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Teacher Induction Programs in North Carolina: Factors Relating to Job Satisfaction and the  
Intent to Remain in the Profession

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A dissertation

presented to

the faculty of the Department of Educational Leadership & Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

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by

Hannah S. Reeder

May 2013

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Keywords: Induction, Mentoring, Attrition, Beginning Teacher

## ABSTRACT

Teacher Induction Programs in North Carolina: Factors Relating to Job Satisfaction and the Intent to Remain in the Profession

by

Hannah S. Reeder

Attrition rates continue to rise for beginning teachers. It is alarming that almost half of all new teachers leave the profession within their first 5 years. The “revolving door” that is created negatively affects student achievement. The most common solution to decreasing teacher turnover rates is implementing a comprehensive new teacher induction program. Comprehensive induction programs are designed to increase teacher efficacy, promote quality professional development, and facilitate a collaborative work environment among teachers (Alliance for Excellent Education, 2004).

The purpose of this quantitative study was to examine beginning teacher induction programs in the state of North Carolina and the factors of those programs that positively contribute to teacher job satisfaction and the intention to remain in the profession as perceived by beginning teachers. Surveys were distributed to beginning teachers in 3 North Carolina school districts who were in their first, second, or third year of teaching during the 2011-2012 school year and who were still employed by their respective school district at the time of the study. Data collected focused on individual components of the induction programs, job satisfaction, and intention to remain in the profession. Pearson correlations and single sample *t* tests were performed to analyze the data.

The results of this study found that isolated components do not positively contribute to job satisfaction, but overall satisfaction with the induction program do predict the intent to remain in the profession.

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## DEDICATION

This dissertation is dedicated to those who have loved and supported me as I've traveled this educational journey. It is my hope that my love for learning will be an example for all of you. Never stop learning.

To my husband Todd Reeder for his loving support while never questioning my desire or need to pursue this dream. You have been my biggest fan and I can't thank you enough. Thank you for allowing me this opportunity. I'm happy to be sharing this journey and accomplishment with you. I love you.

To my dad Mark Spencer for always believing in me. The pride you have in me is what has encouraged me to keep going. I love being the apple of your eye.

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## CHAPTER 1

### INTRODUCTION

New teachers enter the classroom with an anticipation of changing the world. Their energy and enthusiasm for teaching and learning is contagious, but unfortunately almost half of them won't survive their first 5 years of teaching. A small portion won't even survive their first year. The overwhelming responsibilities and demands that are placed on beginning teachers have a negative impact on their desire or willingness to stay in the profession. This "sink or swim" (The NEA Foundation for the Improvement of Education [NFIE], 2002, p. 6) mentality is creating a "revolving door" (Smith & Ingersoll, 2004, p. 682) of teachers which in turn is negatively impacting student learning and achievement. The best new teachers often leave the field in search of higher paying jobs, less stress, and better working conditions (Darling-Hammond, 2003; Ingersoll & Smith, 2004).

Often, the transition from that of students of teaching to teachers of students is overlooked and goes unnoticed leaving novice teachers feeling unsupported and isolated (Ingersoll & Strong, 2011). It is also not uncommon for beginning teachers to be expected to perform the same duties and expectations as their veteran colleagues (Lesnick, Jiang, Spote, Sartain, & Hart, 2010; Veenman, de Laat, & Staring, 1998). This results in new teachers feeling overwhelmed in an already challenging career.

Teacher attrition rates are significantly higher than in most other professions (Ingersoll & Strong, 2011). Almost half of all new teachers leave the profession within their first 5 years of teaching (Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Inman & Marlow, 2004; Lesnick et al., 2010; NFIE, 2002). Not only do these high attrition rates affect student learning, they place

financial hardships on school districts due to the high costs of recruiting, hiring, and training efforts that are required to fill classroom positions with high quality teachers (Brewster & Railsback, 2001; Lesnick et al., 2010, Wong, 2003).

In an effort to train and support new teachers, many states have begun implementing teacher induction programs. Comprehensive induction programs are designed to increase teacher efficacy, promote quality professional development, and facilitate a collaborative work environment among teachers (Alliance for Excellent Education, 2004).

Teachers who participate in a comprehensive induction program are more likely to use effective instructional strategies, have better classroom management skills, and enjoy a higher level of job satisfaction. They also experience less stress and anxiety and are more likely to reflect on their teaching (Brewster & Railsback, 2001).

Induction programs typically consist of an orientation, mentor program, professional development, and an evaluation process (Alliance for Excellent Education, 2004; Brewster & Railsback, 2001; Wood & Stanulis, 2009). Schools that implement an effective comprehensive beginning teacher induction program are more likely to have lower teacher turnover rates, experience higher job satisfaction among their faculty and staff, and produce higher quality teachers (Alliance for Excellent Education, 2004; Howe, 2006).

Job satisfaction is defined as a worker's satisfaction with his or her job duties and working conditions. A high level of job satisfaction results in increased job performance, a greater commitment and dedication to the organization, and a decrease in turnover rates (Cohrs, Abele, & Dette, 2006).

Teacher job satisfaction directly affects instructional quality (National Center for Education Statistics, 1997). The goal of beginning teacher induction programs is to build job

satisfaction in new teachers with an effort to raise student achievement and reduce high attrition rates.

### **Statement of the Problem**

School systems across the nation are looking for solutions to the rising attrition rate of beginning teachers. Forty to 50% of teachers leave the profession within their first 5 years of service (Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Inman & Marlow, 2004; Lesnick et al., 2010; NFIE, 2002). As a result, most states have implemented some form of induction program for their beginning teachers.

The purpose of this study was to examine the factors of beginning teacher induction programs in the state of North Carolina that positively correlate to teacher job satisfaction and the intention to remain in the profession. Three school districts in North Carolina were selected to participate in the study. Of those districts all first, second, and third year teachers from the 2011-2012 school year who were still employed by their respective school district were invited to participate.

### **Research Questions**

The following research questions were used to guide this study:

1. Is there a significant positive correlation between teacher job satisfaction and satisfaction with the new teacher orientation component of first year teachers?
2. Is there a significant positive correlation between teacher job satisfaction and satisfaction with the mentor program component?

3. Is there a significant positive correlation between teacher job satisfaction and satisfaction with the professional development component?
4. Is there a significant positive correlation between teacher job satisfaction and the perception of principal support of beginning teachers?
5. Is there a significant positive correlation between a beginning teacher's intention to remain in the profession and the overall satisfaction of the beginning teacher induction program?
6. Are beginning teachers significantly satisfied with the orientation component of their beginning teacher induction program to a significant extent?
7. Are beginning teachers significantly satisfied with the mentor program component of their new teacher induction program to a significant extent?
8. Are beginning teachers significantly satisfied with the professional development component of their new teacher induction program to a significant extent?
9. Are beginning teachers significantly satisfied with the level of principal support they receive in their new teacher induction program to a significant extent?
10. Are beginning teachers significantly satisfied with their new teacher induction program to a significant extent?

### **Significance of the Study**

The results of this study can benefit educational leaders in their efforts to support beginning teachers through the induction process with the intention of increasing job satisfaction and reducing high teacher attrition rates. North Carolina's new teacher turnover rate is slightly above the national average of 33% for first through third year teachers (Corbell, 2009). In an



effort to reduce the high teacher turnover rate of new teachers, schools in North Carolina can focus on expanding and developing their new teacher induction programs, specifically the components and factors that most positively correlate to teacher job satisfaction and the intention to remain in the profession.

North Carolina State Board of Education requires teachers with less than 3 years of experience to participate in the state's Beginning Teacher Support Program, which consists of a formal orientation, mentor support program, and evaluation process (North Carolina State Board of Education, 2010). Even though the state requires these three specific components, each school district is given the flexibility to decide how its individual induction program operates. Programs across the state vary; some consist of the bare minimum while others are more advanced and rigorous.

Results from this study may be used to improve both the state induction model as well as each local district's Beginning Teacher Support Program with the intention of reducing new teacher attrition rates, improving job satisfaction, and increasing student achievement. Results of the study can also be used nationally as other states and school districts consider altering or implementing support programs for their beginning teachers.

Effective new teacher induction programs can also save school districts money by eliminating the need to recruit and train new teachers as a result of attrition. North Carolina spends on average about \$12,500 to replace a new teacher (Corbell, 2009). In the 2007-2008 school year North Carolina spent about \$37 million on teacher turnover (Corbell, 2009). These staggering amounts can quickly place a financial hardship on school districts. The Alliance for Excellent Education (2004) suggests that comprehensive induction programs have a payoff of

\$1.37 for every \$1 that is invested. School districts can use the results of this study to become more fiscally responsible.

### **Definition of Terms**

The following definitions of terms are provided to ensure meaning and understanding of the study:

1. *Attrition*: The number of employees leaving a particular profession.
2. *Beginning Teacher*: North Carolina identifies beginning teachers as those holding an initial license and who have less than 3 years of teaching experience.
3. *Induction*: A “systemwide, coherent, comprehensive training and support process [for beginning teachers] that continues for 2 or 3 years and then seamlessly becomes part of the lifelong professional development program of the district” (Wong, 2004, p. 42).
4. *Job Satisfaction*: How well workers are satisfied with their job duties and working conditions (Herzberg, Mausnes, Peterson, & Capwell, 1957).
5. *Mentoring*: Formal and informal interactions between novice teachers and veteran teachers to facilitate professional growth of new teachers (Alliance for Excellent Education, 2004; Robinson, 1998).
6. *Orientation*: The process of acclimating new employees to a school or school district (Robinson, 1998; Wood & Stanulis, 2009).

### **Limitations and Delimitations**

This study was limited to a select population of beginning teachers from the 2011-2012 school year from three North Carolina school districts. Data were limited to only public school

teachers and do not take into account private school induction programs in North Carolina. Therefore results are not necessarily generalizable to other populations.

### **Overview of Study**

This study is organized into five chapters. Chapter 1 provides an introduction to the study, statement of the problem, research questions, significance of the study, definition of terms, and limitations and delimitations. Chapter 2 includes a review of the literature on teacher attrition rates, comprehensive beginning teacher induction programs, and job satisfaction. Chapter 3 identifies the research methodology including research questions and null hypotheses, instrumentation, population, data collection, and data analysis. Chapter 4 contains the results of the study. Chapter 5 provides a summary of the findings, conclusions, recommendations for further research, and recommendations for practice.

## CHAPTER 2

### REVIEW OF LITERATURE

#### **Introduction**

This study was an examination of beginning teacher induction programs in the state of North Carolina and the perceptions of novice teachers in regard to job satisfaction and their intention to remain in the profession. To reduce high turnover rates of new teachers many states have implemented comprehensive induction programs for their beginning teachers. This chapter provides a detailed review of literature and current research about teacher attrition rates and beginning teacher induction programs.

In the past few decades a great deal of attention has been placed on staffing schools and classrooms with highly qualified teachers. In the 1980s a severe teaching shortage was predicted as a result of increased student enrollments and a rise in the number of teachers who were approaching retirement age (Ganser, 1999; Ingersoll, 2001). To accommodate for the teacher shortage recruitment efforts were increased to attract more people to the education profession. The early 1990s brought initiatives such as Troops-to-Teachers and Teach for America. Alternative licensing programs also began to surface. School systems began offering signing bonuses, student loan forgiveness programs, housing assistance, and tuition reimbursement incentives (Ingersoll, 2001).

Student learning, performance, and achievement are impacted the most by the quality of the teacher providing the instruction. Highly qualified and well-prepared teachers have the greatest impact on their students' learning (Darling-Hammond, 2003). According to Ferguson (1991) teacher quality contributes to 43% of a student's performance and achievement. Smith

and Ingersoll (2004) suggest that low school performance is a result of classrooms not being staffed with highly qualified teachers.

As school staffing efforts increased it became a concern that school systems would lower their standards to fill the many vacant teaching positions resulting in under qualified teachers and ultimately lower student performance (Ingersoll, 2001). A push for higher teaching standards, accountability, and better teacher training and development ensued. Even with the recruitment efforts that were implemented to fill teaching positions, turnover rates have continued to increase. Since the 1990s the number of teachers leaving the classroom has exceeded the number entering the profession (Darling-Hammond, 2003).

Retirements contribute significantly to the high attrition level but they only account for about 20% of teacher turnover (Darling-Hammond, 2003; Ingersoll, 2001). However new teachers are exiting the profession at alarming rates that most affect teacher retention. Most commonly cited as the main reason for leaving is poor working conditions (Ingersoll, 2001).

First-year teachers tend to experience a reality shock when they first enter the teaching profession. Many of them are just trying to keep their heads above water. The first year of teaching is often the most difficult (Veenman et al., 1998). Their experience as student teachers, if they were fortunate enough to have a student teaching experience, does not begin to compare to the full set of expectations and duties they are faced with as beginning teachers. It is at this point that they transition from being a student of teaching to teachers of students (Ingersoll & Strong, 2011).

Beginning teachers are often given the classes and course loads that no one else wants. This includes remedial classes, courses that require multiple preparations, and classrooms with diverse learning needs (Brewster & Railsback, 2001; Gordon, 1991). Sometimes they are also

given more extracurricular duties than their colleagues, which can take time away from their primary purpose of providing effective instruction for their students (Howe, 2006). This results in beginning teachers feeling overwhelmed and isolated.

### **High Levels of Attrition Rates**

It is estimated that 40% to 50% of teachers leave the profession within their first 5 years of teaching (Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Inman & Marlow, 2004; Lesnick, Jiang, Spote, Sartain, & Hart, 2010; The NEA Foundation for the Improvement of Education [NFIE], 2002). Fourteen percent of those teachers leave by the end of their first year and 33% leave within the first 3 years (Alliance for Excellent Education, 2004). Furthermore, 9.3% of first-year teachers leave before they finish their first year of teaching (Weiss & Weiss, 1999).

Teacher migration should not be confused with teacher attrition. Migration describes teachers who change schools but remain in the profession. Attrition is completely leaving the profession (Smith & Ingersoll, 2004).

The teacher attrition rate is significantly higher than many other professions (Ingersoll & Strong, 2011), which results in the education field losing some of the “best and brightest” novice teachers (Ingersoll & Smith, 2004, 29). North Carolina is consistent with the national trend. In the 1995-1996 school year there were 4,201 beginning teachers with no prior experience in the state of North Carolina (Sullivan, 2006). After 1 year, 16.3% of those teachers left the profession. Three years later that percentage rose to 34.1 and by 5 years it was 43.8%. Five years later during the 2000-2001 school year the number of beginning teachers in North Carolina

had dropped to 3,007. Of those new teachers 17.7% left after 1 year, 35.5% after 3 years, and 43.8% after 5 years (Sullivan, 2006).

A report from the National Center for Education Statistics showed that in 1997 29% of beginning teachers who did not have student teaching experience as part of their preservice training left the profession within the first 5 years (Darling-Hammond, 2003; Henke, Xianglei, & Geis, 2000). Of those who did have student teaching experience, the percent of beginning teachers who left dropped to 15%. The same study also looked at the attrition rate of certified and uncertified teachers. Forty-nine percent of uncertified beginning teachers left within 5 years while only 14% who were certified left (Darling-Hammond, 2003; Henke et al., 2000).

To address the high teacher turnover rate, schools must first address the retention problem before they can increase their recruitment efforts (Ingersoll, 2001). Schools can't just hire more teachers. They must properly train the teachers they have or else it becomes a "revolving door", which costs the system a lot of money (Smith & Ingersoll, 2004, p. 682). For example, New York implemented an \$8 million teacher recruitment campaign that produced 8,334 new teachers. However, after only 1 year, 1, 875 of those teachers quit (Wong, 2003). Recruitment efforts alone are not enough. The reasons for attrition have to be identified and remedied before large-scale recruitment can take place.

### **Reasons for High Attrition Rates**

There are many reasons why teachers choose to leave the classroom. Often described as the "sink or swim" method, beginning teachers are thrust into a profession that leaves them feeling overwhelmed and unsupported (Hoerr, 2005; NFIE, 2002, p. 6; The Public School Forum of NC, 1996, p. 7). Often, beginning teachers have the same expectations as their veteran

counterparts. They are expected to perform the same duties and responsibilities as experienced teachers (Lesnick et al., 2010; Veenman et al., 1998). As new teachers it is their first time having full control of a classroom and the responsibility for preparing instruction in multiple subject areas (Robinson, 1998).

