of how a practicing teacher becomes a mentor. The qualities of a successful mentor who works with a new teacher include demonstrating sharp listening skills, being a problem–solver, being able to set goals, and guiding the novice teacher throughout the year (Brock, 1998). Additionally, Brock related the need for the new teacher’s mentor to share the same grade or subject area, have common planning time, and share similar beliefs, values and practices related to teaching and learning (Bullough and Draper, 2004).

Training mentors of beginning teachers is another issue identified in Brock’s (1998) research. Mentors would ideally be trained in the skills of conferencing, observational techniques and questioning strategies. The ability to conduct pre-observational, pre-conferencing and post–conferencing is necessary for the mentor to have experience in as they develop the knowledge, skills, and dispositions to become the skilled, quality mentor who the novice teacher needs. When new teachers have the opportunity to be exposed to the philosophies and practices of those who have been in education longer and who are highly competent, new teachers can gain confidence in knowing what is expected of them and function as new professionals, drawing from positive instructional assessment and philosophical models (Kardos & Johnson, 2001; Bauer & LeBlanc, 2002; Young, 2007).

A gap Brock (1998) identified that lies in the absence of empirical research is the role of the school administrator in the mentoring process. In many cases, the only role the principal may play in the induction process is in assigning the mentor to the mentee. There appears to be a need for the administrator to have strong leadership skills and be able to engage novice teachers around their experiences, using the administrator’s

expertise to provide feedback. If the administrator is available to the novice teacher in the school building, the principal can help provide the professional and school cultural support that the research literature identifies is necessary to help induct, support and retain teachers (Brock, 1998). A review of the literature shows that some school districts or systems mentor any teacher new to their system while some states have a structured mentoring program for beginning teachers.

There appears to be limited empirical research available on the effects of both teacher induction and mentoring practices. In an ERIC search conducted in 2010 using key terms, a number of existing research areas emerged between the dates of 1980 to the present which appear to focus on attitudinal factors about the type of induction program or model new teachers participated in. Most research appears to examine the type of program or model in effect, but because there is such a variety of induction programs available, generalizability in findings of what successful programs or models is minimal and not readily determined (Ingersoll and Smith, 2004).

Ingersoll and Smith's (2004) study examined an element in this gap and explored the following: (1) how many induction programs existed across the nation; (2) whether there had been an increase of induction programs in the last ten years, (3) what was included within the induction process, and (4) the effects of these types of support on retaining teachers early in their teaching years. Data from the 1999-2000 school year from the National Center for Education Statistics (NCES) Schools and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS) were collected and included approximately 52,000 elementary and secondary teachers, with a sample of 3, 235 novice teachers participating. The data indicated that two-thirds of beginning teachers were

matched with a mentor, most within their same teaching field and that the new teachers found the mentoring to be valuable. Beginning teachers reported that many of them had the opportunity to work collaboratively with other teachers during planning. Few reported they had a reduced teaching schedule, course preparation, or classroom assistance as they eased into the teaching profession.

Ingersoll and Smith (2004) also concluded that beginning teachers who received mentoring and induction programs were less likely to leave the profession. They identified a number of the factors which appeared to make a difference for novice teachers which included having the same planning period as other teachers in their subject area, having mentors with the same field of study, and participating in collaborative activities with teachers teaching at the same grade level.

A limitation of the Ingersoll and Smith (2004) research was that it did not allow for investigation of the frequency, duration and cost of the mentoring programs and activities. Also, the research did not explore characteristic factors of mentors or the effectiveness of programs and how interactions play out within cultures of the schools.

Delivery of Mentoring Programs

Giebelhaus (1998) discussed the role of mentoring and induction as a reform issue that many states are adopting in terms of policy and practice, regarding beginning teachers. Prior to the state's setting forth an initiative, the researcher contends there are important issues that need to be addressed. First, there is diversity regarding the definition of mentoring. As illustrated by research, mentoring may be perceived as a professional who is a guide, an expert or an acknowledged leader. Another identified concern is the selection of who is to be mentored. For example, will the pool be limited to

first year teachers, or will it include anyone new to a district or to a school? Second, the delivery of the mentoring program is a key consideration. Key questions to be asked, for example, include: Which model of mentoring or induction will be used? Will a new version be created, or will existing models be blended to create something new? Gieblhaus (1998) suggests the need for a strong and clear policy to help define, outline and develop an effective new teacher mentoring program. The research contends that designing a model is no easy task. The framework must include how mentors are selected and how they are trained. Third, how novice teachers and their mentors are paired is critically important for the success of a mentoring program. Clarity of skills needed for mentoring, including how to recognize effective teaching and leadership should be outlined for the mentor and used to identify potential mentors. Training and professional development for mentors also needs to include acquisition opportunities and development of skills and practices to become an effective mentor. Fourth, data must be maintained and analyzed to track the effectiveness and continuous improvement of a mentoring program for both the mentor and the mentee. Data may be collected from surveys, interviews employer feedback, and tracking the retention rates of teachers within the district and/or state. Analyses and use of these data in a feedback loop (NCATE, 2008) is essential. Also, teachers who serve as mentors of beginning teachers will benefit from graduate-level advanced study in a college or university where they will have opportunities to study, hone and advance their own knowledge and skills in this area.

The fifth and final issue raised by Gieblhaus (1998) is financial. The survival of any program is based on the funding and the length of the funding. No program can sustain itself without financial commitment to initiate, implement and institute a program

with fidelity. Unfunded mandates are numerous and almost always a dismal failure. According to the researcher and based on the literature review presented in this chapter, new teacher mentoring programs must have adequate financial support and need to be mandated into law. By providing the strength of the mandate along with the financial backing, the state sends a clear message that it is serious about helping school districts develop and establish new teacher mentoring programs based on a shared commitment to teacher quality, retention of new teachers, and most importantly, access of all P-12 students to a high quality and dedicated teacher.

Summary

Beginning teachers are almost by necessity and the demands and conditions of the profession unsure of who they are professionally (Hodkinson & Hodkinson, 1999). Many novice teachers only know themselves as P-12 students and later, as university students and teacher candidates. Even during student teaching, which is the clinical experience in a teacher preparation program, the pre-service teacher is not one hundred percent in control of her/his classroom, and should not be, by law or regulation (KY EPSB, 2012). As well, socio-cultural and socio-economic factors become issues that may complicate the transition from student to professional status. This time in new teachers' lives can also be difficult as they are more likely to "act like teachers and be part of the school culture" (Hodkinson & Hodkinson, 1999, p. 101). Because of this, there is little doubt that teacher induction, formal or informal, and mentoring are essential components in helping these young professionals to develop and ultimately thrive in their careers. The literature clearly supports the need to help the novice teacher interact within

the culture, context and organization of the school community to become an effective and dedicated professional.

The next chapter provides a description of the methodological components of the present research study and provides information to support the manner in which the researcher conducted the study and subsequently presents data, analyses, and discussion.

CHAPTER THREE

METHODOLOGY

Introduction

In this section, the research methodology, the sample population, the instrumentation, and the data collection and analysis procedures are presented. The purpose of the research design was to examine newly hired teachers' perceptions of an urban school district's new teacher induction program and its effectiveness for the new hires to the district. It is important to reiterate that Jefferson County Public Schools, a large urban school district mandates all newly hired certified teachers, whether novice or experienced, attend the 30 hour professional development entitled New Teacher Induction (NTI) institute or program.

A mixed method approach was used to answer the following research questions:

1. What are newly hired teachers' beliefs, expectations, and attitudes about Jefferson County Public Schools' district-wide teacher induction program?
2. What are the differences in the perceptions of those who attended Jefferson County Public Schools' district-wide teacher induction program from 2008, 2009, 2010, and 2011?

3. What are the differences in the perceptions of new teachers prepared in traditional certification programs and new teachers prepared in alternative certification programs regarding the effectiveness of Jefferson County Public Schools' district-wide teacher induction program?
4. What are the differences in the perception of inexperienced teachers and experienced new teachers regarding the effectiveness of Jefferson County Public Schools' district-wide teacher induction program?

Research Design and Methodology

This intent of the study employed a two-phase, quantitative and qualitative, sequential explanatory mixed methods study (Creswell, 2003). According to Creswell (2003) a sequential explanatory strategy or methodology is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. Creswell (2003) asserts that “the purpose of the sequential explanatory design is to use qualitative results to assist in explaining and interpreting the finds of the quantitative study” (p. 215). Stages in a sequential data analysis utilizing sequential explanatory are represented by Creswell and Plano-Clark (2007) in Figure 3:1:

Figure 3.1 Sequential Data Analysis

<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
Separate QUAN data analysis QUAN data analysis	Identify QUAN results to use Demographics comparison groups	Apply/Select QUAN data to qual phase Explain results compare groups

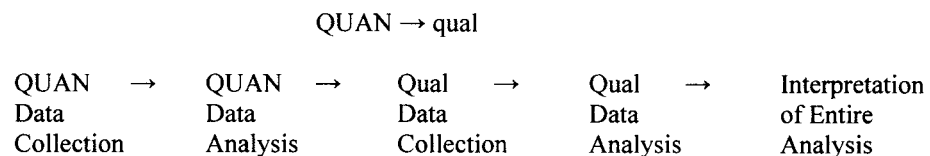
Adapted from *Designing and Conducting Mixed Methods Research*.
Creswell, J. and Plano Clark, V. 2007.

The rationale for this approach was that the quantitative data and the analysis provided a general understanding of the research problem. The qualitative data and the analysis enhance and explain the statistical results by exploring participants' view in more depth (Creswell, 2003; Rossman & Wilson, 1985; Tashakkori & Teddlie, 1998). According to Creswell (2003) mixed methods research is most appropriate when there is a limited sample population to draw from in order to minimize the weakness of a singular quantitative or qualitative type of study.

Research Design

According to Shadish, Cook and Campbell (2002), a non-experimental research design is used when a researcher has a presumed cause and effect that is measured. In this type of research, there is no pre-test or post-test or experimental treatment given to one group. This type of research does not use a random sample within the population. A non-experimental research design was used in this study to examine newly hired teachers' perceptions of an urban school district's new teacher induction program and its effectiveness for the new hires to the district. This type of research is a valuable tool utilized in educational research. Figure 3.2 illustrates the research design utilized in this study.

Figure 3.2 Sequential Explanatory Designs



Adapted from Research Design: Qualitative, quantitative and mixed methods approaches. Creswell, J., 2007.

The participants in this study were newly hired teachers in Jefferson County Public Schools, a large urban school district. These participants represented a purposive sample (Patton, 1990) to analyze the perception of effectiveness and to examine (1) What are newly hired teachers' beliefs, expectations, and attitudes about Jefferson County Public Schools' district-wide teacher induction program? (2) What are the difference in the perceptions of teachers attended Jefferson County Public Schools' district-wide teacher induction program from 2008-09, 2009-10 and 2010-11?; (3) What are the differences in the perceptions of new teachers prepared in traditional certification programs and new teachers prepared in alternative certification programs regarding the effectiveness of Jefferson County Public Schools' district-wide teacher induction program?; and (4) What are the differences in the perception of inexperienced teachers and experienced new teachers regarding the effectiveness of Jefferson County Public Schools' district-wide teacher induction program?

Quantitative Survey Methodology

Patton (2002) states, "Quantitative measures are succinct, parsimonious, and easily aggregated for analysis; quantitative data are systematic, standardized, and easily presented in a short space" (p. 20). Nardi (2003) explains that survey research is an efficient and effective tool to use when the desire is to obtain a large amount of data in a relatively short period of time. This study used an online survey instrument that measured the perceived effectiveness of newly hired teachers regarding the impact of the district-wide teacher induction program. The survey can be found in Appendix (A). The survey focused on four categories: promoting student learning, teaching critical thinking and

social development; understanding the needs of the student; and the development of instructional strategies and leadership.

Qualitative Methodology

A large portion of the existing research on teacher induction is qualitative. There are multiple reasons for this. First, rigorous qualitative research is considered by many to be consistent and traditional (Fideler & Haskelhorn, 1999; Gold, 1996; Serpell, 2000; Kelley, 2004). Secondly, the nature of qualitative research is a description brought to explain the phenomenon being studied and allowing for emerging and inductive reasoning (Glesne, 1999). Qualitative research is difficult because it is subjective to the researcher and the research study. It is difficult to utilize standard conventions of reliability and validity because of the uniqueness of contexts, situations, conditions, and interactions (Burns, 2000). Finally, qualitative research is able to permit complex dynamics being examined and discussed while allowing the notion of subjectivity, which is consistent with qualitative data collection and data analysis (Douglas, 2000).

Lincoln and Guba (1994) acknowledge the relationship between the researcher and the research being conducted. The values and the beliefs of the researcher are linked to each other. It needs to be understood that the qualitative researcher's focus is to make sense of the meanings found within the study but also to understand that the researcher's bias can have an impact on the study's interpretation. It is crucial that the researcher have an awareness of the role and responsibility of personal history and individual biases while conducting the research (Miles & Huberman, 1994).

The phenomenon of teacher retention can be related to many factors and, thus, this study included qualitative research methods. Research questions 4 and 5 address

demographic questions regarding the participants' route of teacher preparation for certification. Demographic data were used as a source of comparison of self-reported perceptions of the relationships a district-wide teacher induction program had in training teachers prepared in traditional certification programs and teacher prepared in alternative certification programs. Additionally, demographic information explored the differences in perception and perspective between experienced and inexperienced newly hired teachers for the district.