The U.S. Department of Education (2009) surveyed teachers with 1-3 years of experience who left the classroom during the 2008-2009 school year. Their study found that 28.6% of beginning teachers left to pursue another career, 9.6% left as a result of their dissatisfaction with administration, and 11.7% left due to a lack of support from administration.

Robinson (1998) identified the top five problem areas for new teachers as 1) amount of paperwork, 2) limited amount of personal time, 3) lack of resources, 4) time management, and 5) classroom management. Working conditions have a profound influence on a new teacher's effectiveness and ability to raise student achievement. Working conditions are also a large determining factor for a teacher when deciding to remain in the profession or not (Darling-Hammond, 2003).

Beginning teachers cite one of the main reasons for leaving the profession as a lack of support from the school administration (Alliance for Excellent Education, 2004; Ingersoll & Strong, 2011). A North Carolina study found that only half of NC Teaching Fellows felt supported by their administration (The Public School Forum of NC, 1996). Feelings of being unsupported, especially as a novice teacher, increase the chances of frustration and ineffectiveness.

Isolation is another strong reason new teachers leave the profession. Many beginning teachers are not provided with opportunities to interact with their experienced colleagues in order



to receive help and support (Veenman et al., 1998). An environment that limits collegial interactions and collaborative opportunities leaves teachers feeling alone and isolated.

Another reason teachers leave the classroom is due to low pay and a lack of mobility (Brewster & Railsback, 2001; Henke et al., 2000; The Public School Forum of NC, 1996). Teaching is less desirable when one considers the limited opportunities for rewards, recognition, or advancement. Peers in the private sector with the same level of education as teachers receive promotions and raises and enjoy increased benefits (The Public School Forum of NC, 1996). When faced with financial obligations of marriage, rearing a family, and buying a home, teachers often find themselves struggling to survive. In 1997 the average salary of full-time teachers with bachelor's degrees was \$25,500, which was the same as those employed in clerical positions with bachelor's degrees (Henke et al., 2000).

North Carolina teachers can expect a maximum of a 2% increase in salary each year (The Public School Forum of NC, 1996). Unfortunately the current budget situation has compacted this problem by placing a freeze on all teacher salaries. A survey conducted by the North Carolina Department of Public Instruction found that 66% of teachers who left the profession identified salary as a factor for leaving (The Public School Forum of NC, 1996).

Along with salary, mobility is limited in teaching. Once a teacher obtains career or tenure status, there are few opportunities for advancement unless one pursues an administrative position (The Public School Forum of NC, 1996). A beginning teacher in North Carolina made it clear that, "those who can find fulfillment in other careers, for whom teaching is only one of many possible callings, the choice to leave is not merely tempting. It is obvious" (The Public School Forum of NC, 1996, p. 14).

Beginning teachers also cite poor preparation and teacher training as factors in their decisions to leave the classroom. Ingersoll and Smith (2004) suggest that school staffing problems are not a result of a teacher shortage but instead a result of few teachers being trained properly. A large discrepancy exists among teacher preparation institutions and the amount of preservice training that prospective teachers receive (Howe, 2006). In the United States and Canada preservice teachers in colleges of education receive on average 12-15 weeks of student teaching. New Zealand teacher education students participate in several 4-week sessions. Other countries such as Germany, France, and Belgium require a 1-year formal internship (Howe, 2006). Preservice teachers in Finland spend 15%-25% of their educational preparation training in a practicum setting (Sahlberg, 2011). Finnish teachers must also have a master's degree to be eligible for a teaching position (Sahlberg, 2011). The discrepancy in amount of clinical training among teacher candidates leaves many new teachers at a disadvantage from the start. But even those fortunate enough to have had a great student teaching experience are left with an "unrealistic optimism" from that experience (Veenman et al., 1998, p. 3). Unfortunately, reality turns into discouragement.

Even a solid background in a teacher education program is not a guarantee that a new teacher will be provided with the foundations that are necessary to become an effective educator. The Alliance for Excellent Education (2004) compares a new teacher's experience in the classroom to that of placing an inexperienced teenage driver in a NASCAR race. Having basic skills does not necessarily mean they are ready to be turned loose without proper training or support.

Other reasons teachers identify as factors contributing to their decision to leave the profession are unreasonable assignments, poor mentoring, and large demands of their time

(Bickmore & Bickmore, 2010). Factors unrelated to education make teachers leave the profession. Some find they are not as well-suited for the job as they originally thought. Others choose to leave in order to stay home and raise children (Brewster & Railsback, 2001).

### **Impact of High Attrition Rates**

High levels of attrition place a financial burden on school systems (Lesnick et al., 2010). It is estimated that the cost of losing an employee is about 30% of that employee's salary (Alliance for Excellent Education, 2004). A school district spends approximately \$12,546 for every teacher it loses to attrition. In Texas alone at least \$329 million is spent annually on teacher turnover (Wong, 2003). In New York \$186 million is spent each year. Chicago spends \$86 million per year, which breaks down to about \$15,325 per teacher (Lesnick et al., 2010; Smith & Ingersoll, 2004; Wong, 2003). These indirect expenses for recruiting, hiring, and training are often invisible as they are spread out between the personnel department, school improvement monies, and professional development funds (Brewster & Railsback, 2001; Wong, 2003). But the amounts are staggering. If teacher turnover rates were minimized, then those funds could be used for other school improvement projects. By minimizing teacher attrition, schools can even save money (Wong, 2003). Not addressing the high levels of new teacher turnover is fiscally irresponsible (Smith & Ingersoll, 2004).

More so than the financial encumbrances of high attrition rates is the negative impact on student learning. The revolving door promotes an unstable learning environment for students and places extra demands on other teachers (Smith & Ingersoll, 2004). It also limits the school's long-range planning and reform initiatives (Brewster & Railsback, 2001).

A high teacher turnover rate reduces the organization's stability, coherence, and morale. The school climate and culture also is negatively affected. The overall effectiveness of the organization is lessened (Smith & Ingersoll, 2004).

It is necessary for schools to find effective strategies to retain their talented new teachers if they intend to keep up with school reform initiatives and the increasing need for quality teachers (Brewster & Railsback, 2001).

### **Beginning Teacher Induction Programs**

Just keeping teachers in the profession is not equivalent to helping them become effective teachers (Feiman-Nemser, 2003). If the quality of the teacher is a strong indicator of student success, schools must put into place a program that will develop beginning teachers into competent and effective professionals. Feiman-Nemser (2003) argues that new teachers need 3 to 4 years to become competent in their field and even more to reach proficiency. In order to become effective teachers, teachers must collaborate with colleagues and personally reflect on their own teaching (Howe, 2006). To achieve this, beginning teachers need a professional culture that supports and encourages teacher learning and development (Feiman-Nemser, 2003).

Wong (2003) suggests that the difference between school systems with low attrition rates compared to those with higher attrition rates is an organized, comprehensive program that trains and supports new teachers. Producing more qualified teachers is not the problem, it is retaining the quality teachers we have (Darling-Hammond, 2003).

Induction is defined as being exposed to something new or unknown or an initial experience (Robinson, 1998). Wong (2004) defines teacher induction as being a "systemwide, coherent, comprehensive training and support process that continues for two or three years and

them seamlessly becomes part of the lifelong professional development program of the district” (p. 42).

Induction is a process that is the beginning of the developmental continuum for providing support and guidance to new teachers (Wong, 2004; Wood, 2001). It must be comprehensive in that it provides support, development, and standards-based assessments to new teachers during their first 2 years of service (Alliance for Excellent Education, 2004).

A comprehensive induction program does not consist of a crash course or one-time orientation. It is not just a mentoring program even though mentoring is a huge component of an effective induction program (Alliance for Excellent Education, 2004). It does not follow a top-down approach nor is it the only solution to an ineffective or dysfunctional school.

Comprehensive induction is not necessarily designed only for beginning teachers. New teachers, mentors, administrators, and all other stakeholders involved in the induction process should experience professional growth and receive support and development like an induction program is intended to do (Alliance for Excellent Education, 2004).

An induction program that is comprehensive in nature builds a community of learners and increases teacher efficacy (Alliance for Excellent Education, 2004). It keeps quality teachers in the classroom and gets rid of the ineffective ones. The professional development aspect of a comprehensive induction program is designed to teach both clinical and practical skills necessary to develop effective teachers (Alliance for Excellent Education, 2004). It also facilitates professional learning and collaboration among colleagues. Induction should be regarded as a process, not just a program (Wong, 2004).

## **History of Induction Programs**

Participation in new teacher induction programs has more than doubled since 1990.

Wood and Stanulis (2009) describe five waves in the history of teacher induction. The first wave was prior to 1986. At that time induction programs were rare. Florida established the first state-level induction program in 1978. Seven other states followed suit thereafter. Induction programs were informal with little organization but were focused on the needs of new teachers.

The second wave came during the years of 1986 and 1989 (Wood & Stanulis, 2009). This wave brought with it an emphasis on mentoring. Thirty states had some form of induction in place but each program varied a great deal. The more formal induction programs began to include observations and professional development opportunities for new teachers. It was during this wave that “mentoring” came to be synonymous with “induction”.

1990-1996 brought the third wave of induction programs (Wood & Stanulis, 2009). In 1991 the Interstate New Teacher Assessment and Support Consortium (INTASC) standards were released for new teachers. This resulted in more structured induction programs as they began to include formative assessment. Standards-based observations also increased. In addition, 100% of state-mandated programs reported having a mentoring component in their induction program. Unfortunately, many of these programs were eliminated due to a lack of funding.

The fourth wave of induction programs occurred from 1997 to 2006 (Wood & Stanulis, 2009). During this time induction programs became more comprehensive and organized. They began to focus more on mentoring, professional development, and formative assessment. We are currently in the fifth wave. With the current No Child Left Behind initiatives induction programs are focusing more on accountability with an emphasis on teacher effectiveness and student

learning. Induction programs are becoming more specialized and subject-based while focusing on differentiation of instruction.

During the 1987-1988 school year there were 50,000 first year teachers. Ten years later that number jumped to 200,000 (Ingersoll & Strong, 2011). As a result schools have had to increase their efforts to attract and retain good quality teachers. In 2004 thirty states had some form of induction program for their beginning teachers. However, only 15 of those states mandated it (Alliance for Excellent Education, 2004). Four years later only 22 states were actively funding induction programs for their new teachers (Ingersoll & Strong, 2011). In 2003 seventy-nine percent of new teachers participated in an induction program (Alliance for Excellent Education, 2004).

Federal legislation such as No Child Left Behind has put teacher quality at the forefront of educational issues, which has increased the need for effective beginning teacher induction programs and mentoring opportunities (Bullough, 2012). Race to the Top, another federal initiative, has allocated \$4.3 billion for system-wide school reform. One of the targets of this initiative is to attract and keep great teachers and leaders. One way this can be accomplished is through effective, comprehensive induction.

### **Purpose of Induction Programs**

New teacher induction programs are designed to support beginning teachers as they enter the educational profession. Beginning teachers who participate in an induction program are more likely to use effective instructional strategies, have better classroom management skills, and enjoy a higher level of job satisfaction (Brewster & Railsback, 2001). They experience less stress and anxiety and take more opportunity to reflect on their teaching.

School districts that provide a beginning teacher induction program to their new employees have higher test scores, which in turn reflects higher student achievement (Brewster & Railsback, 2001; Ingersoll & Strong, 2011). They have higher quality teachers and higher levels of teacher effectiveness and competence. The school districts also have a stronger collegial network among teachers. They foster a positive learning environment for students and spend less money on personnel recruitment.

Effective induction programs reduce the high attrition rates of new teachers (Ingersoll & Strong, 2011; NFIE, 2002; Wood & Stanulis, 2009). They also promote a greater advocacy among teachers for student learning (Lesnick et al., 2010).

### **Components of Comprehensive Induction Programs**

Comprehensive new teacher induction programs last over the course of 2 to 3 years (Alliance for Excellent Education, 2004; Wong, 2004). They generally consist of four main components: an orientation, mentoring program, professional development, and evaluation process (Alliance for Excellent Education, 2004; Brewster & Railsback, 2001; Wood & Stanulis, 2009). Other components that contribute to a positive induction experience for beginning teachers are collaborative opportunities among colleagues, common planning time, administrative support, scheduled release time, reduced workloads, and extra classroom assistance (Alliance for Excellent Education, 2004; Brewster & Railsback, 2001; Ingersoll & Strong, 2011; Wong, 2004).



## **Orientation**

The first step for participants in the induction process is attending an orientation. The purpose of an orientation is to acclimate new employees to the school and school district (Robinson, 1998; Wood & Stanulis, 2009). Orientation occurs prior to the beginning of school and generally lasts over a period of 2 to 3 days (Wong, 2004). Sometimes referred to as an “information distribution,” orientation is designed to help new teachers make a smooth transition into the classroom (Robinson, 1998).

Topics of discussion include the school’s mission and vision, policies and procedures, curriculum, expectations and duties of the job, and the evaluation process (Stansbury & Zimmerman, 2000; Wood & Stanulis, 2009). Typically, beginning teachers will meet their mentor for the first time during the orientation process. This time is also used as a first attempt to establish a collaborative environment for teachers to network with one another and to form a professional learning community (Wong, 2004).

## **Mentoring**

One of the most critical components of a comprehensive induction program is mentoring (Bullough, 2012). Robinson (1998) defines mentoring as “facilitating positive growth and development of the new teacher” (p. 7). Its goal is to build instructional competence of beginning teachers (Veenman et al., 1998). Mentoring can be through both formal and informal interactions as long as the mentor coaches, supports, and provides feedback to the mentee. However, mentoring is not enough by itself (Alliance for Excellent Education, 2004).

Effective mentoring programs must have a solid understanding of teacher development, align with professional teaching standards and student content standards, and include

performance assessments (Moir & Gless, 2001). “No technology, no curriculum, no standardized structures can substitute for the power of a knowledgeable and skillful veteran to move a novice teacher to ambitious levels of teaching”.

Smith and Ingersoll (2004) point out that the words mentoring and induction are often used interchangeably. But they are two entirely different things. Mentoring is one component of induction. However, it cannot be the only component (Ingersoll & Smith, 2004). The job of the mentor is to provide feedback to the beginning teacher to enhance instructional effectiveness and to encourage more reflective teaching (Veenman et al., 1998).

Wood and Stanulis (2009) recommend that mentors have at least 3 years of successful teaching experience, maintain a reflective approach, be knowledgeable of the content, and promote personal and professional growth in their mentee. They should work to build interpersonal and communication skills, have a commitment to mentoring, and understand adult learners.

Mentors should be sensitive and empathetic to the needs of new teachers, establish a relationship that supports mutual respect and trust, and be willing to share power and expertise with their mentee (Wood & Stanulis, 2009). Effective mentors will become vested in their beginning teacher’s personal well-being and professional career (Veenman et al., 1998).

Brewster and Railsback (2001) suggest that mentors should see novice teachers as “developing professional[s],” not one that needs to be ‘fixed’ (p. 16).

Successful mentor programs provide specific training for their mentors. Trained mentors are more likely to provide better feedback and use effective coaching skills when working with beginning teachers (Veenman et al., 1998). Mentor selection is a critical part of a mentoring program. Mentors should be good teachers of students but also good teachers of teachers

(Alliance for Excellent Education, 2004). Strong mentors must have credibility with their colleagues and administrators, possess a willingness to learn, be effective teachers in their content area, and demonstrate respect for various teaching styles and methods (Moir & Gless, 2001).

Accessibility of mentors is also an important piece of mentoring programs. Mentors and mentees should be housed in the same building and teach the same subject area or grade level (Brewster & Railsback, 2001; Wood & Stanulis, 2009). However, it is estimated that less than half of new teachers are placed with a mentor from the same subject area (Alliance for Excellent Education, 2004; Wood & Stanulis, 2009). Other considerations for matching mentors to beginning teachers are availability and a willingness to communicate (Robinson, 1998).

Mentors must set aside sanctioned time to meet with their novice teacher on a regular basis. During these meetings, the mentor and mentee engage in lesson planning, reflecting on teaching, and analyzing student work (Wood & Stanulis, 2009). It is also important that the mentor not be a direct supervisor of the novice teacher as it can become a conflict of interest when performing evaluations (Alliance for Excellent Education, 2004).