Based on data analyzed from the online survey, a set of structured, open-ended interview questions were designed and used by the researcher at three focus group sessions held within the school district. The focus groups consisted of newly hired teachers who consented to participate and be interviewed in a group setting. The qualitative data were designed to provide answers and information related to the corresponding research questions on the researcher's survey (Berg, 2004; Denzin & Lincoln, 2000).

Research Setting

The focus of this study was in a large urban school district. The research focused on a district-wide teacher induction program designed and implemented in the late 1990's in Louisville, Kentucky. The district was once divided into both city and county school districts that merged into one large unified district in the midst of desegregation and busing in the 1970's. In this historical context, Jefferson County Public Schools (JCPS) initiated a school choice program with magnet schools to help achieve racial diversity and socioeconomic balance (RNT, 1999).

In 1989, the Kentucky Supreme Court ruled that the current public education system was unconstitutional (<http://www.uky.edu/Education/IER/kerabkgd.htm>). In response, the General Assembly passed the Kentucky Education Reform Act (KERA) (HB 940). Several purposes of this major reform to the state's elementary and secondary educational system were articulated at the time. The bill cited resolving disproportionate funding and enhancing efficiency and formation of an educational system in which students would develop their abilities to communicate, think and function as responsible, focused individuals, workers, citizens and family members. This was accomplished by raising land redistribution revenues, restructuring the organization of primary education, articulating higher standards for learning, developing use of technology applications and increasing school funding both for teacher salaries and per pupil expenditures (RNT, 1999; <http://www.uky.edu/Education/IER/kerabkgd.htm>).

Kentucky Teacher Internship Program

A few years prior to the reform and restructuring of the educational system in Kentucky, the state implemented a standards-based internship program for beginning teachers (Hulick & Malone, 1988) which is known as the Kentucky Teacher Internship Program (KTIP). The legislative mandate enacted in 1984 (Kentucky Revised Statutes, 161.030), then called the Kentucky Beginning Teacher Internship Program, became effective on January 1, 1985. This legislative mandate called for the successful completion of appropriate written tests prior to certification and the completion of a one-year internship. The tests assessed pre-service teachers in the areas of communication skills, general knowledge, professional educational concepts and subject matter

knowledge. Initially, this testing was in the form of the National Teacher Exam (NTE), which has been subsequently replaced by the Praxis Examination (ETS, 1988).

Jefferson County Public School's Teacher Induction Program

Thirteen years after the implementation of the Kentucky Teacher Internship Program was in place, JCPS personnel designed and developed a program of induction for newly hired teachers, initially called Effective Teacher Training (RNT, 1999). The program began in the 1998-1999 school year. Newly hired teachers, both novice and experienced, participated in this professional development provided by the school district. The induction program focus concentrated on an orientation to the district, roles and responsibilities of the teacher, curriculum instruction, classroom management and technology (RNT, 1999). Monthly informal meetings were held on a variety of topics to aid the newly hired teachers as they progressed through their initial year within the district.

Today, the professional development is renamed the New Teacher Induction institute and consists of the same topics which constitute 30 hours of required professional development. There are no longer monthly informal meetings after the professional development is completed.

Sample/Population

The chosen sample for this study consisted of newly hired teachers in Jefferson County Public Schools (JCPS) for the school years 2008 – 2009, 2009 – 2010, and 2010 – 2011. The number of newly hired teachers in JCPS in 2008 – 2009 was 484. This was followed in 2009-2010 by district hires of 414 teachers. During the 2010 – 2011 academic year, JCPS added 372 newly hired teachers to their staffing ranks. Over this

three year academic period, JCPS hired a total of 1270 certified teachers who were eligible for inclusion in this research study (n = 1270).

After receiving University Human Subject Protection, IRB and JCPS approval to conduct the research study and the researcher's attending to the requisite requirements in these approvals, the district's personnel office released to the researcher names and email addresses of the eligible teachers. The potential participants received an email cover letter introducing the survey, its purpose and then were directed to the online survey conducted by SurveyMonkey, where respondents had the opportunity to complete the survey. Upon completion of the survey, the respondents were invited to participate in a focus group as a follow-up to the survey. The focus groups were held on three occasions to engage participants in one interview session. Times for each of the three focus group interviews were scheduled to accommodate teachers from district elementary, middle and secondary schools after school hours.

Patton (1990) defines a stratified purposive sampling as one that demonstrates characteristics of a particular subgroup of interest. For the purpose of this study, the population or subgroup of interest is identified as participants who were newly hired teachers to Jefferson County Public Schools during the 2008 – 2011 academic school years. This group was composed not only of novice teachers but experienced teachers transferring to the school district. The school district mandates that all newly hired teachers attend a New Teacher Induction Institute (NTI) as part of professional development. The school district offers the NTI as a means, in part, for teachers to earn required professional development hours prior to the beginning of the school year.

The sampling method also had inclusion criteria that had to be met by all participants. The criteria included being a newly hired teacher in the school district between 2008 – 2011 and having attended the school district-wide New Teacher Induction Institute during these same years.

Instrumentation

The survey used in this particular research originated from a structured questionnaire (survey) used in the spring of 1998 of teacher perceptions regarding their preparation for teaching. The original survey was developed jointly and administrated by New Visions for Public Schools and the National Commission on Teaching and America's Future (NCTAF). The original instrument consisted of 40 items which were designed to measure professional preparedness in areas of teacher practices considered supportive to student learning. These items were identified from an analysis of standards produced by the National Board for Professional Teaching Standards (NBPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) (Darling-Hammond, 1992; Imbimbo & Silvernail, 1999). In the initial use of the survey New York City Schools, the respondents rated preparedness on a Likert scale ranging from 1, not at all prepared, to 5, very-well prepared (Darling-Hammond et al., 2002). Silvernail (1998) conducted an item analysis to build reliability and used factor analysis to identify five summative categories assessed by the survey items. The categories identified were (1) preparedness to promote student learning; (2) teaching critical thinking and social development; (3) use of technology in teaching; (4) gaining an understanding of learners and how they learn; and (5) the development of instructional leadership (Watzke, 2005). Imbimbo and Silvernail (1999) conducted the study with novice teachers in New York

City Schools and found that most of the teachers desired better preparation during their pre-service training. The study also showed the teachers requested and required more training in the areas of educational technology and teaching English language learners. Furthermore, the findings of the study indicated the teachers perceived classroom management, content management, content knowledge, methodology and the ability to meet the needs of individual learners were the greatest areas of need upon entering the classroom (Watzke, 2005).

For the purpose of this study, the same survey noted above was modified with the permission of David Kincaid, Office Manager for NCTAF. He granted the researcher permission to use and make slight modifications to the survey. For this research study, the prompts used in the survey remained the same except for modification at the beginning of each question (The JCPS induction program assisted me to successfully...). The survey used in this research reflects the following categories: promoting student learning (items 1-9, 13, 22, 24); teaching critical thinking and social development (items 14 – 21); understanding the needs of the student (items 10 – 12, 23); and development of instructional strategies and leadership (items 25 – 28). Using a Likert scale in which 1 equals strongly disagree and 5 represents strongly agree, the participants' responses indicated their self-reporting of their perceptions regarding the content and categories of the Jefferson County Public School district-wide New Teacher Induction institute.

Data Collection

The participants for this study were those who were newly hired teachers, both novice and experienced, in Jefferson County Public Schools (JCPS) during the 2008 – 2011 academic school years. The distribution of the New Teacher Survey was emailed

via SurveyMonkey to the participants. When the respondents completed the survey, an invitation was evident on the final page of the survey inviting them to attend a focus group session to continue participation in the research process to provide more in-depth information to the researcher.

Following dissemination of the survey, the researcher held three focus group meetings with the desired outcome to glean further information beyond the scope of the survey. The teachers who responded to the survey comprised the pool of respondents. The goal of the focus groups was to provide more in depth feedback from the survey participants. Recognizing the fact that the participants were invited to attend a focus group after completing a full day of work is daunting enough, asking them to travel to another school building and to engage in the interview process with a stranger is even more so. Inevitably, the interviews can provide more insight and clarity to the research topic than an online survey (Gerson & Horowitz, 2002). With an effort to make this opportunity as friendly and simple as possible, each of the three focus group interview sessions was held at the researcher's place of employment (a district middle school) at different times to accommodate the working hours of the teachers. The attendees of the focus group were asked semi-structured, open-ended questions derived after an initial analysis from the survey data (Appendix B).

Data Analysis

The quantitative phase of this mixed method research study used descriptive statistics and factor analysis to compare similarities and differences and any patterns found among the participants' responses. An initial analysis of the survey instrument guided the development of the focus groups for the qualitative phase. The qualitative

phase of the mixed method research was utilized to examine the data provided by the focus groups based on semi-structured, open-ended interview questions (Creswell, 2003).

Statistical Analysis

According to Gall, Gall and Borg (1999), survey research is a method of descriptive statistics. Researchers who have used surveys examine the beliefs, attitudes and perceptions of their respondents via questionnaires such as Likert scales. The type of data analysis conducted in survey research generally begins with basic descriptive statistics. The use of descriptive statistics allows the researcher to summarize large amounts of data by using mean and standard deviation; the data can then be condensed to readily visible patterns (Gall, Gall & Borg, 1999; Burns, 2000).

Factor Analysis is a process of data analysis via data reduction. The theoretical basis for factor analysis suggests that each observed response is influenced partially by underlying generic factors and also by underlying distinctive factors. The strength of the link between each factor and each measure varies so that some factors influence more than others (DeCoster, 1998). Factor analyses are performed by examining the pattern of correlations (covariance) between the observed measures. There are two types of factor analysis available to the researcher. The first is known as exploratory factor analysis (EFA), which is an orderly simplification of related measures. EFA allows the researcher to identify the factors that are the underlying structure of a set of variables. Exploratory factor analysis estimates factors' underlying constructs that cannot be measured directly (Suhr, 2003). Because the researcher is utilizing exploratory factor analysis to reduce the number of factors being analyzed, there is no room for the researcher to have

preconceived ideas as to which factor(s) will show dominance or importance (Child, 1990; Surh, 2003). The model (Surh, 2003) for EFA is:

$Y = X\beta + E$ where

Y is a matrix of measurable variables

X is a matrix of common factors

β is a matrix of weights (factor loadings)

E is a matrix of unique factors, error variation

Exploratory factor analysis focuses on (1) determining the number of latent constructs underlying a set of variables; (2) explaining the variation among variables using fewer newly created variables (factors); and (3) defining the content or meaning of factors (latent constructs) (Surh, 2003; Child, 1990; Hayton, Allen & Scarpello, 2004).

The other type of factor analysis is confirmatory factor analysis (CFA). This statistical method is used to “test the hypothesis that a relationship between observed variables and their underlying latent constructs exist” (Surh, 2003). Confirmatory factor analysis allows the researcher to use one’s knowledge of theory and empirical research to examine the relationship pattern and test the hypothesis through statistical means. CFA’s goals are to provide the researcher to use several statistical tests to determine the model fit of the data (Nunnally & Bernstein, 1994). Confirmatory factor analysis uses the chi-square test, comparative fit index, and root mean square error of approximation to help the researcher identify a model fit (Hoyle, 1995). If a model fit is not found, the general consensus is for the researcher to then perform an exploratory factor analysis. Unlike exploratory factor analysis which can be performed in SPSS, confirmatory factor analysis requires a comprehensive analysis of covariance structures utilizing a structural equation modeling program.

For the purpose of this research study, the researcher performed an exploratory factor analysis (EFA) to further reduce the constructs (Suhr, 2003). In performing EFA, the first step was factor extraction to identify the generic or common factors (Gorsuch, 1983; Tabachnick & Fidell, 2001). Factor extraction is a method used to obtain the factor items from the correlation matrix by using an application of specified mathematical models (Suhr, 2003).

Exploratory Factor Analysis Process

The steps for EFA begin with the collecting of measurements and obtaining the correlation matrix. The next step in exploratory factor analysis is to determine the number of factors needed to be retained. This is accomplished by using the scree test (Cattell, 1966), which identifies where there is a break point among the factors. The criteria used is to look for a bend in the elbow; that is the point where the decision is made regarding which factors are to be retained and which do not belong (Cattell & Jaspers, 1967). The initial extraction of each factor accounts for a minimum amount of variance that has not been accounted for by other factors. Factors are uncorrelated in factor analysis. Factor loading is the correlation between each variable and each factor in the factor analysis. The higher the loading, the closer the association of the item with the group of items that makes up the factor. This allows the researcher to create new factors that will reduce the factors being explored. Eigenvalues represent the amount of variance accounted for by each factor. More explanation about Eigenvalues will be given in chapter four.

Next, factor rotation is the process of manipulation of the reference axes. Rotation is applied until some alternative position has been reached. The simplest case is when the axes are held 90 degrees to each other, known as orthogonal rotation. Rotating

the axes through different angles is known as oblique rotation (Garson, 2011). Orthogonal rotations produce uncorrelated factors. The best orthogonal rotation is known as Varimax. Another category of rotation is known as oblique. Oblique rotations produce correlated rotations and are less distinguishable. The most widely used are known as Direct Quartimin, Promax and Harris-Kaiser orthoblique (Suhr, 2003; DeCoster, 1998; and Garson, 2012).

Validity

External validity occurs when the findings of a particular study can be generalized or applied beyond the sample to other populations or settings (Borg & Gall, 1996). Threats to external validity can occur regarding the population involved in the research. For example, if the research used a sample group that was more accessible instead of using the specific target group, there is a potential threat in generalizing the research findings (Trochim, 2006). In this study, the population was all teachers newly hired by Jefferson County Public Schools for the 2008 – 2011 academic school years. The population of 1270 should be determined to be sufficient size to curb any threats to external validity.

Internal validity occurs during and after the study. A researcher needs to reflect if the study was well conducted. If it was, there should be limited threats to the internal validity. Some of the factors which a researcher should be aware of include location, subject characteristics and history. Location may disrupt a group's responses because it may be difficult for them to respond, or perhaps it could be the time of day which may be inconvenient for the participants (Trochim, 2006). In this study, the focus group interviews were conducted at the end of the workday for teachers so this could pose a

threat to validity (Creswell, 2003). Conclusion validity is the degrees to which conclusions are reached about relationships in our data are considered reasonable and credible. In other words, if the researcher comes to the wrong conclusion of the data, there can be a threat to this validity (Trochim, 2006).

Limitations

Some of the limitations of using exploratory factor analysis are the correlations derived from using factor analysis to describe relationships. In other words, there can be no causal inferences about the results made from the correlations alone. The researcher needs to ensure the reliability of the research instrument to minimize low reliability. Survey questionnaires may struggle to have participants answer every question, so it is important to have a large sample size. Generally, a study is more reliable if there are more than 100 participants and five times the number of items inside the questionnaire (Suhr, 2003).

Limitations of qualitative research exist within the scope of the time needed by the researcher to collect, analyze and interpret data (Burns, 2000). The researcher needs to have a sizable amount of time within the research setting to examine and explore the interactions, reactions of the subjects in the study. Jefferson County Public School policy does not allow outside research to be conducted during any district-wide student testing or district-wide surveys which are being administered. Because of this policy, the number of days to allow the survey to be available was limited to eleven consecutive days. The next possible window of opportunity was six weeks later and the number of consecutive available days would have been reduced to six.

Understanding the role of technology in analysis is also an essential consideration in a research study. There are statistical package programs and online services to aid the researcher in one's analysis of the data. But, ultimately, it is important for the researcher to know which statistical program to use for the research design, which options to select and how to build valid conclusions (Burns, 2000).

Subjectivity

The researcher has been a teacher in the Jefferson County Public School district for fourteen years, following eight years of employment in another school district in Kentucky. During this time, the researcher has served as a resource teacher committee member for the state's Kentucky Teacher Internship Program (KTIP) for 17 years. The researcher was actively serving on multiple KTIP intern committees as the resource teacher for three teachers who were part of the sample population. The researcher has also served as a part-time adjunct instructor for initial and advanced teacher education courses at the University of Louisville during doctoral coursework and candidacy.

Chapter 4 will present analyses, findings and discussion for the research study.

CHAPTER FOUR

RESULTS

The researcher employed survey research methods to examine the self-reported perceptions of newly hired teachers in Jefferson County Public Schools from the 2008 to 2011 academic school years. Utilizing SurveyMonkey online survey services a Likert Scale survey was sent via the school district website enlisting teachers who were hired during the 2008 – 2011 academic school and who attended the school district wide New Teacher Induction institute to participate. The survey population anonymously submitted their surveys based on their perceptions of the effectiveness of the New Teacher Induction institute as they began their careers in Jefferson County Public Schools.

This survey research study had the potential population size of 1270 teachers. The number of respondents who responding in part or in whole was the size of $n=245$. Subjects were newly hired teachers during the 2008 to 2011 academic school years. The sample size includes novice teachers beginning their professional careers as well as experienced teachers transferring into the school district.

Demographics

The total population of respondents was $n=245$. The three independent variables used in this research categorized the participants in the following manner. The year the respondent attended the New Teacher Induction institute (NTI) had 205 of the 245 respondents or 83.7 %. 2008 attendees were 51 or 20.8 % of the respondents. The number of respondents who attended NTI in 2009 was 55 or 22.4 %. 2010 attendees to

the New Teacher Induction institute respondents totaled 87 or 35.5 %.As can be seen in Table 1, a small number of respondents from the 2011, NTI responded to the survey accounted for 5 or 2.0 %. Even though the New Teacher institute is a mandatory requirement of newly hired teachers to the district, there were 7 respondents (2.9 %) stating they did not participate. There was missing data from those who did not respond to this demographic question which accounted for 40 or 16.3 %.

TABLE 1

Respondents Completing New Teacher Induction Institute

	Frequency	Percent	Valid %	Cumulative %
2008	51	20.8	24.9	24.9
2009	55	22.4	26.8	51.7
2010	87	35.5	42.4	94.1
2011	5	2.0	2.4	96.6
D/N Participate	7	2.9	3.4	100.0
Total	205	83.7	100.0	
Missing Data	40	16.3		
Total	245	100.0		

Another demographic question that was asked of the respondents was the route of certification used to enter the teaching profession. Table 2 reflects 245 respondents, 203 or 82.9 % reported their route to certification as the following. Respondents who attended a traditional 4 year or 5 year teacher education program were 140 or 57.1%. Those respondents to the survey who entered the teaching profession through an alternative certification program such as ACES, Teach for America, or Teach for Kentucky included 53 or 21.6 %. There were 10 respondents who identified their route

to certification as an emergency issued certification for a percentage of 4.1. Missing from the system were 42 or 17.1 % of the respondents who did not report information in this category.

TABLE 2

Respondents' Route to Certification

	Frequency	Percent	Valid %	Cumulative %
Traditional	140	57.1	69.0	69.0
Alternative	53	21.6	26.1	95.1
Emergency	10	4.1	4.9	100.0
Total	203	82.9	100.0	
Missing Data	42	17.1		
Total	245	100.0		

Jefferson County Public Schools mandates the New Teacher Induction institute for all new hires regardless of their experience in teaching. Many of the newly hired teachers have transferred from another school district within or outside the state. The New Teacher Induction Institute is held three times a year - in the fall, spring and summer. It is possible a novice teacher was hired in the middle of the academic school year but did not attend the New Teacher Induction Institute until the following summer or even fall. Table 3 indicates the demographic information regarding the number of years of teaching experience the survey respondents reported.

TABLE 3*Respondents' Years of Teaching Experience*

	Frequency	Percent	Valid %	Cumulative %
One Year	23	9.4	11.4	11.4
Two Years	51	20.8	25.4	36.8
Three Years	42	17.1	20.9	57.7
Four + Years	85	34.7	42.3	100.0
Total	201	82.0	100.0	
Missing Data	44	18.0		
Total	245	100.0		

Research Questions

The researcher developed hypotheses for each of the following research questions for this study listed below:

1. What are newly hired teachers' beliefs, expectations, and attitudes about Jefferson County Public Schools' district-wide teacher induction program?

H₁ The researcher predicted that the teachers with traditional educational preparation and with prior experience would perceive that the New Teacher Induction Institute had adequately prepared them for teaching in Jefferson County Public Schools' district.

2. What are the differences in the perceptions of teachers who attended Schools' district-wide teacher induction program across years of 2008, 2009, 2010 and 2011?

H₂The researcher predicted that the teachers who completed the online survey who attended the New Teacher Induction Institute from 2008 to 2009 would view it in a more positive light than the more recent attendees who attended in 2010 and 2011.

3. What are the differences in the perceptions of new teachers prepared in traditional certification programs and new teachers prepared in alternative certification programs regarding the effectiveness of Jefferson County Public Schools' district-wide teacher induction program?

H₃The researcher predicted that there would be significant differences between the traditional and alternative certification new hires due to the differences in the pre-service preparation programs.

4. What are the differences in the perceptions of inexperienced teachers and experienced new teachers regarding the effectiveness of Jefferson County Public Schools' district-wide teacher induction program?

H₄The researcher predicted that there would be significant differences between the perceptions of inexperienced teachers and the experienced teachers regarding the perceived effectiveness of the new teacher induction program.

Data Collection and the Survey Instrument

The data collected through the online survey were presented in percentages indicating the respondents' answers to a question that used a strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA) response format.

The participants for this study were those who were newly hired teachers, both novice and experienced, in Jefferson County Public Schools (JCPS) during the 2008 –

2011 academic school years. The distribution of the New Teacher Survey was emailed via Survey Monkey to the participants. The quantitative phase of this mixed method research study used descriptive statistics and factor analysis to compare similarities and differences and any patterns found among the participants' responses. An initial analysis of the survey instrument guided the development of the focus groups for the qualitative phase. The qualitative phase of the mixed method research was utilized to examine the data provided by the focus groups based on semi-structured, open-ended interview questions. Data analysis conducted in survey research generally begins with basic descriptive statistics. The use of descriptive statistics allowed the researcher to summarize large amounts of data using mean and standard deviation wherein the data can then be reported in visible patterns.

The factor analysis in the present study grouped the survey items into four factors which are reflected in the following categories: promoting student learning (items 1-9, 13, 22, 24); teaching critical thinking and social development (items 14 – 21); understanding the needs of the student (items 10 – 12, 23); and development of instructional strategies and leadership (items 25 – 28). Using a Likert scale in which 1 equals strongly disagree and 5 represents strongly agree, the participants' responses self-reported of their perceptions regarding the content and categories of the Jefferson County Public School district-wide New Teacher Induction institute.

The survey, disseminated via Survey Monkey to 1270 potential respondents, resulted in $n = 245$ or a response rate of 19.2%. The survey included 28 items which remained the same (NCTAF, 1998), except for modification at the beginning of each question to include the stem, "The JCPS induction program assisted me to successfully

...”. Table 4 shows a composite of aggregate response percentage, across the three respondent groups of newly hired teachers (novice or experienced, traditional or alternative certification trained, and cohort year of attendance) for each individual item on the survey given to the respondents. Following Table 4, analyses of each of the four categories, promoting student learning; teaching critical thinking and social development; understanding the needs of the student; and development of instructional strategies and leadership are presented and discussed.

TABLE 4

Response Percentage of Survey Participants

	SD	D	A	SA
1. JCPS New Teacher Induction Program assisted me to successfully teach subject matter concepts, knowledge, and skills in ways that enable my students to learn.	9.1	31.8	55.0	4.1
2. JCPS New Teacher Induction Program assisted me to successfully to understand how different students in my classroom are learning.	7.5	39.0	51.0	2.5
3. JCPS New Teacher Induction Program assisted me to successfully set challenging and appropriate expectation of learning and performance for my students.	7.2	32.2	55.5	5.1
4. JCPS New Teacher Induction Program assisted me to successfully help all of my students to achieve high academic standards.	9.2	39.7	47.7	3.3
5. JCPS New Teacher Induction Program assisted me to successfully develop curriculum that builds on my students’ experiences, interest and abilities.	7.1	40.3	50.8	1.7
6. JCPS New Teacher Induction Program assisted me to successfully evaluate curriculum materials for their usefulness and appropriateness for my students.	7.9	41.3	48.3	2.5
7. JCPS New Teacher Induction Program assisted me to successfully identify and obtain materials and use community resources to create a multicultural curriculum.	8.3	27.9	59.2	4.6
8. JCPS New Teacher Induction Program assisted me to successfully relate classroom learning to the real world.	5.8	40.3	48.7	5.3
9. JCPS New Teacher Induction Program assisted me to successfully use instructional strategies that promote active student learning.	3.5	24.8	64.6	7.1

10. JCPS New Teacher Induction Program assisted me to successfully understand how students' social, emotional, physical and cognitive development influences their learning.	6.2	36.0	52.9	4.9
11. JCPS New Teacher Induction Program assisted me to successfully understand how students' family and cultural backgrounds may influence learning.	5.0	36.22	52.9	5.9
12. JCPS New Teacher Induction Program assisted me to successfully identify and address special learning needs and/or differences.	7.2	45.3	45.3	2.2
14. JCPS New Teacher Induction Program assisted me to successfully help my students to become self-motivated and self-directed.	10.6	49.6	38.5	1.5
15. JCPS New Teacher Induction Program assisted me to successfully develop a classroom environment that effectively promotes social development and group responsibility.	8.5	24.9	62.9	3.8
16. JCPS New Teacher Induction Program assisted me to successfully develop my students' questioning and discussion skills.	6.6	34.7	56.8	1.9
17. JCPS New Teacher Induction Program assisted me to successfully engage my students in cooperative group work as well as independent learning.	7.6	42.2	48.3	1.9
18. JCPS New Teacher Induction Program assisted me to successfully use effective verbal and nonverbal communication strategies to guide my students' learning and behavior.	6.1	37.7	53.3	2.8
19. JCPS New Teacher Induction Program assisted me to successfully use questions effectively to stimulate different kinds of student learning.	7.6	33.3	58.6	0.5
20. JCPS New Teacher Induction Program assisted me to successfully help my students learn to think critically and solve problems.	7.6	45.0	46.9	0.5
21. JCPS New Teacher Induction Program assisted me to successfully encourage students to see, question, and interpret ideas from diverse perspectives.	7.0	45.3	44.9	2.8
22. JCPS New Teacher Induction Program assisted me to successfully plan instruction by using knowledge of learning subject matter, curriculum and student development.	5.9	33.8	57.4	2.9
23. JCPS New Teacher Induction Program assisted me to work successfully with parents and families to better understand my students and to support their learning.	7.2	43.5	45.4	3.9

24. JCPS New Teacher Induction Program assisted me to successfully use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs and programs.	6.7	34.9	54.5	3.8
25. JCPS New Teacher Induction Program assisted me to successfully evaluate and reflect on my practice to improve my instruction.	4.4	30.9	61.8	2.9
26. JCPS New Teacher Induction Program assisted me to successfully maintain an orderly, purposeful learning environment.	8.7	25.5	58.7	7.2
27. JCPS New Teacher Induction Program assisted me to successfully effectively plan and solve problems with my colleagues.	6.7	46.6	44.7	1.9
28. JCPS New Teacher Induction Program assisted me to successfully assume leadership responsibilities in my school.	8.2	51.2	38.2	2.4

Student Learning

Student learning is a factor grouping label and the first factor category which includes thirteen of the twenty-eight survey items.