Mentoring programs must have administrative support and clear leadership. “Giving a teacher a mentor ‘only’ is a convenient and unconsciously foolish way for an administrator to divorce himself or herself from the leadership required to bring a beginning teacher up to professional maturity level” (North Carolina Teaching Fellows Commission, 1995). The most effective mentoring situations are when the mentor and mentee engage in reflective conversations about teaching and learning (Veenman et al., 1998). Successful mentoring is also based on the professional relationship that is formed between the mentor and the new teacher (Wood, 2001).

Many induction programs offer incentives to mentors for the time and energy they invest in the mentoring program. Incentives can include monetary compensation, release time, recognition, and professional development units (Brewster & Railsback, 2001).

## **Professional Development**

The next component of comprehensive induction programs is ongoing professional development. Because teacher quality is the most important factor in raising student achievement, training and supporting beginning teachers through quality professional development is a necessity (Alliance for Excellent Education, 2004; Ingersoll & Strong, 2011). The NEA Foundation for the Improvement of Education (2002) suggests that high-quality professional development improves student learning, encourages reflection and inquiry, and increases a broader understanding of content knowledge. It is also sustained and rigorous with the intention of advocating and advancing the goals of the profession. Most importantly, high-quality professional development focuses on the diverse learning needs of students (Alliance for Excellent Education, 2004). Professional development should be designed to engage teachers and benefit students (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009).

New teacher induction programs should offer a range of professional development opportunities that cater to the specific needs of its novice teachers. Offerings should be different for first-year teachers from that of third-year teachers as their needs are different (Wood & Stanulis, 2009). Sustained and intensive professional development should take place regularly and be collaborative in nature, long term, and content driven while focusing on teaching and learning (Alliance for Excellent Education, 2004). The goal of professional learning for teachers should be to build teacher knowledge, make instructional practices more effective, and improve student learning (Wei et al., 2009).

Possible topics for professional development for beginning teachers are classroom set up, routines and procedures, lesson planning, and classroom management. Other topics might include engaging students in the learning process, establishing a community of learners, differentiating instruction, and using meaningful assessments (Brewster & Railsback, 2001).

## **Evaluation and Assessment**

The final necessary component for a comprehensive new teacher induction program is evaluation and assessment. Beginning teachers should be evaluated throughout the school year through both a formal and informal evaluation process (Robinson, 1998). Informal evaluations consist of conversations and reflection on teaching and learning. Formal evaluations are required by each state and typically include observations, conferencing, and action plans. The purpose of an evaluation is to determine what is working in the classroom and what is not working.

The evaluation process should not only evaluate but should provide support to new teachers. This can be easily accomplished when the evaluation tool is linked to universal, high-quality teaching standards (Alliance for Excellent Education, 2004). The Interstate Teacher Assessment and Support Consortium (InTASC) is a model that is dedicated to teacher quality reform. Their 10 teaching standards focus on student learning, content knowledge, instructional practice, and professional responsibility (Council of Chief State School Officers, 2011).

Another purpose of evaluations is to help determine whether new teachers should continue teaching or not. Some new teachers need to be encouraged to pursue other careers (Alliance for Excellent Education, 2004).

The induction program itself also needs to undergo a program evaluation (Wood & Stanulis, 2009). This keeps the program focused on its purpose, mission, and goals while

operating within its vision. The evaluation will also provide data to identify the needs of the program and possible areas for improvement (Wood & Stanulis, 2009).

### **Collaboration**

The Alliance for Excellent Education (2004) suggests that teachers who plan together are more likely to stay in the profession longer because they establish a community of professionals that focus on student learning. Teachers who have opportunities to collaborate with one another indicate a higher level of job satisfaction. Collaboration also results in decreased levels of isolation.

Having a set common planning time among teachers is an easy way to establish a collaborative environment. Common planning promotes higher level reflection and collegial discussions and the use of more effective teaching strategies (Alliance for Excellent Education, 2004). It also allows teachers the opportunity to collaborate on lesson plans and curriculum alignment. Another advantage to common planning times is better use of student assessment data (Alliance for Excellent Education, 2004).

### **Administrative Support**

One of the most important factors of effective induction programs is administrative support. Principals can support their beginning teachers by providing common planning time with mentors, involving teachers in the day to day operations of the school, providing adequate instructional resources, and promoting positive working conditions among all faculty and staff (Bickmore & Bickmore, 2010; Brewster & Railsback, 2001).

When a professional relationship is lacking between new teachers and their principal, teachers feel undervalued and unappreciated as professionals (Bickmore & Bickmore, 2010). This can result in new teachers potentially leaving the profession. On the other hand, a healthy school climate and a principal who provides a positive induction experience for new teachers are more apt to meet both the professional and personal needs of beginning teachers.

The role of building-level administrators in the new teacher induction process is to provide a thorough orientation for novice teachers, assign quality mentors, and encourage a school climate that supports collaboration (Bickmore & Bickmore, 2010; Brewster & Railsback, 2001). The most effective principals strive to have valuable exchanges with their beginning teachers by being open, friendly, and supportive. Teacher satisfaction is increased when these qualities are present (Bickmore & Bickmore, 2010). Strong principal support is necessary to build and maintain relationships between mentors and mentees. Principals must provide time and resources to make mentoring effective (Wiebke & Bardin, 2009).

In their study analyzing the relationships between novice middle school teachers and their respective principals, Bickmore and Bickmore (2010) found that beginning teachers need to feel competent, respected, and valued while also experiencing a sense of belonging in order to be successful. Effective principals make their new teachers a priority by providing adequate funding, setting clear expectations, and remaining supportive of their new teachers' needs (Brewster & Railsback, 2001).

### **Other Components of Induction Programs**

Other factors that can contribute to an effective, comprehensive induction program are peer observations, classroom visits, reduced class loads, and extra classroom assistance

(Brewster & Railsback, 2001; Ingersoll & Strong, 2011; Wood & Stanulis, 2009). The more help and support that can be offered to beginning teachers, the more likely they will stay in the classroom.

### **Variations in Induction Programs**

There can be many variations from one induction program to another. This can range from the frequency of professional development offerings to how mentors are assigned, trained, and compensated to the number of new teachers served through an induction program (Ingersoll & Strong, 2011; Smith & Ingersoll, 2004). Some induction programs only serve teachers with no previous teaching experience while others serve teachers who do have some experience or experienced teachers who are new to a particular school. Even with mentoring programs there are variations. Some programs require that mentors check in with their mentee only a few times throughout the semester or school year while others require regularly scheduled meetings (Ingersoll & Smith, 2004).

Even the purpose of induction programs can vary. The more effective programs work to establish and foster growth of their beginning teachers, while others use the program only to get rid of ineffective teachers (Ingersoll & Smith, 2004).

Weiss and Weiss (1999) suggest that well-organized and effective induction programs are not the norm. This is especially true in the United States where there are not any consistent new teacher induction models for individual states to follow (Wood & Stanulis, 2009). In other countries, however, induction is a prerequisite for teaching. Induction programs in Germany, New Zealand, and Japan are much more comprehensive than those in the United States and Canada (Howe, 2006).



New teachers in Germany participate in a 2-year internship that is divided into two phases (Howe, 2006). The first phase is a 6- to 12-month teaching period where teachers teach in the classroom 2 days per week and then attend seminars the other 2 to 3 days. The second phase lasts for 1 year. Teachers provide direct instruction 4 days a week and then attend seminars for reflection and collaborative purposes 1 day a week. During this phase, new teachers are paid half of a licensed teacher's salary. They are also required to undergo at least 25 observations during the year. At the end of the induction process, new teachers submit a portfolio and then undergo a formal assessment (Howe, 2006).

New teachers in New Zealand participate in a 2 to 5 year induction that includes an orientation, mentoring program, a series of observations, and participation in inservice activities (Howe, 2006). A 20% release time is provided for both new teachers and their mentors. This process focuses on support and assistance rather than assessment. In Japan, new teachers attend 125 days of professional development during their first year of teaching. There is also a huge emphasis on collaboration (Howe, 2006).

The inconsistency in induction models in the United States results in a decrease in teacher development, higher levels of teacher attrition rates, and a negative effect on student achievement (Bullough, 2012). The inconsistencies must be addressed if induction programs are to be effective.

### **Induction Programs in North Carolina**

North Carolina beginning teachers are required to participate in a 3-year induction program that consists of an orientation, a mentor support program, and observations and evaluations (North Carolina State Board of Education, 2010). Successful participation in the

induction program is required before a teacher can earn a continuing license. North Carolina's induction program is referred to as the Beginning Teacher Support Program [BTSP]. All first-through third-year beginning teachers are required to participate in the induction program.

Fourth-year teachers are still considered beginning teachers but do not participate in the BTSP.

North Carolina has developed five standards that guide their BTSP. They are 1) Systematic support for high quality induction programs, 2) Mentor selection, development, and support, 3) Mentoring for instructional excellence, 4) Beginning teacher professional development, and 5) Formative assessment of candidates and programs (North Carolina State Board of Education 2, 2010).

Beginning teachers must teach in their area of licensure, create a professional development plan, and operate under recommended favorable working conditions (North Carolina State Board of Education, 2010). The working conditions include limited preparations, limited noninstructional duties, limited number of exceptional students, and no extracurricular assignments unless agreed to by the beginning teacher and requested in writing.

The orientation for beginning teachers under the BTSP is conducted before the school year begins. Topics that are covered during the orientation are, but are not limited to, school and district goals, policies, procedures, the North Carolina Teacher Evaluation Process, curriculum, seclusion and restraint training, and the state mission and goals (North Carolina State Board of Education, 2010).

Beginning teachers in North Carolina participate in a mentor program as part of their BTSP. Mentors are selected based on their ability to listen, engage in reflective dialogue, and collaborate (North Carolina State Board of Education 2, 2010). They are also expected to be committed to the profession and have a proven record of successful teaching. North Carolina has

established the following standards for its mentor program: 1) Mentors support beginning teachers to demonstrate leadership, 2) Mentors support beginning teachers to establish a respectful environment for a diverse population of students, 3) Mentors support beginning teachers to know the content they teach, 4) Mentors support beginning teachers to facilitate learning for their students, and 5) Mentors support beginning teachers to reflect on their practice. Mentors are required to participate in a mentor training prior to becoming mentors of beginning teachers.

Beginning teachers are observed at least three times each school year by an administrator or designee and at least once by a peer teacher (North Carolina State Board of Education, 2010). An annual summative evaluation is also conducted by the school administrator.

Each school district in North Carolina has the autonomy to determine how its BTSP will operate as long as it meets the minimum requirements of the state. Some districts do the bare minimum, while others execute a more formal induction program for their beginning teachers.

Randolph County Schools, located in central North Carolina, consists of 31 schools. A Beginning Teacher Coordinator is employed to supervise and oversee the induction program for the entire district (Brady & Craven, 2011). Lead teachers and lead mentors are available at each school to implement the BTSP at the school level.

A formal orientation is provided to all beginning teachers prior to the beginning of the school year. The BTSP coordinator plans and facilitates the orientation (Brady & Craven, 2011). The orientation consists of 4 days. During this time the beginning teacher is introduced to and welcomed by central office staff. Information and training on district-wide policies, procedures, programs, and curriculums is provided. Teacher expectations are also covered.

On the last day of the orientation, beginning teachers and their mentors spend the day together in their respective schools to allow the beginning teachers to become familiar with their schools. This day consists of a school tour, learning about school policies and procedures, reviewing the daily schedule, and discussing classroom management and organization (Craven, 2012).

The BTSP coordinator works with principals to assign mentors. Mentors are required to participate in a training through the local community college (Brady & Craven, 2011). The minimum requirements for mentors in Randolph County Schools include principal recommendation, at least 4 years of experience, and being a strong or aspiring leader within their school (Craven, 2012). Mentors must sign a commitment contract that outlines their duties and responsibilities to their mentees.

Randolph County Schools awards a Beginning Teacher of Excellence award to one first-year elementary, middle, and high school teacher based on their outstanding performance (Craven, 2012). Other incentives and recognitions include giving lead mentors an annual \$350 stipend, awarding lead mentors opportunities to leave school early in exchange for their time spent with mentees, and recognition at the district level for their service (Craven, 2012).

Funding from the state for the BTSP is only provided for the mandatory orientation. Randolph County Schools use their Title II monies to fund the rest of the program (Craven, 2012).

Sampson County Schools, located in eastern North Carolina, employs a beginning teacher coordinator at the district level. The person in this position is responsible for implementing and facilitating the BTSP for the district (Nordin, 2012). Each school has a lead mentor who helps facilitate the BTSP at the school level.

The formal orientation lasts over a period of 3 days prior to the beginning of school starting. Orientation topics include, but are not limited to, reviewing the Beginning Teacher Handbook, district mission statement and goals, policies, procedures, teacher effectiveness, classroom management, building a positive school climate, developing and maintaining relationships with parents, the North Carolina Code of Ethics, the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation Process, and state, district, and local initiatives (Nordin, 2011). Lateral entry teachers are required to complete additional training after the orientation but before school starts.

Beginning teachers in Sampson County Schools participate in ongoing professional development. This can be provided by the BTSP coordinator, curriculum directors, instructional coaches, or school administrators. Professional development offerings consist of classroom management, differentiated instruction, assessment, analyzing student work, literacy strategies, and the use of data to drive instruction (Nordin, 2011).

Teachers in Sampson County Schools who are interested in being mentors to beginning teachers are required to submit an application that is reviewed by the BTSP coordinator, principals, and school improvement teams. All mentors are trained using materials developed by the state, including an online moodle and train-the-trainer model (Nordin, 2011). It is expected that all career teachers participate in the mentor training program (Nordin, 2012).

Mentors are expected to be role models for beginning teachers, promote professional growth, assist in lesson planning, classroom management, and time management, and conduct informal observations (Nordin, 2011). They also have to meet regularly with their mentees and follow the timeline and expectations set forth by the BTSP coordinator. Incentives for mentors

include one CEU credit per school year, a rating of accomplished or distinguished on Standard 1 of the North Carolina Teacher Evaluation Process, and comp time (Nordin, 2012).

Yadkin County Schools, a small school district located in western North Carolina, uses their Executive Director for Human Resources to oversee and facilitate their BTSP. This position is responsible for all personnel issues, beginning teachers, mentors, and substitute teachers (Matthews, 2012). Each beginning teacher in Yadkin County Schools is assigned a support team. This team consists of the mentor, principal, and other individuals as needed (Matthews, 2011).

The Executive Director for Human Resources is responsible for meeting with mentors, conducting the orientation, collaborating with principals to assign mentors, meeting with beginning teachers throughout the school year, and providing support and resources to principals, mentors, and beginning teachers (Matthews, 2011). Principals provide direct support to beginning teachers, conduct observations and evaluations, and assist in preparation of professional development plans.

A formal orientation is held for all first-year beginning teachers prior to the beginning of the school year. The orientation lasts over a period of 4 days (Matthews, 2012). Topics include classroom management, licensure, policies and procedures, the mentor program, the North Carolina Professional Teaching Standards, the North Carolina Standard Course of Study/Common Core, and the North Carolina Code of Ethics (Matthews, 2011). Beginning teachers participate in at least four additional training sessions each year. A book study on classroom management is also conducted during the year (Matthews, 2012).

Teachers interested in being mentors must complete an application that is reviewed by principals, directors, and the Executive Director for Human Resources (Matthews, 2011).

Mentors must demonstrate successful teaching, have a strong recommendation from their principal, and complete the mentor training program. The mentor training program is based on the state's mentor training model.

### **Impact of Induction Programs**

The greatest impact of comprehensive new teacher induction programs is its ability to reduce attrition rates. Effective induction programs can cut teacher turnover rates in half, which ultimately contributes to producing better high quality educators (Alliance for Excellent Education, 2004). It also improves the overall job satisfaction of teachers, enriches professional development, and produces more effective teaching and learning (Howe, 2006).

By eliminating the need to recruit and replace teachers, new teacher induction programs can save school districts money. The Alliance for Excellent Education (2004) suggests that comprehensive induction programs have a payoff of \$1.37 for every \$1 that is invested. Because all students deserve a high-quality teacher, spending money on raising teacher quality results in greater student achievement than any other use of school funding (Alliance for Excellent Education, 2004; Wong, 2003).

In order for induction programs to be successful, they cannot be a short-term process. They must be long term with the goal of supporting and helping new teachers over the course of several years (Wong, 2004).

### **Job Satisfaction**

Job satisfaction is defined as how workers are satisfied with their job duties and working conditions (Herzberg et al., 1957). High levels of job satisfaction produce increased job

performance, commitment, and dedication to the organization. It also decreases absences and lowers turnover rates (Cohrs et al., 2006). Cohrs et al. (2006) break job satisfaction into two types: situational and dispositional. Situational job satisfaction is based solely on the characteristics of the job itself. Dispositional job satisfaction is based on the individual's disposition towards the job.

Hackman and Oldham (1976) developed the Job Characteristics Model that identifies five core job characteristics directly related to job satisfaction. The first three characteristics are task identity, task significance, and skill variety. Each of these contributes to the degree of meaningfulness of the work (Hackman & Oldman, 1976). Skill variety describes the range of skills that are necessary to complete the job. Task Identity is the process of completing the job from the beginning to the end. Task significance is the impact that the work has on others (Hackman & Oldman, 1976).

The last two characteristics of Hackman and Oldman's (1976) Job Characteristic Model are autonomy and feedback. Autonomy involves the level of freedom that the worker has to set schedules and procedures for accomplishing the work. Feedback is when workers are given information about the effectiveness of their performance (Hackman & Oldman, 1976).

Teacher job satisfaction can directly influence instructional quality (National Center for Education Statistics, 1997). When teachers are satisfied with their job, they are typically motivated to work harder, which leads to an increase in student learning and achievement. Positive working conditions also facilitate student learning through teacher empowerment, establishing a safe learning environment, and promoting a supportive school climate (Hirsch, Emerick, Church, & Fuller, n.d.). All of these qualities of job satisfaction directly affect teacher retention by reducing turnover rates.



Job satisfaction can result from both intrinsic and extrinsic factors (National Center for Education Statistics, 1997). Intrinsic factors are autonomy, professional interactions, and the rewarding feelings that teachers experience when helping students (Brunetti, 2001). These feelings often motivate people to enter the education profession (National Center for Education Statistics, 1997). Extrinsic factors can include salary, advancement opportunities, safety, and availability of materials and resources (Brunetti, 2001, National Center for Education Statistics, 1997). Extrinsic factors commonly cause people to question whether they should remain in the profession or not.

Brunetti (2001) conducted a study of long-term high school teachers and the factors that contribute to their job satisfaction. He found that intrinsic rewards were most prevalent in keeping teachers in the classroom. The teachers in the study indicated that student growth, the success of at-risk students, and a passion for working with young people were all strong factors in determining a teacher's desire to remain in the profession.

Other factors in Brunetti's (2001) study that teachers identified as indicators of job satisfaction were a passion for subject matter and the "emotional and intellectual stimulation" of the classroom (p. 64). The high school teachers made it clear that they loved what they taught and had a desire to pass it along to their students. They were also encouraged and stimulated by the excitement of student learning. Other factors of job satisfaction included collegiality and professional autonomy.

Recognizing that teacher working conditions are a powerful tool in retaining quality educators, all North Carolina certified teachers and administrators are given the opportunity to participate in a biennial teacher working conditions survey (Hirsch et al., n.d.). The survey focuses on eight standards: Time, Facilities and Resources, Community Support and

Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support (New Teacher Center, n.d.). The purpose of the survey is for schools to use the results for developing school improvement plans.

Based on the results from the 2006 North Carolina Teacher Working Conditions Survey (NCTWCS), Hirsch et al. (n.d.) concluded that teacher working conditions are directly related to student learning conditions. Regarding job satisfaction as indicated on the NCTWCS, student achievement is increased when teachers feel empowered and experience professional autonomy.

Teacher working conditions and job satisfaction are primary factors in reducing high attrition rates of teachers and raising student achievement.

### **Summary**

In an effort to reduce high teacher turnover rates and to place a high quality teacher in every classroom, many schools and districts are turning to comprehensive induction programs for their beginning teachers. The review of literature identifies the reasons for high attrition rates and suggests that a solution is comprehensive induction programs for beginning teachers. When schools implement an effective induction program, teachers experience higher levels of job satisfaction and are more likely to remain in the profession. Student achievement is also raised, which means everyone benefits.

## CHAPTER 3

### RESEARCH METHODOLOGY

The purpose of this study was to examine beginning teacher induction programs in the state of North Carolina and the factors of those programs that positively contribute to teacher job satisfaction and the intention to remain in the profession as perceived by beginning teachers. The results of this study may benefit educational leaders in their efforts to support beginning teachers through the induction process with the intention of increasing job satisfaction and reducing high teacher attrition rates.

This chapter describes the research methodology and design of this quantitative correlational study. Research questions and null hypothesis, instrumentation, population, data collection, and data analysis are presented in this chapter.

#### **Research Questions and Null Hypotheses**

The following research questions and null hypotheses were used to guide this study:

1. Is there a significant positive correlation between teacher job satisfaction and satisfaction with the new teacher orientation component of first year teachers?

H<sub>01</sub>. There is no significant positive correlation between teacher job satisfaction and satisfaction with the new teacher orientation component.

2. Is there a significant positive correlation between teacher job satisfaction and satisfaction with the mentor program component?

H<sub>02</sub>. There is no significant positive correlation between teacher job satisfaction and satisfaction with the mentor program component.

3. Is there a significant positive correlation between teacher job satisfaction and satisfaction with the professional development component?

H<sub>03</sub>. There is no significant positive correlation between teacher job satisfaction and satisfaction with the professional development component.

4. Is there a significant positive correlation between teacher job satisfaction and the perception of principal support of beginning teachers?

H<sub>04</sub>. There is no significant positive correlation between teacher job satisfaction and the perception of principal support of beginning teachers.

5. Is there a significant positive correlation between a beginning teacher's intention to remain in the profession and the overall satisfaction of the beginning teacher induction program?

H<sub>05</sub>. There is no significant positive correlation between a beginning teacher's intention to remain in the profession and the overall satisfaction of the beginning teacher induction program.

6. Are beginning teachers significantly satisfied with the orientation component of their new teacher induction program to a significant extent?

H<sub>06</sub>. Beginning teachers are not significantly satisfied with the orientation component of their new teacher induction program to a significant extent.

7. Are beginning teachers significantly satisfied with the mentor program component of their new teacher induction program to a significant extent?

H<sub>07</sub>. Beginning teachers are not significantly satisfied with the mentor program component of their new teacher induction program to a significant extent.

8. Are beginning teachers significantly satisfied with the professional development component of their new teacher induction program to a significant extent?

H<sub>08</sub>. Beginning teachers are not significantly satisfied with the professional development component of their new teacher induction program to a significant extent.

9. Are beginning teachers significantly satisfied with the level of principal support they receive in their new teacher induction program to a significant extent?

H<sub>09</sub>. Beginning teachers are not significantly satisfied with the level of principal support they receive in their new teacher induction program to a significant extent.

10. Are beginning teachers significantly satisfied with their new teacher induction program to a significant extent?

H<sub>10</sub>. Beginning teachers are not significantly satisfied with their new teacher induction program to a significant extent.

### **Instrumentation**

This study compared survey results of beginning teachers in three North Carolina school districts that were in their first through third years of teaching during the 2011-2012 school year. A correlational design method was used to determine if there was a significant relationship between job satisfaction and the orientation, mentor program, professional development offerings, and principal support components of three beginning teacher induction programs. This study also determined if there was a significant relationship between a new teacher's intention to remain in the profession and the overall satisfaction of the induction program.

The survey consisted of 58 items that were divided into eight sections: demographics, job satisfaction, orientation, mentor program, professional development, principal support, overall satisfaction with the induction program, and intention to remain in the profession (Appendix B). The instrument was created by the researcher based on information from the review of literature and feedback from other professionals in the field. The survey used a five-point Likert scale to measure the participants' agreement to a set of statements regarding job satisfaction, satisfaction with the orientation, mentor program, professional development, administrative support, and induction program as a whole, whereas 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, and 5=strongly agree. The final section on job intention and career plans used a similar Likert scale, whereas 1=extremely unlikely, 2=unlikely, 3=neither agree nor disagree, 4=likely, and 5=extremely likely. The demographics portion of the survey was used to gather data regarding gender, professional status, grade level, highest level attained, and age.

To enhance reliability of the instrument, a pilot survey was conducted prior to distributing the actual survey to the intended population. The participants of the pilot study were teachers from North Carolina school districts other than the three districts selected for use in the study. Feedback from the pilot study was used to refine the instrument before distribution.

### **Population**

The target population for this study was all full-time first, second, or third year teachers during the 2011-2012 school year in each of the three North Carolina school districts. The districts used in this study were Randolph County Schools, Sampson County Schools, and Yadkin County Schools. The districts were selected based on their location, size, and their respective superintendent's willingness to approve participation in the study. The teachers

ranged from Pre-K to 12<sup>th</sup> grade and were from all content areas. The entire population that was still teaching in their respective school district during the 2012-2013 school year was invited to participate in the study.

During the 2011-2012 school year, there were 365 first through third year teachers in the three school districts. Of the 365 new teachers, 310 were still employed in their respective districts during the 2012-2013 school year. These teachers were eligible to participate in the research study.

### **Data Collection**

The researcher sought permission from the East Tennessee State University Institutional Review Board and from the superintendents of each of the three North Carolina school districts. The researcher met with the beginning teacher coordinator from the three school districts to gather information about each district's beginning teacher support program. A list of beginning teachers from the 2011-2012 school year was provided to the researcher by the coordinators to identify the study's population size. Participation in the study was voluntary.

The survey was sent to each school district's beginning teacher support program coordinator via Survey Monkey. The coordinators distributed the survey to their first, second, and third year teachers from the 2011-2012 school year who were still employed in their respective school districts. The whole population was invited to participate on a voluntary basis. A letter explaining the purpose of the study as well as survey instructions was attached to the survey. Completion of the survey was considered consent for participation. A reminder notice was sent to participants 1 week prior to the survey deadline reminding those who had not yet

completed the survey about the approaching deadline. No other follow-up was done for nonrespondents.

### **Data Analysis**

Data from the survey section regarding satisfaction with the orientation component of the induction program were selected to analyze only responses from first-year teachers from each school district because second- and third-year teachers did not participate in an orientation during the 2011-2012 school year.

A series of Pearson correlations and single sample *t* tests were used to analyze the data using the Statistical Program for the Social Sciences (SPSS) software. Means, standard deviations, frequencies, and percents were reported.

Data from the surveys were transferred into SPSS software for analysis purposes. A series of Pearson correlations was administered for research questions 1-5. A series of single sample *t* tests was administered for research questions 6-10. Means for each question were compared to the midpoint of three which represents neutrality to determine if it was significantly higher or lower.

### **Summary**

This study was an examination of beginning teacher induction programs in the state of North Carolina to identify factors that positively contribute to teacher job satisfaction and the intention to remain in the profession. A population was identified using first, second, and third year teachers from the 2011-2012 school year from three North Carolina school districts. A Pearson Correlation was used to identify significant correlations between job satisfaction and



components of the induction program including orientation, mentoring program, professional development, and administrative support. This study also determined if there was a relationship between a new teacher's intention to remain in the profession and the overall satisfaction of the induction program. The results of the data analysis are presented in Chapter 4.

## CHAPTER 4

### DATA ANALYSIS

#### **Introduction**

The purpose of this study was to examine beginning teacher induction programs in the state of North Carolina and the factors of those programs that positively contribute to teacher job satisfaction and the intention to remain in the profession as perceived by beginning teachers. Research suggests that effective new teacher induction programs increase levels of job satisfaction and reduce teacher turnover rates (Brewster & Railsback, 2001; Ingersoll & Strong, 2011; The NEA Foundation for the Improvement of Education [NFIE], 2002).

This study used a correlation research design by examining the results of a survey of beginning teachers from three North Carolina school districts about their experience in the Beginning Teacher Support Program in their respective districts. Data from the survey were used to analyze the 10 research questions and the 10 corresponding null hypotheses. Five of the research questions were analyzed using Pearson  $r$  bivariate correlations. The other five research questions were analyzed using single sample  $t$  tests.

The population consisted of first through third year teachers from the 2011-2012 school year who were still employed by their respective school district during the 2012-2013 school year. The school districts used in the study were Randolph County Schools, Sampson County Schools, and Yadkin County Schools. Approval to participate in the study was granted by each school district's superintendent. The researcher then contacted the Beginning Teacher Support Coordinator for each district and requested them to serve as the liaison between the researcher and participants.

All 310 beginning teachers from the three school districts were emailed an invitation to participate in the voluntary study by completing a survey (see Appendix B). Of the 310 eligible participants 168 (54%) responded to the survey and are included in the results.

### **Demographic Characteristics**

The results of the sample ( $n=168$ ) demographic characteristics were as follows: Gender: Male (15%), female (85%). Professional status during the 2011-2012 school year: First-year teacher (35%), second-year teacher (37%), and third-year teacher (28%). Grade level taught during the 2011-2012 school year: Kindergarten through second grade (32%), third through fifth grade (26%), sixth through eighth grade (21%), and ninth through twelfth grade (30%). Highest educational level attained: Bachelor's degree (84%), master's degree (13%), specialist degree (4%), and other (0%). Age during the 2011-2012 school year: 20-24 (45%), 25-29 (27%), 30-34 (7%), 35-39 (5%), 40-44 (9%), and 50+ (4%). School system: Randolph County Schools (48%), Sampson County Schools (34%), and Yadkin County Schools (18%). The participant demographic characteristics are reported in Appendix G.

### **Research Question 1**

Research Question #1: Is there a significant positive correlation between teacher job satisfaction and satisfaction with the new teacher orientation component of first year teachers?

Null Hypotheses 1: There is no significant positive correlation between teacher job satisfaction and satisfaction with the new teacher orientation component.

A Pearson correlation coefficient was computed to test the relationship between job satisfaction and satisfaction with the new teacher orientation component of the beginning teacher

induction program. The results of the analysis revealed a weak positive relationship between job satisfaction ( $M = 4.24$ ,  $SD = 2.34$ ) and satisfaction with the orientation component ( $M = 4.06$ ,  $SD = .62$ ) and did not reveal a statistically significant correlation [ $r(164) = .08$ ,  $p = .28$ , ns]. As a result of the analysis the null hypothesis was not rejected. Figure 1 shows the satisfaction with the orientation component according to the degree of job satisfaction. In general, the results suggest that teachers who were satisfied with their job do not necessarily tend to be satisfied with the orientation component of the induction program.

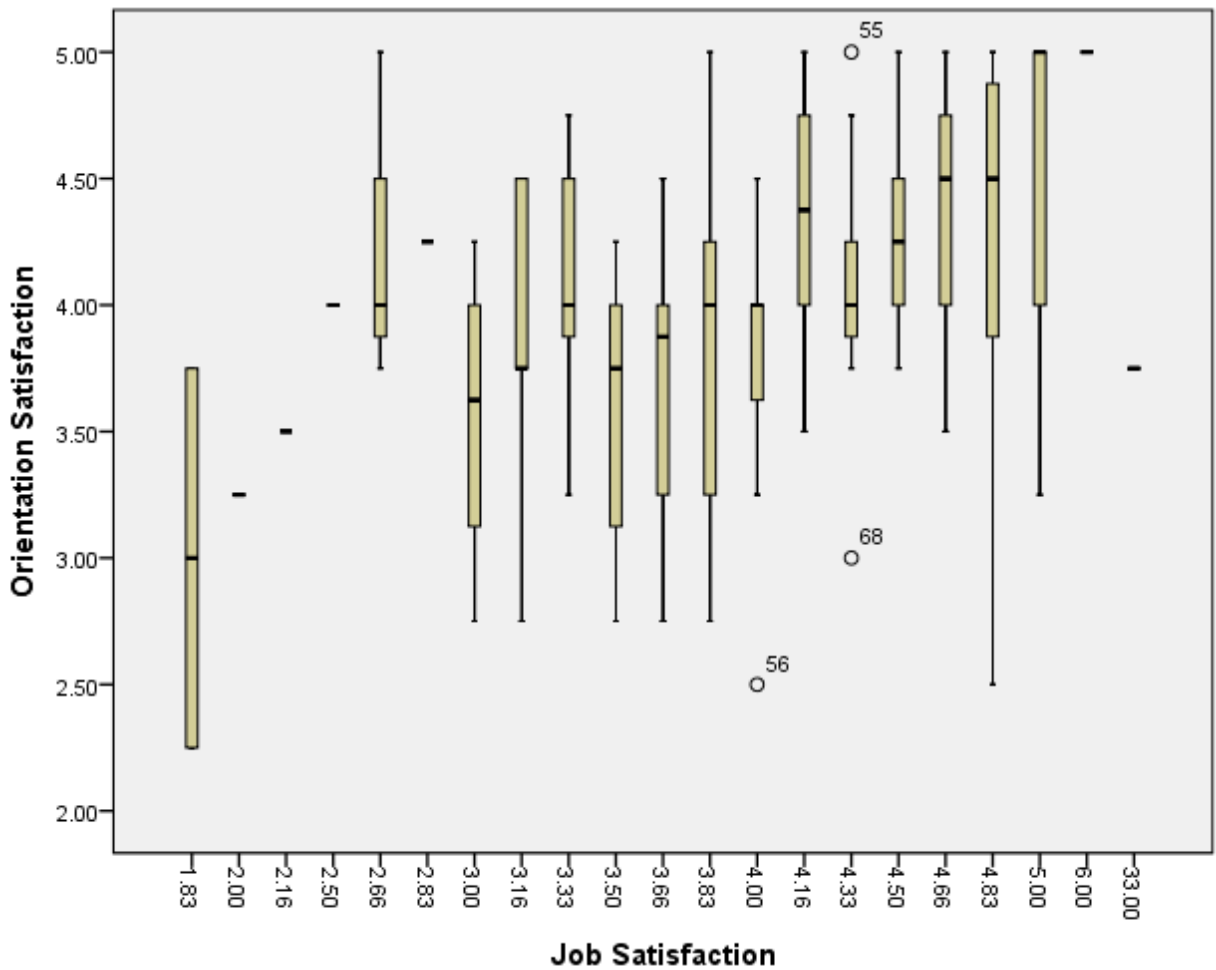


Figure 1: Medians and Quartiles of Orientation Component Satisfaction According to Job Satisfaction

## Research Question 2

Research Question #2: Is there a significant positive correlation between teacher job satisfaction and satisfaction with the mentor program component?