TABLE 5

Student Learning

Item	Strongly Disagree/Disagree	Agree/Strongly Agree
1. JCPS New Teacher Induction Program assisted me to successfully teach subject matter concepts, knowledge and skills in ways that enable my students to learn.	40.9%	59.1%
2. JCPS New Teacher Induction Program assisted me to successfully understand how different students in my classroom are learning.	46.5%	53.5%
3. JCPS New Teacher Induction Program assisted me to successfully set challenging and appropriate expectations of learning and performance for my students.	39.4%	60.6%
4. JCPS New Teacher Induction Program assisted me to successfully help all of my students to achieve high academic standards.	48.9%	51.0%
5. JCPS New Teacher Induction Program assisted me to successfully	47.4%	52.5%

develop curriculum materials that build on my students' experience interest and abilities.		
6. JCPS New Teacher Induction Program assisted me to successfully evaluate curriculum materials for their usefulness and appropriateness for my students.	49.2%	50.8%
7. JCPS New Teacher Induction Program assisted me to successfully identify and obtain curriculum materials and use community resources to create a multicultural curriculum.	36.2%	63.8%
8. JCPS New Teacher Induction Program assisted me to successfully relate classroom learning to the real world.	46.1%	54.0%
9. JCPS New Teacher Induction Program assisted me to successfully use instructional strategies that promote active student learning.	28.3%	71.1%
13. JCPS New Teacher Induction Program assisted me to successfully choose teaching strategies to meet different student needs in my class.	44.2%	55.8%
22. JCPS New Teacher Induction Program assisted me to successfully plan instruction by using knowledge of learning subject matter, curriculum and student development.	52.3%	47.7%
24. JCPS New Teacher Induction Program assisted me to successfully use a variety of assessments (e.g. observations, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs and programs.	41.6%	58.3%

In Table 5, in the factor grouping label or factor category of Student Learning, there are several findings. Respondents rated item 1 as 40.9% strongly disagree/disagree and 59.1% as agree/strongly agree that the program assisted me to successfully teach subject matter concepts, knowledge, and skills in ways that enable my students to learn. Respondents rated item 3 as 39.4% strongly disagree/disagree and 60.6% as agree/strongly agree that the program assisted me to successfully set challenging and appropriate expectations of learning and performance for my students. Respondents rated

item 7 as 36.2% strongly disagree/disagree and 63.8% as agree/strongly agree that the program assisted me to successfully identify and obtain materials and use community resources to create a multicultural curriculum. Respondents rated item 9 as 28.3% strongly disagree/disagree and 71.1% as agree/strongly agree that the program assisted me to successfully use instructional strategies to promote active student learning. Responses to these items resulted in the most variance in the Student Learning factor grouping label or factor category.

The least variance in terms of strongly disagree/disagree and agree/strongly responses are found in the following items. Respondents rated item 4 as 48.9% strongly disagree/disagree and 51% as agree/strongly agree that the program assisted me to successfully help all of my students to achieve high academic standards. Respondents rated item 5 as 47.4% strongly disagree/disagree and 51.5% agree/strongly agree that the program assisted me to successfully develop curriculum that builds on my students' experiences, interests and abilities. Respondents rated item 6 as 49.2% as strongly disagree/disagree and 50.8% as agree/strongly agree that the program assisted me to successfully evaluate curriculum materials for their usefulness and appropriateness for my students.

Teachers new to the district perceived that the district's new teacher induction institute either reinforced what they learned in their preservice teacher education programs and /or in their years of experience teaching in another district in relation to designing a curriculum which uses community resources to teach in a multicultural way; using strategies that promote learning for all students; and setting high expectations for students to learn and achieve. The same respondents perceived that the new teacher

induction institute was not as effective in preparing them to design instruction that infused subject matter, curriculum, and student development; evaluate curriculum that was appropriate and useful for instruction with a particular group of students; and successfully help all students achieve high academic standards. Setting high expectations for student to achieve and helping all students achieve appear to be disconnected experiences for respondents reporting on their perceived experiences in the districts' new teacher induction institute.

Student Needs

Student needs is a factor grouping label and the second factor category which includes four of the twenty-eight survey items.

TABLE 6

Student Needs

Item	Strongly Disagree/Disagree	Agree/Strongly Agree
10. JCPS New Teacher Induction Program assisted me to successfully understand how students' social, emotional, physical and cognitive development influences their learning.	42.2%	57.8%
11. JCPS New Teacher Induction Program assisted me to successfully understand how students' family and cultural backgrounds may influence learning.	41.2%	58.8%
12. JCPS New Teacher Induction Program assisted me to successfully identify and address special learning needs and/or differences.	52.5%	47.5%
23. JCPS New Teacher Induction Program assisted me to successfully work with parents and families to better understand students and to support their learning.	50.7%	49.3%

In Table 6, in the factor grouping label or factor category of Student Needs, one finding is particularly noteworthy. Respondents rated item 10 as 42.2% strongly

disagree/disagree and 57.8% as agree/strongly agree that the program assisted me to successfully understand how students' social, emotional, physical, and cognitive development influences their learning. Responses to these items resulted in the most variance in the Student Needs factor grouping label or factor category.

The least variance in terms of strongly disagree/disagree and agree/strongly responses are found in the following items. Respondents rated item 23 as 50.7% strongly disagree/disagree and 49.3% as agree/strongly agree that the program assisted me to successfully work with parents and families to better understand my students and to support their learning.

Responses of teacher new to the district on the four survey items in the grouping label or factor category, student needs, showed that there was less variance between strongly disagree/agree and agree/strongly agree responses across all four survey items than was the case in the previous grouping label or factor category, student learning. This brings to light the question of why respondents were generally split about the effectiveness of the new teacher induction institute on their understanding of how students 'social, emotional, physical, and cognitive development influences learning; understanding how family and cultural backgrounds influence learning; successfully identifying and addressing special learning needs and differences; and learning to successfully work with parents and families to better understand students and to support their learning. Although respondents were generally favorable about the induction institute's effect on their learning and efficacy in relation to authentic and community engagement influences on curriculum development, it appears that they were less so

about the perceived effectiveness of the induction institutes' impact on their knowledge and understanding of how to best support student needs.

Critical Thinking

Critical thinking is factor grouping label and the second factor category which includes eight of the twenty-eight survey items.

TABLE 7

Critical Thinking Skills

Item	Strongly Disagree/Disagree	Agree/Strongly Agree
14. JCPS New Teacher Induction Program assisted me to successfully help my students to become self-motivated and self-directed.	60.2%	39.8%
15. JCPS New Teacher Induction Program assisted me to successfully develop a classroom environment that effectively promotes social development and group responsibility.	33.4%	66.7%
16. JCPS New Teacher Induction Program assisted me to successfully engage my students in cooperative group work as well as independent learning.	41.3%	58.7%
17. JCPS New Teacher Induction Program assisted me to develop my students' questioning and discussion skills.	49.8%	50.2%
18. JCPS New Teacher Induction Program assisted me to successfully use effective verbal and nonverbal communication strategies to guide my students' learning and behavior.	43.8%	56.1%
19. JCPS New Teacher Induction Program assisted me to successfully use questions effectively to stimulate different kinds of student learning.	40.9%	59.1%
20. JCPS New Teacher Induction Program assisted me to successfully help my students' learn to think critically and solve problems.	52.6%	47.4%
21. JCPS New Teacher Induction Program assisted me to successfully encourage students to see, question, and interpret ideas from diverse perspectives.	52.3%	47.7%

In Table 7, in the factor grouping label or factor category of Critical Thinking, again, responses that show the greatest and least variance are evident. Respondents rated item 14 as 60.2% strongly disagree/disagree and 39.8% as agree/strongly agree that the program assisted me to successfully help my students to become self-motivated and self-directed. Respondents rated item 15 as 33.4% strong disagree/disagree and 66.7% agree/strongly agree that the program assisted me to successfully develop a classroom environment that effectively promotes social development and group responsibility. Respondents rated item 16 as 41.3% strong disagree/disagree and 28.7% agree/strongly agree that the program assisted me to successfully engage my students in cooperative group work as well as independent learning. Respondents rated item 19 as 40.9% strongly disagree/disagree and 59.1% as agree/strongly agree that the program assisted me to successfully use questions effectively to stimulate different kinds of student learning. Responses to these items resulted in the most variance in the Critical Thinking factor grouping label or factor category.

The least variance in terms of strongly disagree/disagree and agree/strongly responses are found in the following items. Respondents rated item 17 as 49.8% strongly disagree/disagree and 50.2% as agree/strongly agree that the program assisted me to develop my students' questioning and discussion skills. Respondents rated item 20 as 52.6% strongly disagree/disagree and 47.4% agree/strongly agree that the program assisted me to successfully help my students to learn to think critically and solve problems. Respondents rated item 21 as 52.3% as strongly disagree/disagree and 47.7% as agree/strongly agree that the program assisted me to successfully encourage students to see, question, and interpret ideas from diverse perspectives.

Responses of teachers new to the district on the eight survey items in the grouping label or factor category, critical thinking, reveal some inconsistencies in relation to respondents' perceptions about the induction institute's effectiveness in advancing their knowledge about how to teach critical thinking. For example, a majority of respondents did not perceive that the district's induction institute was effective in helping them successfully develop a classroom environment that effectively promotes social development and group responsibility. It appears important to inquire of the district about the content and approaches they use in relation to psychosocial, positive behavior support, and human development models or frameworks in the new teacher induction institute. Are the approaches consistent across the district? Are the approaches predicated, in part, on grade levels (e.g., elementary, middle and high school)? Or, are there other phenomena at work in the district's new teacher induction institute's curriculum?

A majority of respondents reported in this grouping label or factor category, critical thinking, that they had positive experiences in the induction institute which focused on the use of effective questioning techniques to support instruction that stimulates student learning. Finally, a majority of respondents did not perceive that the new teacher induction institute assisted them to help their student to think critically or helped them with ways to encourage students to see, question, and interpret ideas from different perspectives. In the recently state-adopted Common Core and college and career Readiness Standards, 21st century thinking skills are a key dimension of what students are expected to know and be able to do in P-20 learning context. Teachers will seek out and benefit from professional development in this area. The district's new

teacher induction institute would be well advised to design and implement a curriculum module that focuses on these dimensions of critical thinking, with appropriate pedagogies and assessments to support critical think, in content, grade levels, and which include literacy practices across content areas.

Instructional Leadership Strategies

Instructional leadership strategies is a factor grouping label and the second factor category which includes four of the twenty-eight survey items.

TABLE 8

Instructional Strategies and Leadership

Item	Strongly Disagree/Disagree	Agree/Strongly Agree
25. JCPS New Teacher Induction Program assisted me to successfully evaluate and reflect on my practice to improve my instruction	35.3%	64.7%
26. JCPS New Teacher Induction Program assisted me to successfully maintain an orderly, purposeful learning environment.	34.2%	65.9%
27. JCPS New Teacher Induction Program assisted me to successfully effectively plan and solve problems with my colleagues.	53.3%	46.6%
28. JCPS New Teacher Induction Program assisted me to successfully assume leadership responsibilities in my school.	59.4%	40.6%

In Table 8, in the factor grouping label or factor category of Instructional Strategies and Leadership, there appears to be significant variance in two of the four survey items. Respondents rated item 25 as 35.3% strongly disagree/disagree and 64.7% as agree/strongly agree that the program assisted me to successfully evaluate and reflect on my practice to improve my instruction. Respondents rated item 26 as 34.2% strong disagree/disagree and 65.9% agree/strongly agree that the program assisted me to successfully maintain an orderly, purposeful learning environment. Responses to these

items resulted in the most variance in the Instructional Strategies and Leadership factor grouping label or factor category.

The least variance in terms of strongly disagree/disagree and agree/strongly response is found in the following item. Respondents rated item 27 as 53.3% strongly disagree/disagree and 46.6% as agree/strongly agree that the program assisted me to successfully effectively plan and solve problems with my colleagues.

The four factor grouping labels or factor categories in the survey descriptive statistics were student learning, student needs, critical thinking, and instructional strategies and leadership. In the next section, factor analysis findings are presented and discussed. Based on factor analysis, the original four factor grouping labels or categories in the above section are reduced henceforth to three factor grouping labels: teacher efficacy (formerly, student learning); holistic teacher (formerly, student needs and critical thinking); and teacher leader (instructional strategies and leadership).