Null Hypothesis 2: There is no significant positive correlation between teacher job satisfaction and satisfaction with the mentor program component.

A Pearson correlation coefficient was computed to test the relationship between job satisfaction and satisfaction with the mentor program component of the beginning teacher induction program. The results of the analysis revealed a weak positive relationship between job satisfaction ( $M = 4.24$ ,  $SD = 2.34$ ) and satisfaction with the mentor program component ( $M = 3.84$ ,  $SD = .93$ ) and did not reveal a statistically significant correlation [ $r(164) = .07$ ,  $p = .37$ , ns]. As a result of the analysis the null hypothesis was not rejected. Figure 2 shows the satisfaction with the mentor program component according to the degree of job satisfaction. In general, the results suggest that teachers who were satisfied with their job do not necessarily tend to be satisfied with the mentor component of the induction program.

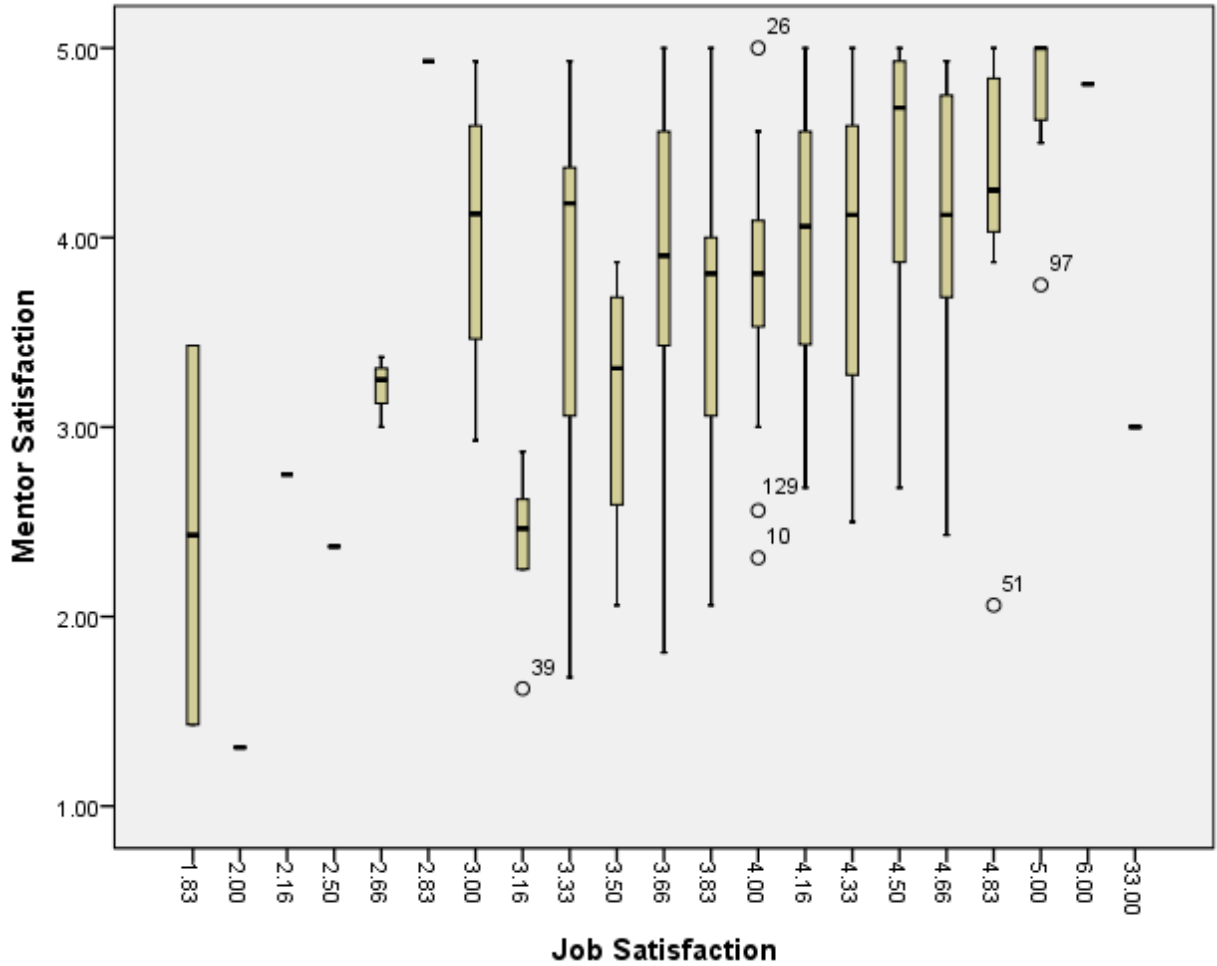


Figure 2: Medians and Quartiles of Mentor Program Component Satisfaction According to Job Satisfaction

### Research Question 3

Research Question #3: Is there a significant positive correlation between teacher job satisfaction and satisfaction with the professional development component?

Null Hypothesis 3: There is no significant positive correlation between teacher job satisfaction and satisfaction with the professional development component.

A Pearson correlation coefficient was computed to test the relationship between job satisfaction and satisfaction with the professional development component of the beginning teacher induction program. The results of the analysis revealed a weak positive relationship between job satisfaction ( $M = 4.24, SD = 2.34$ ) and satisfaction with the professional development component ( $M = 3.80, SD = .68$ ) and did not reveal a statistically significant correlation [ $r(161) = .10, p = .20, ns$ ]. As a result of the analysis the null hypothesis was not rejected. Figure 3 shows the satisfaction with the professional development component according to the degree of job satisfaction. In general, the results suggest that teachers who were satisfied with their job do not necessarily tend to be satisfied with the professional development component of the induction program.

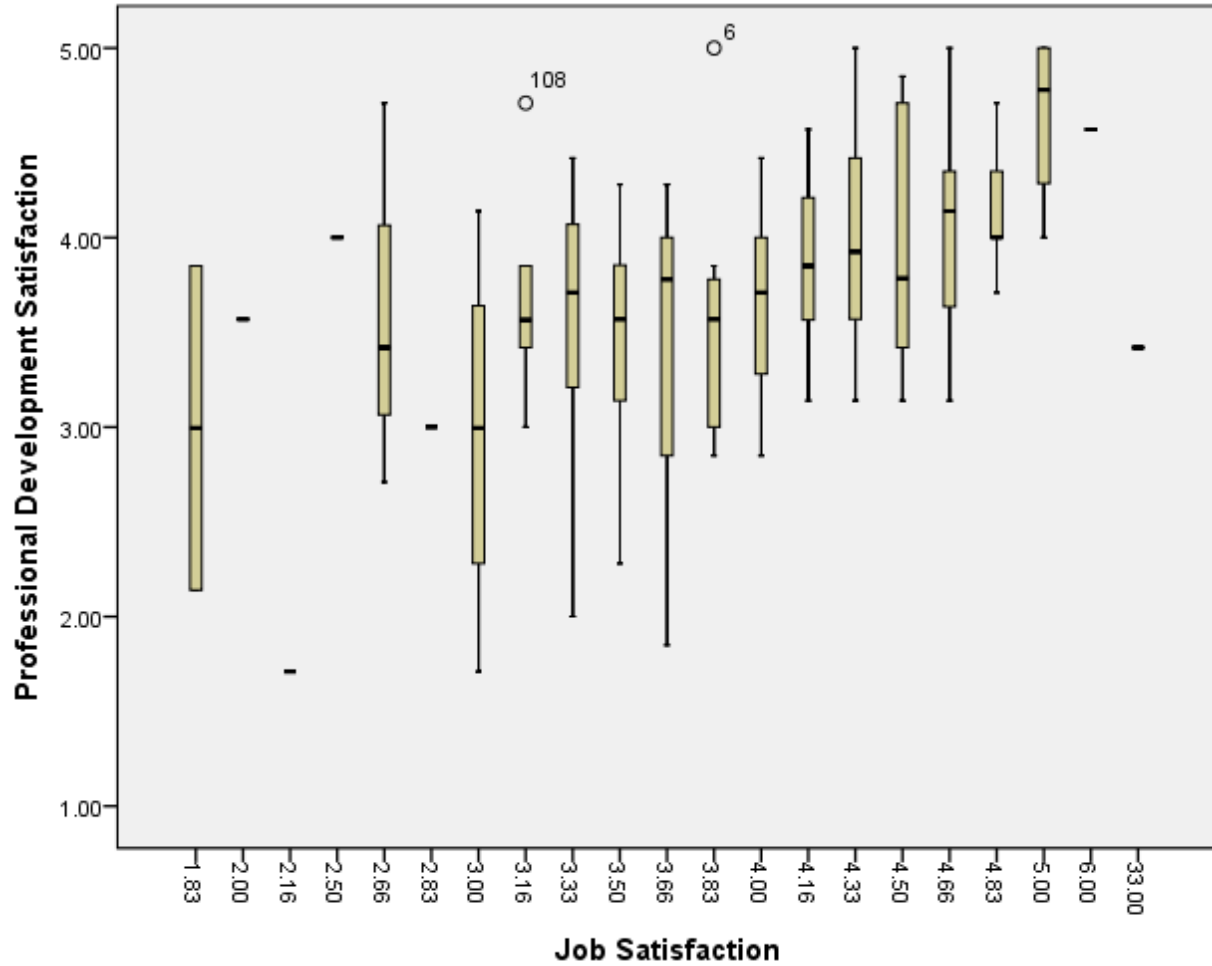


Figure 3: Medians and Quartiles of Professional Development Component Satisfaction According to Job Satisfaction

#### Research Question 4

Research Question #4: Is there a significant positive correlation between teacher job satisfaction and the perception of principal support of beginning teachers?

Null Hypothesis 4: There is no significant positive correlation between teacher job satisfaction and the perception of principal support of beginning teachers.



A Pearson correlation coefficient was computed to test the relationship between job satisfaction and satisfaction with the perception of principal support of beginning teachers. The results of the analysis revealed a weak positive relationship between job satisfaction ( $M = 4.24$ ,  $SD = 2.34$ ) and satisfaction with the perception of principal support of beginning teachers ( $M = 4.09$ ,  $SD = .79$ ) and did not reveal a statistically significant correlation [ $r(161) = .08$ ,  $p = .33$ , ns]. As a result of the analysis the null hypothesis was not rejected. Figure 4 shows the satisfaction with the perception of principal support according to the degree of job satisfaction. In general, the results suggest that teachers who were satisfied with their job do not necessarily tend to have a high perception of principal support of beginning teachers.