Responses of teachers new to the district on the four survey items in the grouping label or factor category, instructional strategies and leadership, showed that respondents were very positive about their experiences in the new teacher induction institute in relation to being assisted to evaluate and reflect on their practice to improve instruction and to successfully maintain an order, purposeful learning environment. Of interest, this finding stands in contrast to some of the previously described findings of respondent perceptions about a lack of effectiveness of some induction institute components, including how best to support student needs and helping students to achieve high academic standards. The research literature focused on how a teacher maintains an orderly, purposeful learning environment is typically predicated on the teacher's

knowledge and skill in designing engaging, authentic and purposful learning experiences for students.

It is import to note that the majority of respondents did not perceive that the new teacher induction institute assisted them to successfully plan and solve problems with colleagues or to assume leadership responsibilities in the school. With the recent onset of professional learning communities across the U.S., perhaps teachers new to the district will now be provided with structures, protocols, and processes to plan and solve probelms with school colleagues. Still, the new teacher induction institute would be swell qadvised to implement professional development that focuses on how to participate and collaborate in a model that is reflective of professional learning communities. Finally, that a majority percentage of teachers new to the district did not report that they learned aboaut wasy to assume leadership responsibilities in the school should be of concern to both the school district and to preservice teacher education programs. One of the Kentucky teacher standards focuses on leadership, and teachers are expected to demonstrate proficient knowledge and skill related to leadership in their teaching practice. University preservice and advanced teacher education programs routinely focus on leadership in both undergraduate program curricula. Based on this finding, the research advocates for the urgent need to devote e further attention to the role of leadership in teaching throughout the professional development experiences of teachers new to a district in a teacher induction institute or program. The four factor grouping labels or factor categories in the survey descriptive statistics were student learning, student needs, critical thinking, and instructional strategies and leadership. In the next section, factor analysis findings are presented and discussed. Based on factor analysis, the original four factor grouping label

or categories in the above section are reduced henceforth to three factor grouping labels: teacher efficacy (formally, student learning); holistic teacher (formally, student needs and critical thinking); and teacher leader (instructional strategies and leadership).

Factor Analysis

Rationale

Factor analysis was used in this study because the original survey instrument that was originated in 1998 used factor analysis to generate, develop and refine the items. The original survey contained thirty-nine items that were reduced to thirty-six after the factor analysis (Darling-Hammond, Chung, & Frelow, 2002; Public Education Network, 2003). Subsequent variations of the survey have been used by other state and local agencies since then (Public Education Network, 2003). The version used in this study was reduced to the twenty-eight questions that have been previously indicated. As mentioned in chapter three, the researcher obtained the permission to use and make minimal modifications to the survey for the purpose of this study (see Appendix D).

Factor Analysis and Factor Rotation

As mentioned in chapter 3, factor analysis examines the pattern of correlations between the variables. Measures that are correlated whether positively or negatively are influenced or loaded on factors that are similar (DeCoster, 1998). In this study, the 28 items were analyzed using exploratory factor analysis. While the percentages reflected in the responses are helpful in seeing distinctions perceived by the participants, the data from the Likert scale is scaled differently when entered as data for analysis. For this study, the data was scaled as Strongly Disagree = 1.00, Disagree = 2.00, Agree = 3.00 and Strongly Agree = 4.00. SPSS extracts the factors and rotates them until a factor solution is

obtained. There are different types of rotation they can be used. The researcher chose to use the Varimax rotation which produces orthogonal rotations which produce uncorrelated factors. Then another factor analysis was conducted using an oblique rotation known as Promax was also used to produce correlated factors (DeCoster, 1998; Suhr, 2003; Pelt, Lackey & Sullivan, 2003). A reliability test of Cronbach's alpha was performed to check the validity of both form of rotation used in this research.

Interpretations of the factors are linear with each other. The strength of the relationship is bound in each of the factor loadings that are presented in the analysis by the rotation. Defining a factor in theoretical, conceptual terms can be done by examining the related component matrix for pattern groupings. Since factor analysis is a reduction of the data, the new groupings enable the researcher to reduce the factors to a smaller subset (Pelt, Lackey, & Sullivan, 2003).

Prior to performing an exploratory factor analysis the researcher suppressed data that was $<.40$ for the factor analysis to help determine the higher loadings (Pelt, Lackey, & Sullivan, 2003). Inspection of the correlation matrix revealed the presence of many coefficients of $.3$ and above (Huck, 2000) (See Appendix E). The Bartlett's test of sphericity and the Kaiser-Meyer-Oklin (KMO) measure of sampling adequacy were used to evaluate the strength of the linear association among the 28 items in the correlation matrix. Table 9 reflects the Kaiser-Meyer-Oklin value was $.962$, exceeding the recommended value of $.6$ (Kaiser, 1970, 1974) and the Bartlett's Test of Sphericity (Bartlett, 1954) rejected statistical significance, supporting the factorability of the correlation matrix (Suhr, 2003).

TABLE 9*KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.962
Bartlett's Test of Sphericity	Approx. Chi-Square	4321.413
	df	378
	Sig.	.000

Varimax Rotation

Principle components analysis using the varimax rotation revealed the presence of three components with Eigenvalues exceeding 1, explaining 55.84 %, 4.24 %, 3.9% of the variance respectively. (An Eigenvalue is used in factor analysis to signify how much of the variation from the original group of variables or items are accounted for by a particular factor). Eigenvalues of less than 1.0 are not considered significant (Vogt, 1999). Table 10 reflects the Eigenvalues for the varimax rotation.

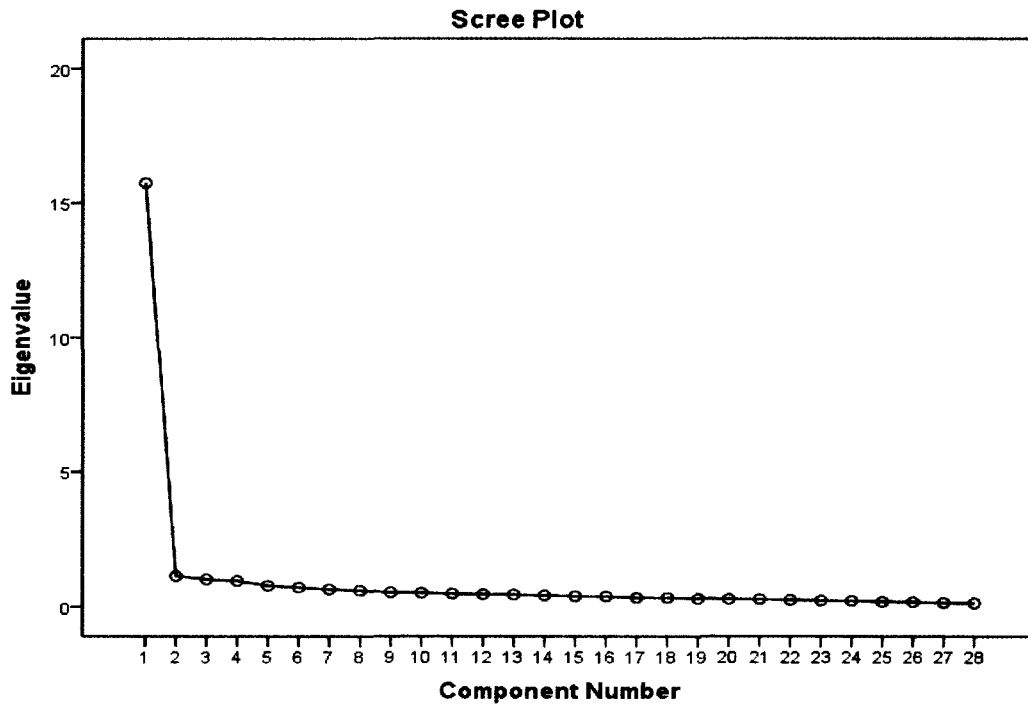
TABLE 10*Varimax Rotation Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15.636	55.843	55.843	15.636	55.843	55.843
2	1.188	4.242	60.085	1.188	4.242	60.085
3	1.096	3.916	64.001	1.096	3.916	64.001

By examining the scree plot a clear break after the third component is noted (Cattell, 1966). Using Cattell's (1966) scree test and the extraction data three components were retained. To aid in the interpretation of these three components, Varimax rotation was performed. The rotated solution presented in Table 10 revealed the

presence of simple structure (Thurstone, 1947) with three components showing a number of strong loadings and all variables loading substantially on only one component. A simple structure, according to Thurstone, is created when multiple variables correlate with each factor and only one factor correlates with each variable (Tabachnick & Fidell, 2001).

Figure 4.1 Varimax Scree Plot



In other words, the factor scores indicate that Question 1 of the survey was the most significant and that questions 3, 4, 7, 9, 14, 15, 16, 18 and 26 “loaded” with question one. Questions 22, 24, 10, 11, 12, 23, 27 and 28 “loaded” also with question one. Questions 27 and 28 showed the highest loading at .751 and .773 respectively. When a question has a high load value in a Varimax rotation it is uncorrelated while in the Promax rotation high loadings indicate a unique relationship of each item to a factor (Pelt, Lackey, & Sullivan, 2003). Table 11 illustrates a simple structure in the thirteen

variables that load on Component 1. This means these questions have commonality with Component 1. Components 2 and 3 also reflect the variable or items that have commonality with each of them respectively. The 3 factors solution explained a total of 64.001% of the variance, with Component 1 contributing 55.84 % of the variance, and Component 2 contributing 4.24 % and Component 3 contributing 3.92 %.

Table 11

Factor Analysis with Varimax Rotation

Item	Component 1	Component 2	Component 3
student learning 01	.750		
student learning 02	.778		
student learning 03	.678		
student learning 04	.662	.484	
student learning 05	.743		
student learning 06	.657		
student learning 07		.602	
student learning 08	.589		
student learning 09		.610	
student learning 13	.672		
student learning 22			.476
student learning 24			.402
student needs 10			.457
student needs 11			.484
student needs 12			.417
student needs 23			.656
critical thinking 14		.527	

critical thinking 15		.838	
critical thinking 16	.600	.593	
critical thinking 17			
critical thinking 18	.693	.619	
critical thinking 19	.759		
critical thinking 20	.706		
critical thinking 21	.510		
instructional 25			.491
instructional 26		.735	
instructional 27			.751
instructional 28			.773

Promax Rotation

Reliability analysis yielded a Cronbach's alpha of .955 for Component 1 with N=13. Component 2 yielded a Cronbach's alpha of .878 with N=6. The reliability analysis for Component 3 reflected a Cronbach's alpha of .886 with N=6.

The same data was entered again, but this time, Promax Rotation was performed (Tabachnick & Fidell, 2001). The rotated solution presented in Table 12 revealed the same simple structure as stated above. Three components were extracted but showed a slightly lower percentage of variance. Once again, the commonalities of the items loaded on the respective components. Using Promax, the three factor solution explained a total of 63.91 % of the variance, with Component 1 contributing 56.23 % of the variance, Component 2 contributing 4.05 % and Component 3 contributing 3.6 %. Reliability analysis yielded Cronbach's alpha of .921 for Component 1 with N=7; Component 2

yielded a Cronbach's alpha of .886 with N= 6. The reliability analysis for Component 3 reflected a Cronbach's alpha of .830 with N=5.

Table 12

Factor Analysis with Promax Rotation

<u>Item</u>	<u>Component 1</u>	<u>Component 2</u>	<u>Component 3</u>
student learning 01	.803		
student learning 02	.896		
student learning 03	.766		
student learning 04	.629		
student learning 05	.887		
student learning 06	.607		
student learning 07		.706	
student learning 08	.545		
student learning 09		.495	
student learning 13	.646		
student learning 22	.613		
student learning 24	.655		
student needs 10			.587
student needs 11			.727
student needs 12			.
student needs 23			.635
critical thinking 14			.
critical thinking 15		.931	
critical thinking 16	.546		
critical thinking 17	.774		
critical thinking 18		.438	

critical thinking 19	.742		
critical thinking 20	.864		
critical thinking 21	.735		
instructional 25	.515		
instructional 26		.752	
instructional 27			.698
instructional 28			.774

Question 1 again received the highest “loading” in the factor analysis. Question 15 loaded on question one at .931 with the highest loading. Questions 26 (.752) and Question 28 were .774.

Factor Reduction

Based on the data in Tables 11 and 12, the researcher conceptually examined the patterns which emerged from the data reduction. The following guidelines for item-to-factor loadings solutions were used to determine if an item should be included when defining the factor or component (Pelt, Lackey & Sullivan, 2003). In this study the following guidelines were used.

- .45 (20% shared variance) is considered fair
- .55 (30% shared variance) is considered good
- .63 (40% shared variance) is considered very good
- .71 (50% shared variance) is considered excellent

This was done by examining each of the survey items to examine the loading score and to find a common conceptual thread in each of the pattern groups beginning with Component 1, followed by Component 2 and Component 3. Pelt, Lackey & Sullivan

(2003) posited a researcher names (renames) the factors using theory, induction and even a bit of their own perceived similarity. In the case of the researcher for this study, the longevity as a teacher practitioner leads to selection of the new item names.

The three new factors that emerged from the survey data have been renamed as Teacher Efficacy, Holistic Teacher and Teacher Leader. These three new factors reflect the respondent's perceptions of the New Teacher Induction Institute from the survey data.

Findings

In performing the reliability testing of each of the rotation methods used in this research, an ANOVA was indicated significant at the 0.05 level indicating there was no correlation between the groups based on demographics (i.e., the route to certification, the number of years teaching and the year the respondent attended the NTI). So the following findings show that:

H₁ was rejected because there was no correlation that the New Teacher Induction Institute prepared them for teaching in an urban school district.

H₂ was rejected because there was no correlation that the New Teacher Induction Institute attendees from 2008 – 2009 perceived the professional development program's effectiveness any differently than the attendees from 2010 and 2011.

H₃ was rejected because there was no correlation that the New Teacher Induction Institute alternative certified teachers perceived the professional development program's effectiveness differently than the traditional certified teachers.

H₄ was rejected because there was no correlation that the New Teacher Induction Institute novice teachers perceived the professional development program's effectiveness differently than the experienced newly hired teachers.

Several dynamics played into the findings of no correlation with groups or between groups for the demographics of cohort years, teaching experience and traditional certification or alternative certification. The sample population presented had missing data on a large number of variables and it is not certain if this influenced one way or the other the given results. Another possible issue is that the sample consisted of volunteers, so it is possible that those who did not respond did not feel in some way inherently different from those who did respond. Another dynamic that was presented was the limitation of time the survey was allowed to be available to the population sample. The district policies that did not allow for conflicts in outside surveys with district-wide surveys and student testing put constraints on the research as a whole.

The reduction of four factor constructs to three factor constructs was in the judgment of this researcher important to show how the New Teacher Induction Institute was perceived by the newly hired teachers to Jefferson County Public Schools. Teacher efficacy reflects all the best practices that a teacher uses in their classroom and teaching expertise. The holistic teacher reflects the caring, nurturing practices that a teacher uses to understand the child, the family and the contextual settings of home and school. The teacher leader is a teacher who extends themselves beyond the classroom and becomes an integral part of the school's leadership team working with colleagues, administration, the parents and the community. An ANOVA was run using the demographic data from 190 respondents with the three new themes. The results indicated no significance at the $p = 0.05$ level.

Focus group participants reinforced the theme of teacher efficacy that although they were appreciative for the district's new teacher induction institute, they perceived

that it focused on district initiatives than helping new hired teachers “learn the ropes” about how things operated and “worked” within the district, their schools, and their classrooms. They also indicated a need for longer and more detailed attention to the state wide assessment and accountability factors of teachers and the school. Focus group participants reinforced the theme of holistic teacher that although the new teacher induction institute addressed understanding of P-12 students’ social, emotional, physical and cognitive development and diversity as these areas influence learning, the new teacher induction institute did not address these areas as deeply as would be ideal at this stage in new teacher development. Finally, related to the theme of teacher leader, focus group participants reinforced a desire to have more interactions and reinforcement with school principals, district specialists, and building level mentors to “think about the work of a teacher” as budding professionals and the next generation of teacher leaders.

Introduction to Qualitative Analysis

A qualitative component of the research study included a university Human Studies Protection Program Office and Institutional Review Board- approved invitation to survey respondents to participate further in a focus group interview session on the same topic as the survey, to study a school district’s New Teacher Induction institute (NTI) as professional development. Teachers new to the district, either first year or more experienced yet new to the district were invited to share in response to the survey their perceptions of the institute as it prepared them to teach in the district. In other words, the researcher invited survey respondents to share their perceptions about the new teacher induction program and any events, meetings, and/or activities conducted by individual schools for teachers new to their school.

The researcher scheduled three, one-hour focus group interview sessions and communicated an invitation to participate in one of the three focus group interview sessions by e-mail to 1270 potential survey respondents (n= 245 or 19.8%). The e-mail invitation was sent out three times over the course of eleven days during a window of time approved by the central administration of the district to the researcher and the researcher's dissertation chair (e-mail communication, 2011). The district approved the Human Studies Protection for the study, centrally and was also supportive of the research with the stipulation that the time and response period for respondents and participants align with the district's expectation that teachers were to be primarily focused at certain times on testing. As well, the district has a "no compete clause" that required the researcher's study not to conflict with other district accountability and evaluation surveys.

Despite three concerted and deliberative attempts, and the researcher and the researcher's dissertation chair responding to several phone or e-mail inquiries about the focus group interview sessions, only five participants committed and followed through to participate in one of the three focus group interview sessions. The focus group interview sessions were held at three separate times for one hour each in a computer lab at the researcher's school of employment, a middle school, in the location of the school district used for the present study.

The approved set of focus group interview questions included the following:

1. What component of the New Teacher Induction Program did you find most beneficial to you during your first year of teaching?
2. What assistance or help did you find most valuable that was provided by your mentor?

3. What assistance or help did you find most valuable that was provided by other teachers within your building?
4. What do you think was the most significant assistance provided to you by your building administrator(s)?
5. What do you think was the most significant assistance provided to you by the district's New Teacher Induction program?
6. What aspect of teaching have you found to be the most challenging?
7. What assistance do you think would be the most beneficial to first year teachers?

Of the five focus group interview participants, three were female and two were male. Of the three female new teachers, two were prepared in traditional route certification programs, and one was prepared in an alternative route certification program. Of the two male new teachers, one was prepared in an alternative route certification program and the other came to the district to teach from outside of the U.S. and was also in an alternative route certification program.

In three scheduled, focus group interview sessions, the researcher moved through the interview protocol or questionnaire of semi-structured questions, listened and took field notes. The researcher used the set of recorded field notes made during the focus group interviews as a data source to support the primary focus of the study. Emerson (1995) describes field notes in an ethnographic setting as "accounts describing experiences and observations the researcher has made ..." The researcher's goal was to try to understand the perspectives and accounts of the participants being studied. The researcher took field notes with the intent of being unobtrusive in manner. The researcher also acknowledges that a disadvantage of field notes is that they are recorded

by the observer and are therefore subject to (a) memory, and (b) possibly, the conscious or unconscious bias of the observer (Emerson, 1995).

Focus Group Interview Session Participants

This section briefly describes profiles of the five focus group interview session participants. The participants will henceforth be referred to as [Focus Group Participant] FGP 1, FGP 2, FGP 3, FGP 4, and FGP 5.

FGP 1, an African American female in an alternative route certification program, is a district elementary teacher. She has completed the legislative- and state-mandated teacher induction program while in the alternative certification program. Education is a second career for this participant who is a single parent, raising school-age children.

FGP 2 is a Caucasian female who learned to teach in a traditional route certification program. She teaches English language arts in a district middle school. She was self-described as “older” and is single with adult children.

FGP 3 is a Caucasian male who was prepared to teach in an out of state, traditional route certification program. He currently teaches sixth grade in a district middle school. He teaches mathematics and science and is dually certified. He is in his early 20s and “fresh out of college.” He was a “late hire” to the district, was placed at his middle school on a five-person team, and shared that he is newly married.

FGP 4 is a Caribbean male who came to the U.S. to teach in a district middle school. He teaches science while being concurrently enrolled in an alternative route certification program. He is married, and his spouse teaches in another district middle school.

FGP 5 is a Caucasian female who teaches social studies in a district middle school. She earned her teaching certification through a traditional route certification program and holds a

master's degree. She came to teach in this large, urban district from a previous teaching position in a small, rural district.

It bears noting that no one who teaches at the high school level in a district school responded to the researcher's invitation to participate in focus group interview sessions following the survey for this study.

Qualitative Analysis

In the quantitative data analysis for this study, three themes emerged from the factor analysis based on survey responses. Darling-Hammond's (1999) four themes from the 1999 New York City Teacher Survey were student learning, student needs, critical thinking, and instructional strategies. In the present study, the researcher's cluster or themes with the most predominant ratings based on the Likert scale survey were teacher efficacy, holistic teacher, and teacher leader. Qualitative data analysis of focus group interview participants' responses resulted in parallel themes, which were determined to be consistent with the quantitative, survey response themes. A brief summary of the qualitative data analysis follows.

Teacher Efficacy

Focus group participants (FGPs) who participated in the interviews reported that although they were generally appreciative of the district's New Teacher Induction (NTI) institute, they perceived that it focused more on district initiatives than helping new hire teachers "learn the ropes" about how things operated and "worked" within the district, their schools, and their classrooms. Although these are not mutually exclusive or conflicting areas, the participants expressed that they felt "kinda left out there." Technical areas of teaching such as putting one's classroom together, putting things on the walls, and having someone to meet and talk with and ask questions, were not areas or outcomes

of the NTI, which the participants expressed a need for. FGPs expressed that while the NTI was helpful, it did not focus on the routines and rituals of teachers' daily work with the "day to day things" (how to work with the bookkeeper, order supplies, navigate communications with the school secretary, etc.). Learning the discourse and acronyms of the district, in addition to learning expectations about assessment, various initiatives, uses of new technologies including attendance and grade reporting, and working effectively with parents and families were areas the FGPs expressed that the NTI should more fully address.

What was constructive about the NTI based on FGP responses included exposure to curriculum core content and standards; engaging in opportunities to meet and interact with other new teachers and professionals experiencing similar daily events; putting "names to faces" with others in a large, urban district; and meeting and learning from district specialists who were now "known entities."

FGPs expressed that they did not receive as much professional development as they wanted about student engagement and authentic learning experiences at the classroom level and that there was general consensus that the NTI was too long and somewhat redundant. The FGPs also expressed a desire for more time during the NTI with district specialists in the content area ($\frac{1}{2}$ day of the NTI was dedicated with these individuals) and longer and more detailed attention to the state-wide assessment and the accountability factors of teachers and the school.

Holistic Teacher

FGPs expressed that they were interested in and compelled by the NTI areas including understanding how students' social, emotional, physical and cognitive

development influence their learning; how to identify and address special learning needs and/or differences; how to reach the different needs of students; and how to help student to become self-motivated and self-directed. However, once again, FGPs described the NTI sessions as not addressing these areas as deeply as would be ideal for them in their stage of teacher development. The FGPs discussed the importance of the NTI more effectively emphasizing how instructional and assessment techniques relate to how teachers function in the classroom environment. Additionally, FGPs expressed that although they learned about learning theories for positive behavior support in their teacher preparation programs, they are still in need of coaching and feedback to design and maintain an effective and satisfying classroom environment. As new teachers, they believe that the NTI could more explicitly and effectively address this area. They also described that even though they recognize the importance of cultivating and having ongoing support of parents and caretakers to support their students' learning, the NTI would improve with more attention to this dimension of a teacher's practice. As well, the FGPs expressed that more time dedicated in the NTI to focus on diversity and cross-cultural competence (multiple perspectives, biography, English learners, culture, poverty, etc.) would be helpful to them as new district teachers. Finally, the FGPs asserted that the NTI "spent too much time on the district's Care for Kids" initiative, which was duplicated in the professional development experiences of their respective schools.

Teacher Leader

As the FGPs described and reflected on their NTI experiences as new teachers or experienced teachers new to the district, categories which relate to the theme of Teacher Leader emerged. The FGPs value their interactions with their building principals. They

expressed a desire to have more interactions and reinforcement about the content of the NTI, with their principals. Each expressed, in some fashion, awareness that even though they are “new teachers,” they are and will continue to be called upon to demonstrate leadership in their schools. FGPs expressed that even as the NTI addressed the importance of differentiation and scaffolding to support student learning and that the FGPs have foundational knowledge in this area from their teacher preparation programs, they wanted to be challenged more in the NTI related to differentiation rather than be exposed to “repeated information.”

The FGPs described that as a result of their new, teaching year in the district and their experiences in the NTI, they devote more daily consideration to the importance of the challenges of meeting the needs of all learners; working effectively and in a reciprocal manner with parents and caregivers; attending to the cultural, language, religious, SES, and learning diversity in the classroom; trying to teach “everything that we are supposed to” while juggling the numerous complexities they experience during the work day; attending to their family and home needs; and attempting to carve out time to interact with more experienced and skilled teachers who they “desperately need” to coach and mentor them. To move to the next level of teaching, the FGPs expressed that they need more time to prepare and collaborate; a mechanism to identify and have access to a “safe” colleague or master teacher to “go to” for assistance, while not being perceived as “having problems”; and a deeper repertoire that will allow them to manage “parent situations” and critical incidents or scenarios. Notably, the FGPs expressed “surprise” that education is not more valued by society, particularly during this period of economic down turn.

Final findings included that most FGPs expressed comfort with new technologies and their proficiencies in this area and that the FGPs are, overall, enthusiastic about their futures as teachers and see themselves being satisfied, competent, and moving up the career ladder as their years in the field progress. The NTI provided a framework for the FGPs to “think about the work of a teacher” and how they fit into this framework at this point in their professional lives.

Credibility or Dependability

An important element in qualitative research is credibility or dependability. The researcher was intentional about the methodological elements of coding and analyzing the qualitative data in the form of field notes to establish credibility by individually coding data and conducting analysis and by subsequently debriefing in multiple sessions with the dissertation chair. Lincoln and Guba (1985) have extensively described the debriefing method as an appropriate way to address credibility or dependability in qualitative research.

Conclusions

At the beginning of this research study, it was thought that the three demographic groupings would provide clear differences in perceptions among the groups. When one looks conceptually at the groups, logic assumptions would suggest the following:

- The route to teacher certification preparation from a traditional four-year program would be different than a teacher trained in an accelerated alternative certification program.

- The number of years of teaching experience would be different from a novice teacher to a teacher with three or more years of classroom experience.
- The year the participants attended the New Teacher Induction Institute would be different from the perspective of the more recent attendees (2010-2011) than those who are further removed from the event (2008-2009).

Taking these assumptions into account, the researcher would be able to document a significant difference on any of these levels. Yet none were found. Reasons for this could be found with the low number of respondents (n=245) out of the potential population of 1270 attendees during 2008-09, 2009-10 and 2010 -11.