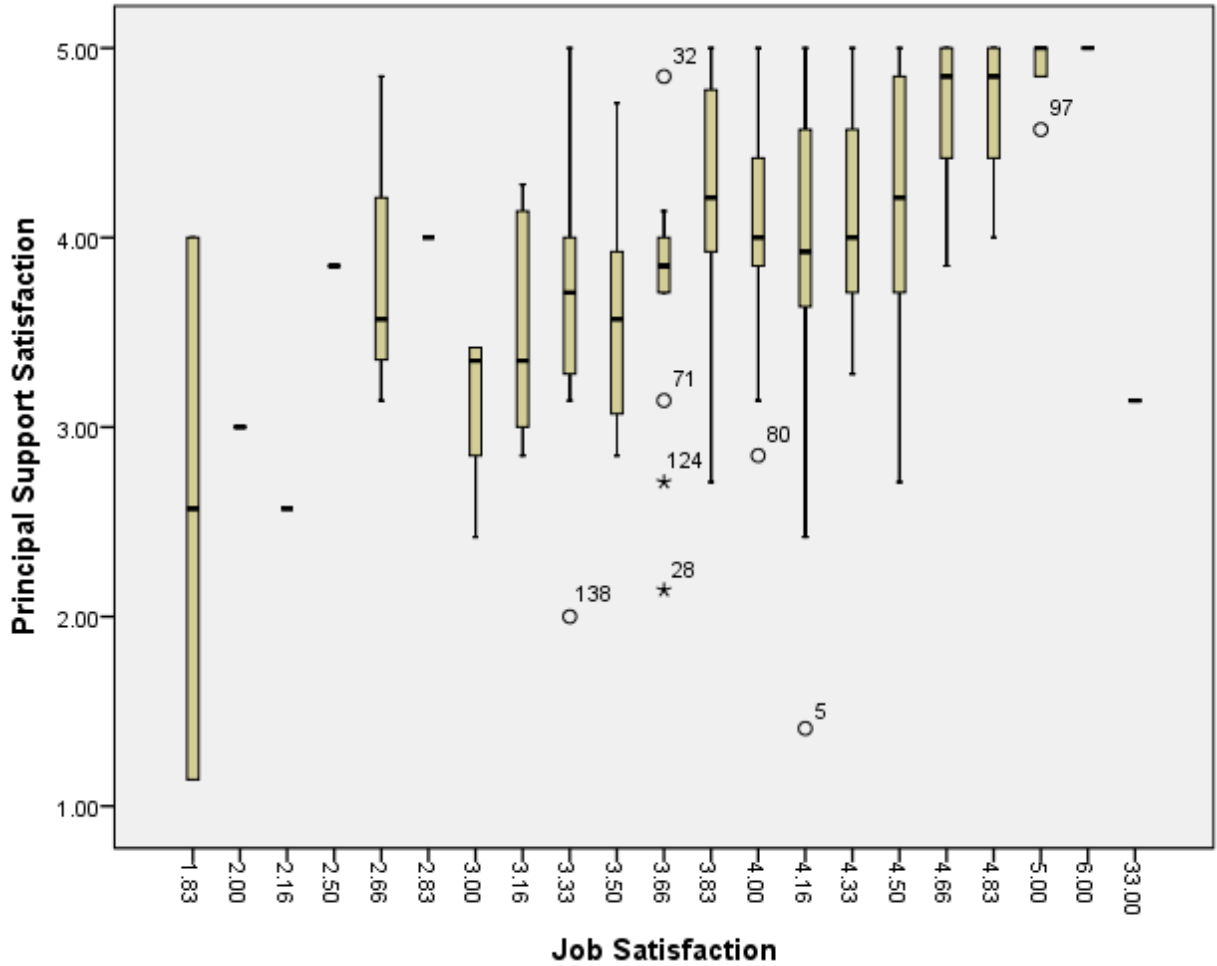


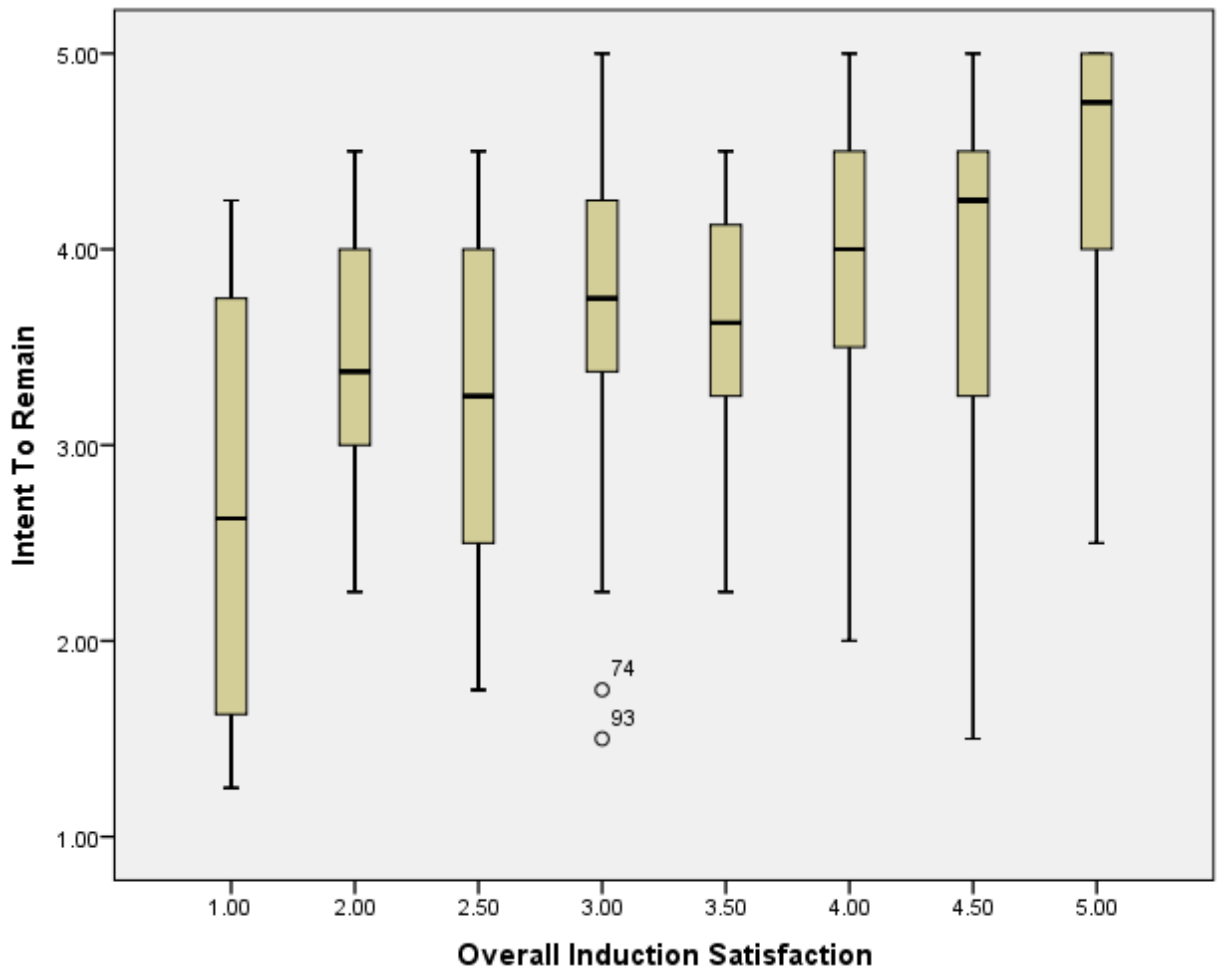
Figure 4: Medians and Quartiles of Perception of Principal Support According to Job Satisfaction

### Research Question 5

Research Question #5: Is there a significant positive correlation between a beginning teacher's intention to remain in the profession and the overall satisfaction of the beginning teacher induction program?

Null Hypothesis 5: There is no significant positive correlation between a beginning teacher's intention to remain in the profession and the overall satisfaction of the beginning teacher induction program.

A Pearson correlation coefficient was computed to test the relationship between intention to remain in the profession and overall satisfaction with the beginning teacher induction program. The results of the analysis revealed a strong positive relationship between intention to remain in the profession ( $M = 3.92, SD = .89$ ) and the overall satisfaction with the beginning teacher induction program ( $M = 3.81, SD = .97$ ) and revealed a statistically significant correlation [ $r(160) = .42, p < .001$ ]. As a result of the analysis the null hypothesis was rejected. Figure 5 shows the intent to remain in the profession according to the overall degree of induction program satisfaction. In general, the results suggest that teachers who intend to remain in the profession tend to be satisfied with the beginning teacher induction program.



*Figure 5: Intent to Remain in the Profession According to Overall Induction Satisfaction (Note: No 1.50 scores were in the Overall Induction Satisfaction index)*

### **Research Question 6**

Research Question #6: Are beginning teachers significantly satisfied with the orientation component of their new teacher induction program to a significant extent?

Null Hypothesis 6: Beginning teachers are not significantly satisfied with the orientation component of their new teacher induction program to a significant extent.

A single sample *t* test with 3 as the test value was conducted to determine if beginning teachers were significantly satisfied with the orientation component of their new teacher induction program. The test was significant,  $t(164) = 21.87, p < .001$ . Therefore the null hypothesis was rejected. Teachers' satisfaction with the orientation component ( $M = 4.06, SD = .62$ ) was significantly higher than the midpoint. The 95% confidence interval for the difference between the mean and the test value was .96 to 1.15. Coen's *d* was 1.7, which indicated a large effect size. Figure 6 shows the distribution of orientation satisfaction. Overall the data suggest that teachers are significantly satisfied with the orientation component of the induction program to a significant extent.

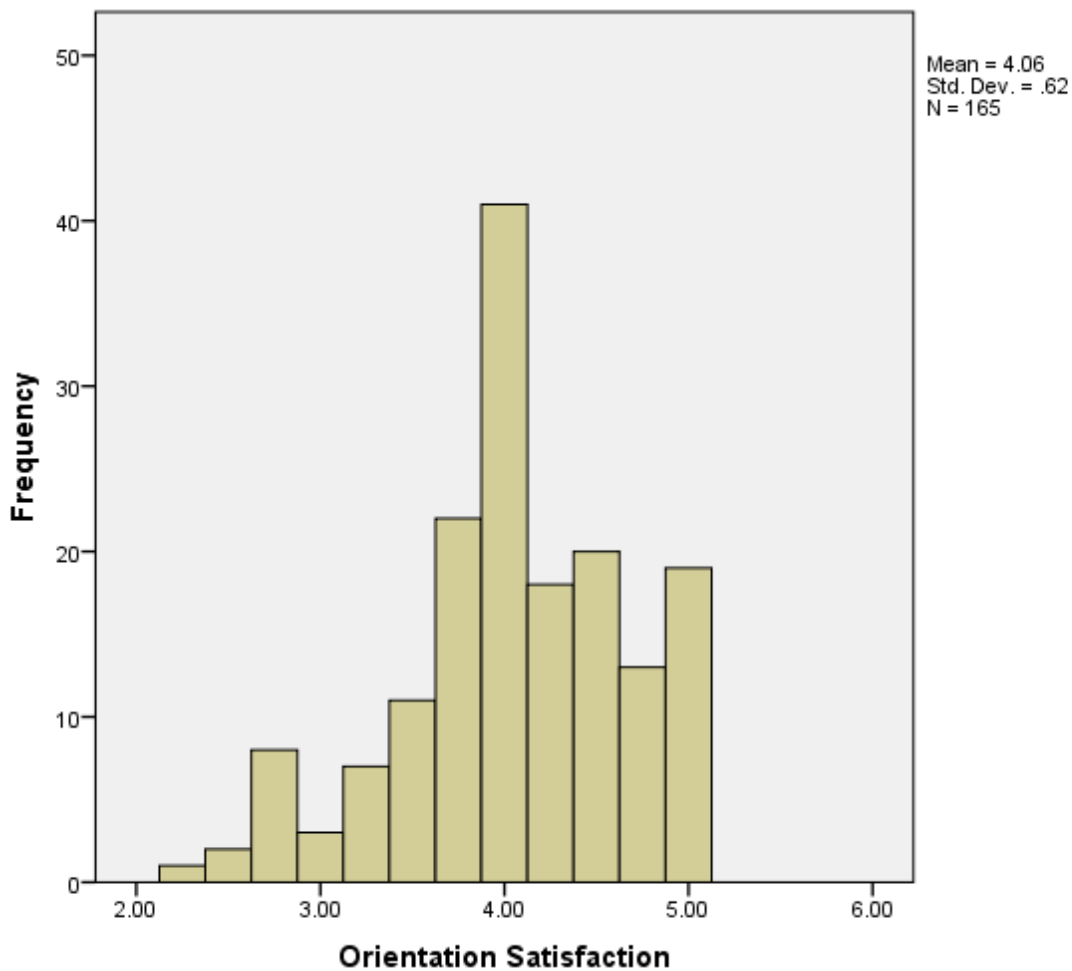


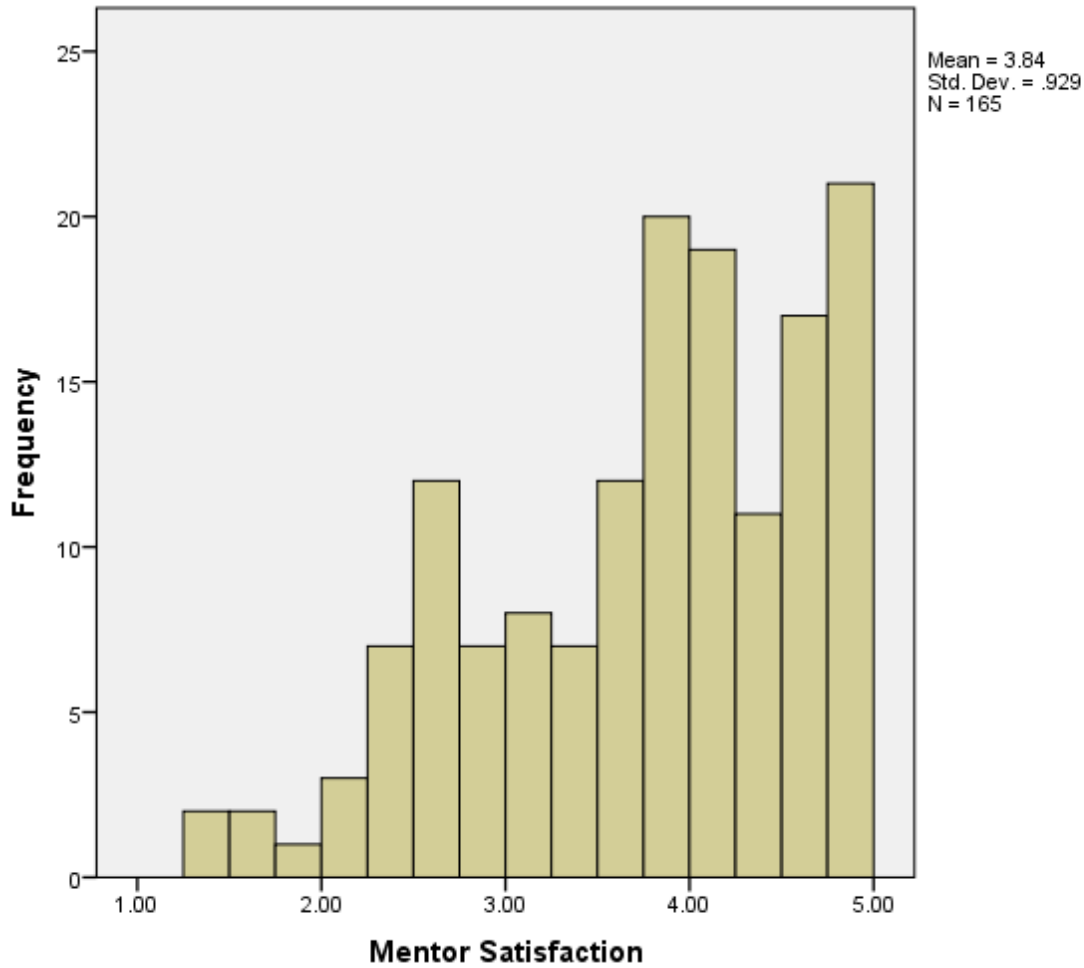
Figure 6: Distribution of Orientation Satisfaction

### **Research Question 7**

Research Question #7: Are beginning teachers significantly satisfied with the mentor program component of their new teacher induction program to a significant extent?

Null Hypothesis 7: Beginning teachers are not significantly satisfied with the mentor program component of their new teacher induction program to a significant extent.

A single sample *t* test with 3 as the test value was conducted to determine if beginning teachers were significantly satisfied with the mentor program component of their new teacher induction program. The test was significant,  $t(164) = 11.65, p < .001$ . Therefore the null hypothesis was rejected. Teachers' satisfaction with the mentor component ( $M = 3.84, SD = .93$ ) was significantly higher than the midpoint. The 95% confidence interval for the difference between the mean and the test value was .70 to .99. Coen's *d* was .91, which indicated a large effect size. Figure 7 shows the distribution of mentor program satisfaction. Overall the data suggest that teachers are significantly satisfied with the mentor program component of the induction program to a significant extent.



*Figure 7: Distribution of Mentor Program Satisfaction*

### **Research Question 8**

Research Question #8: Are beginning teachers significantly satisfied with the professional development component of their new teacher induction program to a significant extent?

Null Hypothesis 8: Beginning teachers are not significantly satisfied with the professional development component of their new teacher induction program to a significant extent.

A single sample  $t$  test with 3 as the test value was conducted to determine if beginning teachers were significantly satisfied with the professional development component of their new teacher induction program. The test was significant,  $t(161) = 15.08$ ,  $p < .001$ . Therefore the null hypothesis was rejected. Teachers' satisfaction with the professional development component ( $M = 3.80$ ,  $SD = .68$ ) was significantly higher than the midpoint. The 95% confidence interval for the difference between the mean and the test value was .70 to .91. Coen's  $d$  was 1.18, which indicated a large effect size. Figure 8 shows the distribution of professional development satisfaction. Overall the data suggest that teachers are significantly satisfied with the professional development component of the induction program to a significant extent.

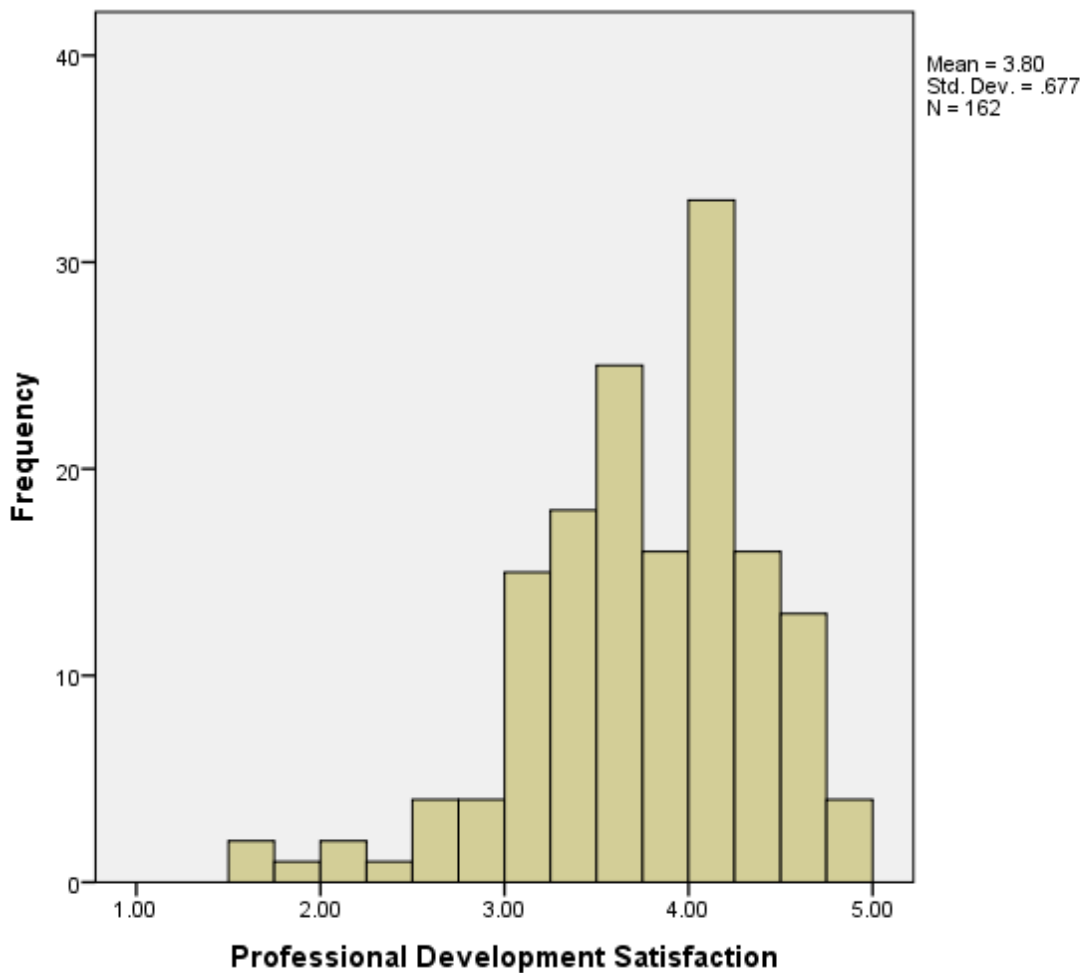


Figure 8: Distribution of Professional Development Satisfaction



### **Research Question 9**

Research Question #9: Are beginning teachers significantly satisfied with the level of principal support they receive in their new teacher induction program to a significant extent?

Null Hypothesis 9: Beginning teachers are not significantly satisfied with the level of principal support they receive in their new teacher induction program to a significant extent.

A single sample *t* test with 3 as the test value was conducted to determine if beginning teachers were significantly satisfied with their perception of principal support. The test was significant,  $t(161) = 17.65$ ,  $p < .001$ . Therefore the null hypothesis was rejected. Beginning teachers' perception of principal support ( $M = 4.09$ ,  $SD = .79$ ) was significantly higher than the midpoint. The 95% confidence interval for the difference between the mean and the test value was .97 to 1.22. Coen's *d* was 1.39, which indicated a large effect size. Figure 9 shows the distribution of perception of principal support. Overall the data suggest that beginning teachers are significantly satisfied with the level of principal support to a significant extent.

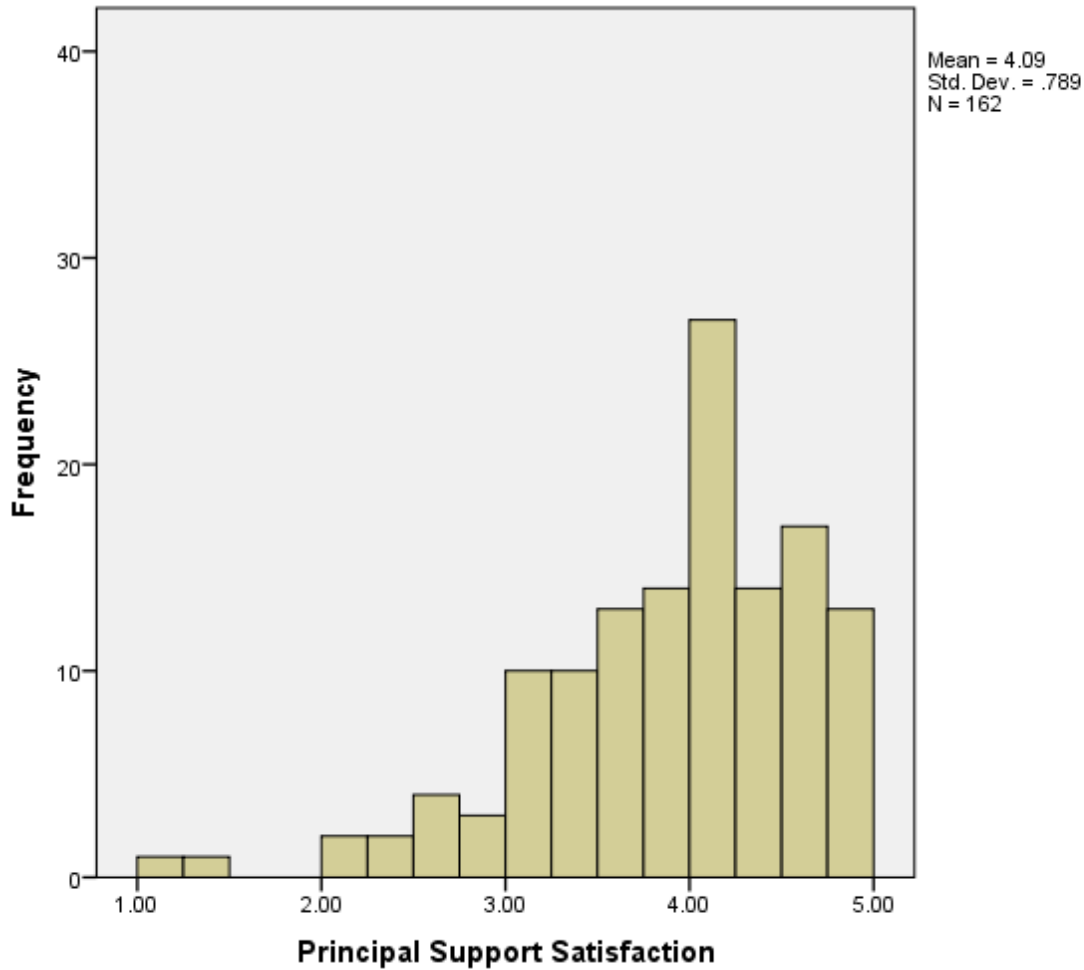


Figure 9: Distribution of Perception of Principal Support

### Research Question 10

Research Question #10: Are beginning teachers significantly satisfied with their new teacher induction program to a significant extent?

Null Hypothesis 10: Beginning teachers are not significantly satisfied with their new teacher induction program to a significant extent.

A single sample *t* test with 3 as the test value was conducted to determine if beginning teachers were significantly satisfied with the new teacher induction program. The test was significant,  $t(161) = 10.55$ ,  $p < .001$ . Therefore the null hypothesis was rejected. Teachers'

satisfaction with the new teacher induction program ( $M = 3.81$ ,  $SD = .97$ ) was significantly higher than the midpoint. The 95% confidence interval for the difference between the mean and the test value was .65 to .96. Coen's  $d$  was .83, which indicated a large effect size. Figure 10 shows the distribution of the overall teacher induction program satisfaction. Overall the data suggest that teachers are significantly satisfied with the new teacher induction program to a significant extent.

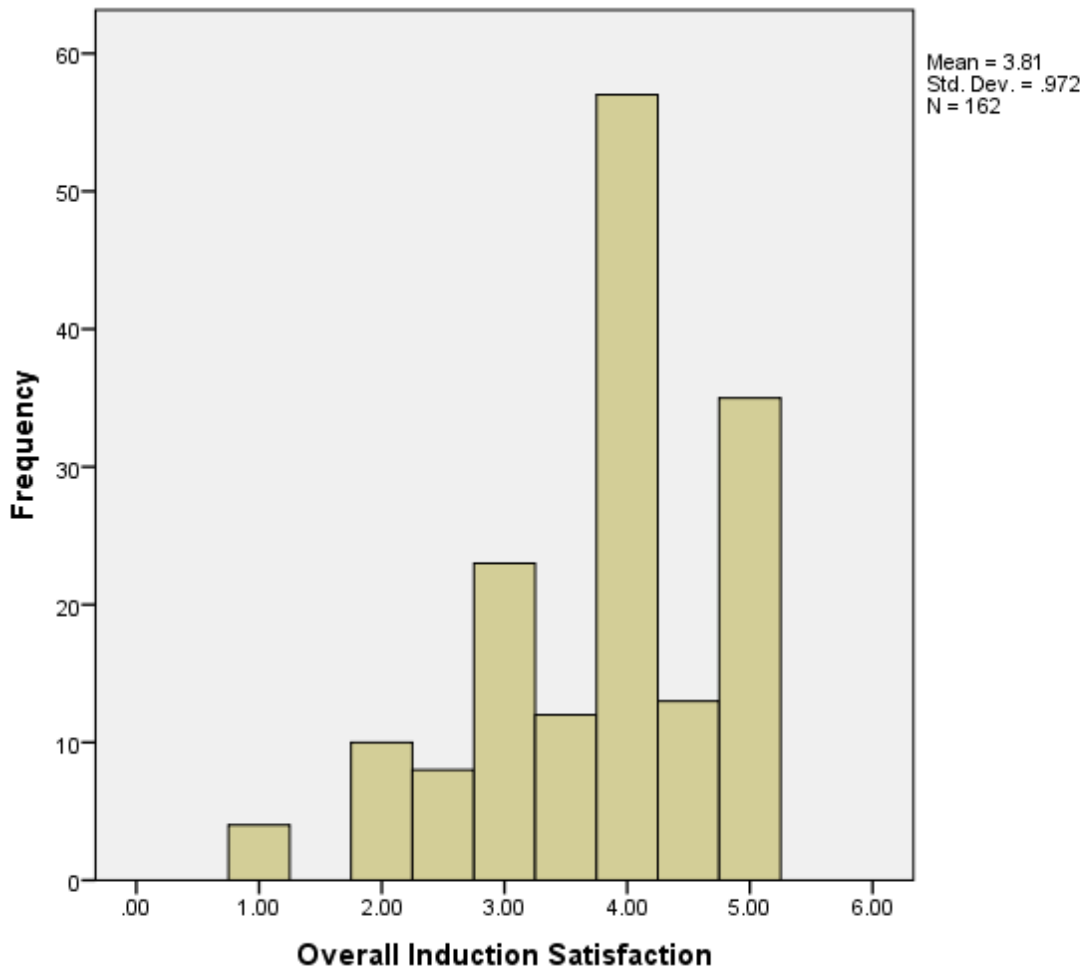


Figure 10: Distribution of Overall Induction Satisfaction

## Summary

The purpose of this study was to examine beginning teacher induction programs in the state of North Carolina and the factors of those programs that positively contribute to teacher job satisfaction and the intention to remain in the profession as perceived by beginning teachers. Data from the survey were used to analyze 10 research questions and 10 null hypotheses. Five research questions were analyzed using Pearson  $r$  bivariate correlations. The other five of the research questions were analyzed using single sample  $t$  tests.

Testing of the null hypotheses associated with the 10 research questions resulted in six significant findings and four findings that were not significant. A significant correlation was found between intent to remain in the profession and satisfaction with the overall new teacher induction program. Significant positive correlations were not found between job satisfaction and satisfaction with the orientation, mentor program, professional development, and perceived level of principal support components. Teachers were satisfied to a significant extent with the orientation, mentor program, professional development, and perceived level of principal support components and with the new teacher induction program.

## CHAPTER 5

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### **Introduction**

The purpose of this quantitative study was to examine beginning teacher induction programs in the state of North Carolina and the factors of those programs that positively contribute to teacher job satisfaction and the intent to remain in the profession as perceived by beginning teachers. Data were collected and analyzed from a survey of beginning teachers from three North Carolina school districts from the 2011-2012 school year. The survey instrument was designed by the researcher and was sent to 310 eligible participants. Demographic data included gender, professional status, grade level taught, highest educational level attained, age, and respective school system. This chapter summarizes the findings, conclusions, and recommendations for further research.

#### **Summary of Findings**

Data were gathered from 168 beginning teachers of the 310 who were offered the opportunity to participate from the three North Carolina school districts, yielding a 54% response rate. Testing of null hypotheses associated with the 10 research questions produced six significant findings and four findings that were not significant. The independent variables of the study were the components of the new teacher induction programs: orientation, mentor program, professional development, and perceived level of principal support. The dependent variables were teacher job satisfaction and intent to remain in the profession.

A nonsignificant correlation between teacher job satisfaction and the orientation component of the new teacher induction program revealed that satisfaction with the orientation component does not necessarily predict teacher job satisfaction. The same is true for the correlations between job satisfaction and the mentor program component, professional development component, and the perceived level of principal support. This indicates that isolated components of an induction program do not contribute significantly to job satisfaction.

A significant correlation was found between teachers' overall satisfaction with the new teacher induction program and the intent to remain in the profession. This suggests that satisfaction with the new teacher induction program significantly predicts teachers' intention to remain in the profession. To reduce attrition, school districts should implement comprehensive and cohesive induction programs to recruit and retain quality teachers.

The difference in means for questions 5 through 7 revealed that teachers were significantly satisfied with the orientation component, mentor program, and professional development offerings of the new teacher induction program. Teachers were also significantly satisfied with their perceived level of principal support. Overall, teachers were significantly satisfied with the induction program as a whole.

Research suggests that effective new teacher induction programs increase levels of job satisfaction and reduce teacher turnover rates (Brewster & Railsback, 2001; Ingersoll & Strong, 2011; The NEA Foundation for the Improvement of Education [NFIE], 2002). The three North Carolina school districts in this study based their induction program on the North Carolina Beginning Teacher Support Program framework as set forth by the state board of education. The data in this study suggest that North Carolina beginning teachers are generally satisfied with their

induction program. This should be reflected in the attrition data of these new teachers over the next few years.

### **Implications for Practice**

This study suggests that the three school districts in North Carolina that were used in the study implemented an effective new teacher induction program for their beginning teachers. Teachers were satisfied with the individual components as well as the overall induction program. While individual components of an induction program do not necessarily predict job satisfaction, overall satisfaction with the new teacher induction program does predict teachers' intent to remain in the profession.

The literature reviewed in Chapter 2 and the results of this study suggest the following implications for practice:

1. To reduce attrition, school districts may consider implementing induction programs that are cohesive and comprehensive in nature to recruit and retain new teachers by reducing the number of isolated components.
2. Other states may consider modeling their induction programs after North Carolina's Beginning Teacher Support Program.

### **Recommendations for Future Research**

Results of this study can be used at the national, state, and local level to improve induction experiences for beginning teachers. Suggestions for future research include:

1. This study could be replicated using a larger population by including additional North Carolina school districts.

2. This study could be replicated using a variety of district level administrators instead of only principals to measure the perceived level of administrative support that beginning teachers received.
3. This study could be replicated to include beginning teachers who left their respective school districts after the 2011-2012 school year.

Future research may also include studies that follow the data and trends from this study over long periods of time. A suggested long-term study could include tracking the attrition rates of beginning teachers used in this study over the next 5 years. Another study might include incorporating districts with varying socioeconomic statuses to analyze retention levels of beginning teachers. Other studies might focus more specifically on comparing mentor training to the effectiveness of mentor support and satisfaction of beginning teachers with the mentor program component of the induction program.

### **Summary**

The purpose of this study was to examine beginning teacher induction programs in the state of North Carolina and the factors of those programs that positively contribute to teacher job satisfaction and the intent to remain in the profession as perceived by beginning teachers. The results of this study suggest that cohesive and comprehensive induction programs positively contribute to increasing job satisfaction and lowering the attrition rate of beginning teachers. The results found that isolated components do not positively contribute to job satisfaction, but overall satisfaction with the induction program did predict the intent to remain in the profession. Generally speaking, beginning teachers in North Carolina were satisfied with the individual components of their new teacher induction program and the program as a whole.





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## APPENDICES

### Appendix A: IRB Approval



East Tennessee State University  
Office for the Protection of Human Research Subjects • Box 70565 • Johnson City, Tennessee 37614-1707  
Phone: (423) 439-6053 Fax: (423) 439-6060

#### IRB APPROVAL – Initial Exempt

January 31, 2013

Hannah Reeder

RE: Teacher Induction Programs in North Carolina: Factors Relating to Job Satisfaction and Intent to Remain in the Profession  
IRB#: c0113.6e  
ORSPA#: ,

On **January 31, 2013**, an exempt approval was granted in accordance with 45 CFR 46.101(b)(2). It is understood this project will be conducted in full accordance with all applicable sections of the IRB Policies. No continuing review is required. The exempt approval will be reported to the convened board on the next agenda.

- Form 103; Narrative (dated 12/14/12); Permission Letters from School Counties; Email Script (stamped approved 1/31/13); Survey; Potential Conflict of Interest form; Assurance Statement; CV

#### **Projects involving Mountain States Health Alliance must also be approved by MSHA following IRB approval prior to initiating the study.**

Unanticipated Problems Involving Risks to Subjects or Others must be reported to the IRB (and VA R&D if applicable) within 10 working days.