Even though the focus group had a small turnout, the information gained from the interviews did aid the researcher and this study by focusing on the needs of beginning teachers and the need to provide support. Each school within the district has its own culture and contextual setting, yet through teacher induction, school districts can and need to provide emotional and social support to retain the new hires.

The next chapter sets forth recommendations for the district related to the findings of this study,

CHAPTER FIVE

Present Considerations Regarding the Role of New Teacher Induction

Programs as Professional Development

In *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*, Diane Ravitch (2010) shares “lessons learned” in the text’s final chapter. Hers is a compelling reminder of the importance of quality teachers for every child in a school classroom.

With a strong and comprehensive curriculum and a fair assessment and evaluation system in place, the schools must have teachers who are well qualified to teach the curriculum. Teachers must be well educated and know their subjects. To impart a love of learning, they should love learning and love teaching what they know. They should have professional training to learn how to teach what they know, how to manage a classroom, and how to handle the kinds of issues and problems they are likely to encounter as classroom teachers. As in many other aspects of education, we do not have ways to quantify whether a teacher loves learning, but we have some important signposts, such as their education, their command of the subject, and their skill in the classroom (p. 239).

The research reviewed in Chapter 2 provided evidence that supports the role teacher induction programs play in the development of new teachers’ ideas about teaching. Beginning in the 1980s and into the 1990s, scholars have advocated for

beginning teacher support (Darling-Hammond, 1996; Feiman-Nemser, 2010; Ingersoll and Strong, 2011).

were surprised to see that little research has been done on the effects of a workshop approach for professional development on beginning teacher's practices.

The research in this study illuminated some important findings, which have been previously summarized while yielding few surprises. The image of a teacher as quoted above by Ravitch (2010) is predicated on assumptions that being a new teacher is a critical and challenging time and that there are links among teacher education, induction, beginning teachers' conceptions, teaching practice, and students' learning (Wang, Odell, and Schwille, 2008).

A focus of many induction programs has historically been on helping the new teacher adjust to her or his district and school. However, in a complex 21st century world where beginning teachers are learning to teach in the ways envisioned by national, state and professional association teaching standards, learning-centered pedagogies, the role of active sense-making of students (Cobb, 1994), professional learning communities (DuFour et al., 2005), and "where the teacher is regarded as organizer, challenger, and facilitator of student learning," (Bigelow, 1990), now more than ever, support in the form of new teacher induction programs is needed. Wang and Odell (2002) indicated that they County Public Schools (JCPS) district is to be commended for the recognition that new teachers hired in a large, urban district will benefit from a district wide induction program or institute. As well, JCPS has continued to sponsor and require the New Teacher Induction (NTI) institute for new hires in the district for a number of years now. The district collects annual evaluations from participants in the NTI in the district's

Accountability, Research and Planning Department and makes the report and findings accessible. There is attention to continuous improvement of the NTI model. The researcher acknowledges gratitude for district approved and granted access to new teacher hire participants in the NTI over the course of three academic years. That new teacher hires in JCPS are required to participate in the NTI while at the same time earning professional development “credit” for attendance is reasonable and fair. The district engaging more in collaboration with universities and concerting an effort to extend the NTI to a development and sustainability model to support broad-based, professional learning communities or communities for practice for new hire teachers (one to three years) in the district would be ideal.

Recommendations

The researcher has identified the following set of recommendations based on findings in this study:

1. Enhance the engagement opportunities for NTI participants during (and after) the institute sessions. Lave and Wenger’s (1991) concept of situatedness involves individuals being full participants. For “newcomers,” Lave and Wenger (1991) note that the purpose is not to learn *from* talk as a substitute for legitimate peripheral participation; it is to learn *to* talk as a key to legitimate peripheral participation.
2. In the NTI, emphasize the importance of contextualized, specific, and place- and role-specific work of teachers in the district and school in which they are employed.

3. Make use of case scenarios and case studies in the NTI which will provide insight and examples for new teachers into how to handle problems and share concerns with peers and mentors, without fear of being judged as incapable or lacking knowledge. New teachers benefit from a shared repertoire in “shared practice” – experiences, stories, tools, and ways of addressing recurring problems (Lave& Wenger, 1991).
4. Focus on the role of the organization in the NTI so that new teachers develop a way of thinking about how their efficacy benefits not only themselves as individual practitioners, but about how these benefits also accrue to the district and school as well.
5. The quality and quantity of induction in the district wide NTI are clearly important. “Programs that are more comprehensive, or longer, or include more depth of support appear to be better” (Ingersoll& Strong, 2011). Exploring an optimum quantity for particular components and activities and length and intensity of the NTI by JCPS is recommended, as is an analysis of the costs and benefits of the induction model.
6. The district should design and implement a consistent curriculum and content approach for the district wide NTI model and study it for a period of 3 years so that there is an opportunity to collect, analyze and respond to trend data. With the state adoption of the Common Core and College and Career Readiness Standards, a new state assessment and accountability system, and the state’s approved NCLB waiver, this appears to be an opportune time to adopt an induction model that has

fidelity in content and implementation. Of course, the district would continue to evaluate the program on an annual basis.

7. Presenters in the NTI institutes should include new teachers who have successfully navigated their first years of employment in the district, have passed the Kentucky Teacher Internship Program (KTIP), and who identify themselves as rising teacher leaders. Organizing a panel of the district's new teachers who are NTI alumni to share and present to the cohort of current NTI participants would well received.

Future Areas for Research

This research study contributes to the current body of studies on the perceptions and effects of teacher induction on beginning teachers' development, success and retention. Areas that have been reviewed and summarized for this research, and which support the findings of this study as well as a need for future research, include conceptions of formalized teacher induction models in the identity development and self-efficacy of those learning to teach; new teachers and professional development affects; self-reported areas of challenge and importance as perceived by new teachers who participate in teacher induction programs; relevant and continuous supports during the induction period; relationships and collaboration in a professional learning community or a community of practice; focus on content and subject-specific pedagogy and assessment; mentoring and coaching; and experiences that shape, guide and advance knowledge, skills and dispositions to support efficacy in managing the dynamics of the social, cultural, and organizational contexts of schools.

The researcher was struck by the questions posed at the conclusion of Ingersoll and Strong's (2011) critical review of literature on induction and mentoring programs for beginning teachers. These questions are timely guideposts for future research in this area and bear noting. The researcher has elected to "borrow" and cite these as they capture the essence of where the field needs now to go, in relation to beginning teacher induction programs.

Are the content and duration of effective induction similar across settings? Or, does induction need to be tailored to settings to be effective? Does effective induction in urban, low-income public schools necessarily differ from effective induction in suburban, affluent schools? Are some types and components of induction better for some types of teachers and students than others? Does effective induction at the high school level differ from that at the elementary level? Moreover, are induction and mentoring programs particularly helpful for new teachers who formal preparation is relatively weak, or are they helpful regardless of the quality of pre-classroom preparation? (Ingersoll & Strong, 2011, p. 228).

Conclusion

The Jefferson County Public Schools conducts its own, district evaluation of the New Teacher Induction (NTI) institute. The evaluation instrument for years 2008-2009; 2009-2010; and 2010-2011 differs in its content and formatting. There does not appear to be a consistent manner in which data have been collected over the three-year period. The district also uses the New Teacher Induction institute as an opportunity to collect data on teacher recruitment and interview sites at the same time. While there is discrepancy in

the data collection instrument, it appears that there is a pre-test/post-test given to the attendees. The participants are also provided with the opportunity to give feedback and suggestions regarding the New Teacher Induction institute and its content.

It is difficult to compare in a straightforward manner the district's evaluation with the present research study, as there is a difference in the instrumentation and methodologies used to collect data. In a review of evaluations of the NTI over a three-year period, the district did receive at least a 50% approval rating from respondents about the NTI institute sessions. There are some respondent criticisms and suggestions for improvement including redundancy of information; length of the professional development; and a suggestion that the NTI cohorts should be separated into two groups to address differentiation for new hire novice teachers and new hire experienced teachers (JCPS NTI evaluations, 2008-2011).

It is evident to this researcher that the Jefferson County Public School district-wide New Teacher Induction Program is focused more on orientation to the district and its mandates. In the beginning, the program was focused on new teachers and how to provide assistance and support to help guide them in their professional journey. However, along the way, the focus shifted to teacher recruitment efforts and orientation to programming that is important to Jefferson County. It is the recommendation from this researcher based on this study, if the district wanted to truly have a dynamic program that focuses on teacher induction than a shift in the programming is required.

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APPENDIX A

Teacher Survey

The purpose of this questionnaire is to help gain a greater understanding of how factors such as induction, mentoring, and professional development are perceived as effective by teachers. Please record your opinion about each statement below by checking the correct box. Confidentiality is most important to the researcher who will ensure no one responding to this will be identified by name.

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. JCPS New Teacher Induction Program assisted me to successfully teach subject matter concepts, knowledge, and skills in ways that enable my students to learn.				
2. JCPS New Teacher Induction Program assisted me to successfully to understand how different students in my classroom are learning.				
3. JCPS New Teacher Induction Program assisted me to successfully set challenging and appropriate expectation of learning and performance for my students.				
4. JCPS New Teacher Induction Program assisted me to successfully help all of my students to achieve high academic standards.				
5. JCPS New Teacher Induction Program assisted me to successfully develop curriculum that builds on my students' experiences, interest and abilities.				
6. JCPS New Teacher Induction Program assisted me to successfully evaluate curriculum materials for their usefulness and appropriateness for my students.				
7. JCPS New Teacher Induction Program assisted me to successfully identify and obtain materials and use community resources to create a multicultural curriculum.				
8. JCPS New Teacher Induction Program assisted me to successfully relate classroom learning to the real world.				
9. JCPS New Teacher Induction Program assisted me to successfully use instructional strategies that promote active student learning.				
10. JCPS New Teacher Induction Program assisted me to successfully understand how students' social, emotional, physical and cognitive development influences their learning.				
11. JCPS New Teacher Induction Program assisted me to successfully understand how students' family and cultural backgrounds may influence learning.				
12. JCPS New Teacher Induction Program assisted me to successfully identify and address special learning needs and/or differences.				
13. JCPS New Teacher Induction Program assisted me to				

successfully choose teaching strategies to meet different student needs in my class.

14. JCPS New Teacher Induction Program assisted me to successfully help my students to become self-motivated and self-directed.

15. JCPS New Teacher Induction Program assisted me to successfully develop a classroom environment that effectively promotes social development and group responsibility.

16. JCPS New Teacher Induction Program assisted me to successfully develop my students' questioning and discussion skills.

17. JCPS New Teacher Induction Program assisted me to successfully engage my students in cooperative group work as well as independent learning.

18. JCPS New Teacher Induction Program assisted me to successfully use effective verbal and nonverbal communication strategies to guide my students' learning and behavior.

19. JCPS New Teacher Induction Program assisted me to successfully use questions effectively to stimulate different kinds of student learning.

20. JCPS New Teacher Induction Program assisted me to successfully help my students learn to think critically and solve problems.

21. JCPS New Teacher Induction Program assisted me to successfully encourage students to see, question, and interpret ideas from diverse perspectives.

22. JCPS New Teacher Induction Program assisted me to successfully plan instruction by using knowledge of learning subject matter, curriculum and student development.

23. JCPS New Teacher Induction Program assisted me to work successfully with parents and families to better understand my students and to support their learning.

24. JCPS New Teacher Induction Program assisted me to successfully use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs and programs.

25. JCPS New Teacher Induction Program assisted me to successfully evaluate and reflect on my practice to improve my instruction.

26. JCPS New Teacher Induction Program assisted me to successfully maintain an orderly, purposeful learning environment.

27. JCPS New Teacher Induction Program assisted me to successfully effectively plan and solve problems with my colleagues.

28. JCPS New Teacher Induction Program assisted me to successfully assume leadership responsibilities in my school.

APPENDIX B

FOCUS GROUP INTERVIEW QUESTIONS

1. What component of the New Teacher Induction Program did you find most beneficial to you during your first year of teaching?
2. What assistance or help did you find most valuable that was provided by your mentor?
3. What assistance or help did you find most valuable that was provided by other teachers within your building?
4. What do you think was the most significant assistance provided to you by your building administrator(s)?
5. What do you think was the most significant assistance provided to you by JCPS's New Teacher Induction Institute?
6. What aspect of teaching have you found to be the most challenging?
7. What assistance do you think would be the most beneficial to first year teachers?

New Teacher Development in an Urban District: A Mixed Method Study of the Effectiveness of New Teacher Induction as Professional Development

September 1, 2011

Dear Participant:

You are being invited to participate in a research study sponsored by The Department of Teaching and Learning at the University of Louisville and conducted by Ann Larson, Ph.D. and Vicki Johnson-Leuze, doctoral student in the department.

The purpose of the research study is to study the Jefferson County Public Schools Districts New Teacher Induction as Professional development along with any other induction activities found within the local school building.

You are being invited to participate by allowing the researcher to survey and/or interview you regarding your perceptions of this program as it prepares you to teach within JCPS. The last page of the survey contains an invitation to participate in a focus group interview to discuss the new teacher induction program and any events, meetings, and or activities conducted by individual schools for teachers new to their building. The focus groups will meet after the survey data has been collected. The focus group will meet for approximately one hour. You may refuse to answer any of the questions. Approximately 1300 participants will be involved in the study.

Although the information collected may not benefit you directly, the information gained from the study may be helpful to others. Foreseeable risks to you might be slight discomfort in answering certain questions during an interview with others present. And as in any research there is always the possibility of unforeseen risks.

Although absolute confidentiality cannot be guaranteed, confidentiality will be protected to the extent permitted by law. The survey will be administered online and personal data will be encrypted and unknown to the researcher. To ensure participant privacy and confidentiality, no know identifiers of participants will be included in data reporting; the dissertation study itself, or future publications. Participants responsible for supplying collected data shall remain unknown. Pseudonyms may be used for some data reporting. Codes for pseudonyms along with other data shall be kept under lock and key in the private office of the research. The sponsor, the Human Subjects Protection Program Office, and the Institutional Review Board may inspect the research records of this study. Should the data be published you will not be identified by name.

Your participation in this research is voluntary. By completing this survey you agree to take part in this research study. You may refuse or discontinue participation at any time without losing any benefits to which you are otherwise entitled.

Your participation in this research is voluntary. By completing this survey you agree to take part in this research study. You may refuse or discontinue participation at any time without losing any benefits to which you are otherwise entitled.

Should you have any questions you may call the principal investigator, Ann Larson, Ph.D. at (502) 852-6044 or investigator, Vicki Johnson-Leuze, at (502) 485-8266. If you have any questions about your rights as a research subject, concerns or complaints about the research or research staff, you may call the HSPPO (502) 852-5188 and they will put you in touch with the appropriate chair of the Institutional Review Board to discuss the matter. If you want to speak to a person outside of the University, you may call 1-877-852-1167. You will be given the chance to talk about any question, concerns or complaints in secret. This is a 24-hour hot line answered by people who do not work at the University of Louisville. The IRB is an independent committee of members of the University community staff of the institutions, as well as lay members of the community not connected with these institutions. The IRB has reviewed this study.

This paper tells you what will happen during the study if you choose to take part. This informed consent document is not a contract. You are not giving up any legal rights by signing this informed consent document.

Thank you for your participation in this study.

Sincerely,

Ann Larson, Ph.D., Professor

Vicki Johnson-Leuze, Doctoral Candidate

By signing this letter you agree to take part in this research study. If you do not wish to participate, please do not sign this form.

I agree to participate in this research project.

SIGNATURE

PRINTED NAME

To: Focus Group Participants

From: Vicki Johnson-Leuze, Doctoral Candidate and researcher

Re: New Teacher Development in an Urban District: A Mixed Method Study of the Effectiveness of New Teacher Induction as Professional Development

Date: August 22, 2011

Thank you for volunteering to participate in this study. Your participation in this research is important in studying the perceptions of newly hired teachers in a large urban school-district regarding the district's new teacher induction program.

Your participation in the focus group interview is a vital component of this study. The focus group interview will be conducted by the researcher at Highland Middle School and Gheens Academy. The dates, times and locations for the focus groups are listed below.

<u>Focus Group</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Highland Middle School	September 21 st	3:00 - 4:00	Room 116
Highland Middle School	September 22 nd	4:15 - 5:15	Room 116
Highland Middle School	September 28 th	4:15 - 5:15	Room 116

Interviews will be flexible in structure. As participants arrive the interviews will be ongoing. Once again, your participation in the focus group interview is important to this study.

For planning purposes it is important that you write or call your intention to attend. Respond to vjleuze@gmail.com or to Highland Middle School @485-8266 to indicate your attendance.

Thank you,

Vicki Johnson-Leuze
Researcher

APPENDIX C

INSTITUTIONAL REVIEW BOARDS

University of Louisville
MedCenter One, Suite 200
501 E. Broadway
Louisville, Kentucky 40202-1798

Office: 502-852-5188

Fax: 502-852-2164

To: Larson, Ann

From: The University of Louisville Institutional Review Board (IRB)

Date: Friday, July 29, 2011

Subject: IRB Correspondence

Tracking #: 11.0282

Title: New Teacher Development in an Urban District: A Mixed Method Study of the Effectiveness of New Teacher Induction as Professional Development.

This study was reviewed on 07/28/2011 and determined by the chair of the Institutional Review Board that the study is exempt according to 45 CFR 46.101(b) under category (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

The study is exempt only if information that could identify subjects is not recorded. The waiver of written consent documentation is for the survey portion of the protocol. For the signed consent documents (focus groups), the requirement for investigator signatures within 2 weeks of participation is being waived.

Since this study has been found to be exempt, no additional reporting, such as submission of Progress Reports for continuation reviews, is needed. If your research focus or activities change, please submit a Study Amendment Request Form to the IRB for review to ensure that the study still meets exempt status. Best wishes for a successful study. Please send all inquires and electronic revised/requested items to our office email address at hsppofc:louisville.edu.
successful study. Please send all inquires and electronic revised/requested items to our

office email address at hsppofc:louisville.edu.

Board Designee: Quesada, Peter

Letter Sent By: Block, Sherry, 7/29/2011 12:40 PM

Full Accreditation since June 2005 by the Association for the Accreditation of Human Research Protection Programs, Inc.

APPENDIX D

RE: Request to use survey

Monday, April 21, 2008 1:57 PM

From:

"David Kincaid" <dkincaid@nctaf.org>

To:

"Vicki Johnson-Leuze" <vickijohnsonleuze@prodigy.net>

Absolutely you may use and cite our previous publications. As always, we wish to be cited appropriately. We would love to see your dissertation once you have completed; feel free to send us a copy.

Thank you for your interest in our work.

Best,

David

David Kincaid, Office Manager

National Commission on Teaching and America 's Future

2100 M Street NW, Suite 660

Washington, DC 20037

(202) 429-2570 phone

(202) 429-2571 fax

www.nctaf.org

Join us at the

2008 NCTAF Symposium

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Building a 21st Century Education System

Register today!

From: Vicki Johnson-Leuze [mailto:vickijohnsonleuze@prodigy.net]
Sent: Monday, April 21, 2008 12:04 PM
To: David Kincaid
Subject: Request to use survey

Dear Mr. Kincaid:

Hello. My name is Vicki Johnson-Leuze and I am currently enrolled as a doctoral candidate at the University of Louisville. The research topic for my dissertation is on the role of teacher induction programs in the retention of teachers and how these teachers perceive the induction process to be useful in their maturation as an educator. I came across the study done by NCTAF and New Visions for Public Schools. The researchers, Imbimbo & Silvernail used the survey entitled "A Survey of Beginning Teachers, The New York City Survey" which was conducted in 1998. The article "Prepared to Teach? Key Findings of the New York City Teacher Survey" were written by them in 1999.

I would respectfully like to ask if I may use this survey in the collection of data for my research. It matches the intent of my research if I may be allowed to make a few adjustments so that it will be specific to the large mid-western urban district being used in the research. I would certainly provide appropriate reference and credit to the two above mentioned organizations. Please feel free to contact me via e-mail or I can be reached at 502-548-6120.

Thank you for your time. I look forward to hearing from you.

Vicki Johnson-Leuze

CURRICULUM VITA

Vicki Johnson-Leuze

Louisville, KY

Education:

Current – University of Louisville

Louisville, Kentucky

Ph.D. Candidate

Specialty: Curriculum and

Expected Graduation:

Instruction

May 2012

Passed Doctoral Qualifying Exams: 2006

Dissertation Study: *New Teacher Development in an Urban District: A Mixed-Method Study of a New Teacher Induction Institute as Professional Development*

Committee Members: Dr. Ann Larson, chair; Dr. Diane Kyle, Dr. Maggie McGatha, Dr. William Weinberg, and Dr. Sam Stringfield

Specialty Areas of Doctoral Study: Curriculum Studies, Curriculum Theory, Teacher Education, Mentoring and Coaching, Research Methodology (mixed method, qualitative, quantitative), Professional Development

1992 - 1994 University of Louisville

Louisville, Kentucky

Ed.S.

Specialty: Curriculum Studies

1990 - 1991 University of Louisville

Louisville, Kentucky

M.A.T

Certification Area: Physical Education

1980 - 1981 Mercer University

Atlanta, Georgia

B.S.

Major: Movement Education

1978 - 1980 Southeastern Baptist
Theological Seminary

Graduate Studies, Religious Education

1975 - 1978 Mercer University

Macon, Georgia

B.A.

Major: Religion

Minor: Greek

Teaching Certification Areas:

Health and Physical Education K-12 (Kentucky, Indiana, Texas)

Social Studies 6-12 (Indiana, Texas)

Sociology 9-12 (Indiana, Texas)

Teaching Experience:

University Teaching

Instructor: University of Louisville, Department of Teaching and Learning,
College of Education and Human Development

Summer 2010	EDTP 501, General Methods
Summer 2010	EDAP 624, Curriculum Theory
Spring 2010	EDAP 625, Social and Ethical Development of Teaching
Fall 2009	EDTP 501, General Methods
Summer 2009	ECPY 507/607, Learning Theory and Human Growth & Development
Spring 2009	EDAP 625, Social and Ethical Development of Teaching
Fall 2008	EDAP 624, Curriculum Theory
Spring 2008	EDAP 625, Social and Ethical Development of Teaching
Summer 2007	EDAP 624, Curriculum Theory
Spring 2007	EDAP 625, Social and Ethical Development of Teaching
Fall, 2006	EDAP 624, Curriculum Theory
Summer, 2006	EDAP 624, Curriculum Theory
Summer, 2005	EDAP 625, Social and Ethical Development of Teaching
Fall, 2004	EDAP 624, Curriculum Theory
Summer, 2004	EDAP 624, Curriculum Theory

P-12 Schools Teaching

Health and Physical Education Teacher, K-12 Kentucky, Georgia

Louisville, Kentucky Jefferson County Public Schools:

2003 – Present	Highland Middle School (Current Position)
2001 – 2003	Chancey Elementary School
1998 – 2001	Lowe Elementary School
1998 – 2001	Jeffersontown Elementary School

Brandenburg, Kentucky Meade County Board of Education:

1990 – 1998	Ekron Elementary School
1990 – 1998	Muldraugh Elementary School

Archdiocese of Louisville S.H.A.P.E.:

1989 – 1990 St. Polycarp Catholic
1989 – 1990 St. Luke’s Catholic
1989 – 1990 St. Columba Catholic

Fitzgerald, Georgia Fitzgerald City Schools:

1988 – 1989 Fitzgerald High School

Non-Education Work Experience:

1987 – 1988	Human Resources	Georgia Baptist Hospital Atlanta, Georgia
1984 – 1987	Human Resources	HealthAmerica, Inc. Atlanta, Georgia

Professional Associations and Memberships/Certifications/Offices Held:

American Educational Research Association

American Alliance for Health, Physical Education, Recreation and Dance

Kentucky Alliance for Health, Physical Education, Recreation and Dance

Vice-President – Health Elect, 2009-2010

Vice-President – Health 2010-2011, 2011-2012

Phi Kappa Phi National Honor Society

Golden Key International Honour Society

Future Professors Program, University of Louisville

Certified Physical Best Specialist, 2004

Professional Papers/Honors:

Who’s Who Among America’s Teachers, 2005 – 2006

Who’s Who Among America’s Teachers, 2004 – 2005

HealthSouth and Coca-Cola “Always Teaching” Award, 1998

Outstanding Young Women of America, 1986

“Teachers’ Attitude Survey of the Kentucky Education Reform Act (KERA) in A Rural Setting” 1994

Workshops/Conference Presentations:

- Presenter: KAHPERD Annual Fall Conference, November , 2010
- Topic: “Collaboration of Six Health Concerns within the Community”
- Presenter: KAHPERD Annual Fall Conference, November, 2009
- Topic: “Bringing Consumerism into the Gymnasium”
- Presenter: University of Louisville, M.A.T. Program, August, 2008
- Topic: Depth of Knowledge (DOK)
- Presenter: JCPS Practical Living/Knowledge – Work Summer Professional Development – Elementary Strand, June 2001
- Topic: “Writing across the Curriculum – Even in Physical Education”
- Presenter: JCPS Practical Living Summer Institute – Elementary Strand, June, 2000
- Topic: “Collaboration – Practical Living in the Gym and in the Classroom”
- Presenter: Highland Middle School – Staff/Faculty Professional Development
- Topic: “Marzano’s Classroom *Instruction that Works*: How to Implement in Your Classroom” 2005 - current

District Service:

- Member: Itinerant Pairings Committee/Selection Committee, 1999 – 2007
- Member: Planning Committee, Invitational Cluster Track Meet for Elementary Students, 1999 – Current
- Member: Planning Committee, JCPS Family Fun Run, 1999 – 2009

Resource Training: Effective Instructional Leadership
Kentucky Teacher Internship Program,
2001 – Current

JCPS Representative: Jaeger-Mills Standard Setting/KIRIS to CATS
Practical Living, Elementary Strand
Kentucky Department of Education, October, 2000

Facilitator Training: Conflict Mediation Training of Teachers
Peace Education Program, July 2000

JCPS Representative: Goal Setting/KIRIS to CATS, Practical Living,
Elementary Strand
Kentucky Department of Education, May 2000

Committee Chairperson: Health Textbook Selection Committee,
Spring, 1999

School Service:

Teacher Representative: Site Based Decision-Making Council
Highland Middle, 2005 – 2007
Lowe Elementary, 1998 – 2003

Department Chairperson: Highland Middle School
Related Arts Department, 2004 – Current

Team Leader: Highland Middle School
Related Arts Department, 2007 – Current