Proposed changes in approved research cannot be initiated without IRB review and approval. The only exception to this rule is that a change can be made prior to IRB approval when necessary to eliminate apparent immediate hazards to the research subjects [21 CFR 56.108 (a)(4)]. In such a case, the IRB must be promptly informed of the change following its implementation (within 10 working days) on Form 109 ([www.etsu.edu/irb](http://www.etsu.edu/irb)). The IRB will review the change to determine that it is consistent with ensuring the subject's continued welfare.

Sincerely,



*Accredited Since December 2005*

Chris Ayres, Chair  
ETSU Campus IRB

Cc:

Appendix B: Beginning Teacher Support Program Survey

Demographic Survey – Please respond to the following demographic questions based on your status during the 2011-2012 school year.

1. What is your gender?  
 Male  
 Female
2. What was your professional status during the 2011-2012 school year?  
 1<sup>st</sup> year teacher  
 2<sup>nd</sup> year teacher  
 3<sup>rd</sup> year teacher
3. What grade level did you teach during the 2011-2012 school year? Please select all that apply.  
 K-2  
 3-5  
 6-8  
 9-12
4. What is the highest educational level you have attained?  
 Bachelor's degree  
 Master's degree  
 Specialist degree  
 Other (please specify) \_\_\_\_\_
5. What was your age during the 2011-2012 school year?  
 20-24  
 25-29  
 30-34  
 35-39  
 40-44  
 45-49  
 50+
6. In which school system are you employed?  
 Randolph County Schools  
 Sampson County Schools  
 Yadkin County Schools



Please use the scale below to respond to the following statements.

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Neither Agree Nor Disagree
- 4 – Agree
- 5 – Strongly Agree

Job Satisfaction - Please respond to the following statements regarding your overall job satisfaction.

- 7. Overall, I am satisfied with my job as a teacher. 1 2 3 4 5
- 8. My work is meaningful. 1 2 3 4 5
- 9. I feel appreciated for the work that I do. 1 2 3 4 5
- 10. I have a sense of pride in my job as a teacher. 1 2 3 4 5
- 11. I enjoy my job as a teacher. 1 2 3 4 5
- 12. I am recognized when I do a good job. 1 2 3 4 5

Orientation – Please respond to the following statements regarding your participation in the orientation component of your Beginning Teacher Support Program.

- 13. The orientation helped to make my transition into the classroom a smooth process. 1 2 3 4 5
- 14. My school district made me feel welcome. 1 2 3 4 5
- 15. I was provided with opportunities to network with other beginning teachers. 1 2 3 4 5
- 16. There was adequate variety to the topics presented during the orientation. 1 2 3 4 5

Mentor Program – Please respond to the following statements regarding your experience in the mentor program during the 2011-2012 school year.

- 17. I had both formal and informal interactions with my mentor. 1 2 3 4 5
- 18. The interactions I had with my mentor enhanced my instructional effectiveness. 1 2 3 4 5
- 19. My mentor encouraged me to reflect on my teaching and instructional strategies. 1 2 3 4 5
- 20. My mentor encouraged me to reflect on my students' learning and achievement. 1 2 3 4 5
- 21. My mentor was understanding of my needs as a beginning teacher. 1 2 3 4 5

- |   |           |
|---|-----------|
| 22. My mentor and I had a relationship that was built on mutual respect.    | 1 2 3 4 5 |
| 23. My mentor was well-trained and prepared for their role as my mentor.    | 1 2 3 4 5 |
| 24. My mentor was in the same subject area/grade level as me.               | 1 2 3 4 5 |
| 25. My mentor was easily accessible and available when I needed them.       | 1 2 3 4 5 |
| 26. I met with my mentor on a regular basis.                                | 1 2 3 4 5 |
| 27. My mentor and I planned lessons collaboratively.                        | 1 2 3 4 5 |
| 28. The feedback I received from my mentor was beneficial.                  | 1 2 3 4 5 |
| 29. The mentor program was effective in helping me become a better teacher. | 1 2 3 4 5 |
| 30. The mentor program has helped me to experience more job satisfaction.   | 1 2 3 4 5 |
| 31. Having a mentor is a valuable component of the induction program.       | 1 2 3 4 5 |
| 32. The mentoring program was a positive experience for me.                 | 1 2 3 4 5 |

Professional Development – Please respond to the following statements regarding the professional development you received as part of your Beginning Teacher Support Program during the 2011-2012 school year.

- |  |           |
|--|-----------|
| 33. I received on-going professional development throughout the school year.                 | 1 2 3 4 5 |
| 34. Professional development was offered often and on a regular basis.                       | 1 2 3 4 5 |
| 35. Professional development focused on implementing effective instructional strategies.     | 1 2 3 4 5 |
| 36. Professional development focused on raising student achievement.                         | 1 2 3 4 5 |
| 37. I was asked for input regarding the topics of professional development offerings.        | 1 2 3 4 5 |
| 38. Professional development opportunities were based on my needs as a beginning teacher.    | 1 2 3 4 5 |
| 39. Networking opportunities with other beginning teachers were provided on a regular basis. | 1 2 3 4 5 |

Principal Support – Please respond to the following statements regarding your perception of principal support during the 2011-2012 school year.

- |   |           |
|---|-----------|
| 40. I felt supported by my principal.   | 1 2 3 4 5 |
| 41. My principal made me feel welcome and valued.   | 1 2 3 4 5 |
| 42. My principal promoted positive working conditions within my school.                                     | 1 2 3 4 5 |
| 43. I communicated with my principal on a regular basis.  | 1 2 3 4 5 |
| 44. My principal encouraged a collaborative work environment.   | 1 2 3 4 5 |
| 45. My principal ensured that I had common planning time with colleagues in my grade level or content area. | 1 2 3 4 5 |

46. My principal provided me with the instructional materials and resources I needed. 1 2 3 4 5

Overall Satisfaction with the Beginning Teacher Support Program – Please respond to the following statements regarding your overall satisfaction with the Beginning Teacher Support Program.

47. The Beginning Teacher Support Program has made me feel like an important part of my school district. 1 2 3 4 5

48. The Beginning Teacher Support Program has made me feel more competent as an educator. 1 2 3 4 5

Future Plans – Please use the scale below to respond to the following questions about your future career plans.

- 1 – Extremely unlikely
- 2 – Unlikely
- 3 – Neither Agree Nor Disagree
- 4 – Likely
- 5 – Extremely Likely

49. How likely are you to return to your school next year? 1 2 3 4 5

50. How likely are you to transfer to a different school within your district? 1 2 3 4 5

51. How likely are you to transfer to a new school district? 1 2 3 4 5

52. How likely are you to seek a position outside of the education profession? 1 2 3 4 5

53. How likely are you to not work a full-time job? 1 2 3 4 5

54. In five years, how likely are you to continue to be working in your current school district? 1 2 3 4 5

55. In five years, how likely are you to be working in a different school district? 1 2 3 4 5

56. In five years, how likely are you to be working outside of the education profession? 1 2 3 4 5

57. In five years, how likely are you to not be working a full-time job? 1 2 3 4 5

58. If you could choose your career again, you would choose teaching. 1 2 3 4 5

Thank you for your participation in this study. Your time and thoughtful responses are greatly appreciated.

Appendix C: Request to Use District – Randolph County Schools

November 3, 2012

Mr. Donald Andrews, Superintendent  
Randolph County Schools  
2222-C South Fayetteville Street  
Asheboro, NC 27205

Dear Mr. Andrews,

I am writing this letter to request your permission to use Randolph County Schools as part of my doctoral research at East Tennessee State University. My dissertation examines factors of beginning teacher induction programs that positively correlate to teacher job satisfaction and the intention to remain in the profession.

With your permission, I would like to survey your beginning teachers from the 2011-2012 school year about their participation in the Beginning Teacher Support Program as well as questions pertaining to their job satisfaction and future career plans.

Participants will be invited to voluntarily complete a survey using SurveyMonkey which will be distributed through your BTSP coordinator. All data will remain confidential and the surveys will be conducted anonymously. No identifying information will be requested.

If you are in agreement with this proposal and give permission to allow your beginning teachers to participate in the study, please sign the attached form.

Thank you for your time and consideration.

Sincerely,

Hannah Reeder  
Doctoral Student  
Educational Leadership & Policy Analysis  
East Tennessee State University

224 The Ponds Road  
Banner Elk, NC 28604  
(828) 260-5692  
reeder.hannah@gmail.com

Randolph County Schools  
2222-C South Fayetteville Street  
Asheboro, NC 27205  
(336) 318-6100

To Whom It May Concern:

Hannah S. Reeder has my permission to conduct a doctoral research study using the beginning teachers of my school district from the 2011-2012 school year. The participants will be asked to voluntarily complete a survey about their participation in the Beginning Teacher Support Program as well as questions pertaining to job satisfaction and future career plans. Data from the surveys will be analyzed to determine positive correlations between induction program components and teacher job satisfaction as well as the intention to remain in the profession. I understand that all survey responses will be confidential and anonymous. No identifying information will be requested.

Signed: Donald E. Aiken  
Title: Superintendent

Date: 11-14-12

Appendix D: Request to Use District – Sampson County Schools

November 3, 2012

Dr. Ethan Lenker, Superintendent  
Sampson County Schools  
437 Rowan Road  
Clinton, NC 28329

Dear Dr. Lenker,

I am writing this letter to request your permission to use Sampson County Schools as part of my doctoral research at East Tennessee State University. My dissertation examines factors of beginning teacher induction programs that positively correlate to teacher job satisfaction and the intention to remain in the profession.

With your permission, I would like to survey your beginning teachers from the 2011-2012 school year about their participation in the Beginning Teacher Support Program as well as questions pertaining to their job satisfaction and future career plans.

Participants will be invited to voluntarily complete a survey using SurveyMonkey which will be distributed through your BTSP coordinator. All data will remain confidential and the surveys will be conducted anonymously. No identifying information will be requested.

If you are in agreement with this proposal and give permission to allow your beginning teachers to participate in the study, please sign the attached form.

Thank you for your time and consideration.

Sincerely,

Hannah Reeder  
Doctoral Student  
Educational Leadership & Policy Analysis  
East Tennessee State University

224 The Ponds Road  
Banner Elk, NC 28604  
(828) 260-5692  
reeder.hannah@gmail.com

Sampson County Schools  
437 Rowan Road  
Clinton, NC 28329  
(910) 592-1401

To Whom It May Concern:

Hannah S. Reeder has my permission to conduct a doctoral research study using the beginning teachers of my school district from the 2011-2012 school year. The participants will be asked to voluntarily complete a survey about their participation in the Beginning Teacher Support Program as well as questions pertaining to job satisfaction and future career plans. Data from the surveys will be analyzed to determine positive correlations between induction program components and teacher job satisfaction as well as the intention to remain in the profession. I understand that all survey responses will be confidential and anonymous. No identifying information will be requested.

Signed:



Date: Nov. 5, 2012

Title:

Superintendent

Appendix E: Request to Use District - Yadkin County Schools

November 3, 2012

Dr. Stewart Hobbs, Superintendent  
Yadkin County Schools  
121 Washington Street  
Yadkinville, NC 27055

Dear Dr. Hobbs,

I am writing this letter to request your permission to use Yadkin County Schools as part of my doctoral research at East Tennessee State University. My dissertation examines factors of beginning teacher induction programs that positively correlate to teacher job satisfaction and the intention to remain in the profession.

With your permission, I would like to survey your beginning teachers from the 2011-2012 school year about their participation in the Beginning Teacher Support Program as well as questions pertaining to their job satisfaction and future career plans.

Participants will be invited to voluntarily complete a survey using SurveyMonkey which will be distributed through your BTSP coordinator. All data will remain confidential and the surveys will be conducted anonymously. No identifying information will be requested.

If you are in agreement with this proposal and give permission to allow your beginning teachers to participate in the study, please sign the attached form.

Thank you for your time and consideration.

Sincerely,

Hannah Reeder  
Doctoral Student  
Educational Leadership & Policy Analysis  
East Tennessee State University

224 The Ponds Road  
Banner Elk, NC 28604  
(828) 260-5692  
reeder.hannah@gmail.com

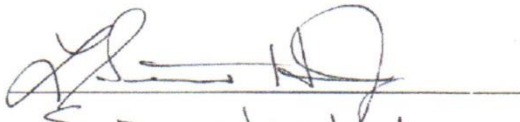


Yadkin County Schools  
121 Washington Street  
Yadkinville, NC 27055  
(336) 679-2051

To Whom It May Concern:

Hannah S. Reeder has my permission to conduct a doctoral research study using the beginning teachers of my school district from the 2011-2012 school year. The participants will be asked to voluntarily complete a survey about their participation in the Beginning Teacher Support Program as well as questions pertaining to job satisfaction and future career plans. Data from the surveys will be analyzed to determine positive correlations between induction program components and teacher job satisfaction as well as the intention to remain in the profession. I understand that all survey responses will be confidential and anonymous. No identifying information will be requested.

Signed:

  
\_\_\_\_\_

Title:

Superintendent

Date:

11/07/12

## Appendix F: Letter to Accompany Survey

February 5, 2013

Dear Teacher,

My name is Hannah Reeder and I am a doctoral student in the Educational Leadership and Policy Analysis program at East Tennessee State University. I am currently conducting research for my dissertation. The purpose of my study is to identify the factors of new teacher induction programs that positively correlate to teacher job satisfaction and the intention to remain in the profession. The chair for my research project is Dr. Eric Glover, a professor in the Educational Leadership and Policy Analysis program in the College of Education at ETSU.

Your school system has been selected and approved for participation in the study. As a beginning teacher during the 2011-2012 school year, I invite you to complete a survey about your participation in the Beginning Teacher Support Program, your perceived level of job satisfaction, and your future career plans. The survey should take about 15 minutes to complete.

Participation in the research study is completely voluntary. You must be at least 18 years of age to participate. All responses will remain confidential and anonymous. No identifying information will be requested.

I hope that you will consider participating in the study as it will help school districts improve their Beginning Teacher Support Program, which can ultimately benefit new teachers across the state and nation.

Please complete the survey prior to Friday, February 22, 2013.

Thank you for your time and consideration of this request. If you have any questions, please don't hesitate to call me at (828) 260-5692 or email me at [reeder.hannah@gmail.com](mailto:reeder.hannah@gmail.com).

Sincerely,

Hannah S. Reeder  
Doctoral Candidate  
Educational Leadership & Policy Analysis  
East Tennessee State University  
Johnson City, Tennessee

APPENDIX G: Participant Demographic Characteristic Table

*Participant Demographic Characteristic (n=168)*

Demographic	Category	<i>n</i>	%
Gender	Male	25	15
	Female	143	85
Professional Status	First year teacher	59	35
	Second year teacher	62	37
	Third year teacher	47	28
Grade Level	Kindergarten through second	53	32
	Third through fifth	43	26
	Sixth through eighth	36	21
	Ninth through twelfth	50	30
Highest Educational Level	Bachelor's	141	84
	Master's	21	13
	Specialist's	6	4
	Other	0	0
Age	20-24	76	45
	25-29	45	27
	30-34	11	7
	35-39	9	5
	40-44	15	9
	45-49	6	4

	50+	6	4
School System	Randolph County Schools	80	48
	Sampson County Schools	57	34
	Yadkin County Schools	31	18

VITA

HANNAH S. REEDER

Personal Data:                   Date of Birth: September 6, 1983  
  Place of Birth: Greensboro, North Carolina  
  Marital Status: Married

Education:                        Appalachian State University; Boone, North Carolina  
  Elementary Education, BS  
  2005

  Appalachian State University; Boone, North Carolina  
  Curriculum & Instruction, MA  
  2008

  East Tennessee State University; Johnson City, Tennessee  
  Educational Leadership & Policy Analysis, Ed.D  
  2013

Professional                        Elementary Classroom Teacher  
Experience:                        Watauga County Schools; Boone, North Carolina  
  2005-2010

  Assistant Principal  
  Blue Ridge Elementary School; Warrensville, North Carolina  
  2010-2011

  Director  
  High Country Academy; Boone, North Carolina  
  2012-present

  Educational Consultant  
  Education Resource Group; Winston-Salem, North Carolina  
  2013-present

  Adjunct Instructor  
  Appalachian State University; Boone, North Carolina  
  2013-present