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The University of San Francisco

AN INVESTIGATION OF FIRST-YEAR TEACHER INDUCTION PROGRAMS
IN JESUIT SECONDARY SCHOOLS WITHIN THE CALIFORNIA PROVINCE

A Dissertation Presented
to
The Faculty of the School of Education
Department of Leadership Studies
Catholic Educational Leadership Program

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Justin Christensen
San Francisco
December 2013

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THE UNIVERSITY OF SAN FRANCISCO
Dissertation Abstract

AN INVESTIGATION OF FIRST-YEAR TEACHER INDUCTION PROGRAMS IN
JESUIT SECONDARY SCHOOLS WITHIN THE CALIFORNIA PROVINCE

In recent decades, researchers have made considerable contributions to the field of new teacher induction. More specifically, they have demonstrated that an effective induction program can increase teacher effectiveness and decrease teacher attrition (Ingersoll & Smith, 2004; Ingersoll & Strong 2011; Villar & Strong 2007). Yet, little research has been conducted on the presence of induction programs within Jesuit secondary schools. In addition to teacher effectiveness and teacher attrition, administrators at Jesuit secondary schools must focus on the formation of their new teachers as Ignatian educators.

This mixed methods study invited principals (n=5) and first-year teachers (n=25) in five Jesuit secondary schools in the California Province to participate. Online surveys and follow-up online interviews were designed to assess the degree to which the schools met 11 standards that constituted the conceptual framework for the study: (a) *Program vision, goals, and institutional commitment*, (b) *Formation of the Ignatian educator*, (c) *Program administration and communication*, (d) *Principal engagement*, (e) *Program assessment, evaluation, and accountability*, (f) *Assessing first-year teacher practice*, (g) *First-year teacher professional development and learning communities*, (h) *Mentor role and responsibilities, selection, assignment, and assessment*, (i) *Mentor professional development and learning communities*, (j) *Focus on instructional practice*, and (k) *Focus on equity and universal access*. Ten of the 11 standards were adapted with

permission from the New Teacher Center's (2011) *Induction Program Standards*. The second standard regarding Ignatian formation was adapted from the Jesuit Secondary Education Association's (2011) *Profile of an Ignatian Educator*.

Overall, the study revealed that all five schools developed and implemented some form of an induction program for their first-year teachers during the 2012-2013 academic year. The perception data indicated that all five schools demonstrated a strong commitment to (b) *Formation of the Ignatian educator*. In contrast, the respondents reported the most need for growth in (e) *Program assessment, evaluation, and accountability*. The respondents showed modest support for the remaining nine standards, indicating the potential for improvement. For example, first-year teachers reported the need for the presence of mentor teachers who play a supportive role throughout the academic year. The results of this study invite administrators in Jesuit secondary schools to develop and implement robust first-year teacher induction programs.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Justin J.D. Christensen
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December 10, 2013
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Ralph Metts, S.J., Ed.D.

December 10, 2013

DEDICATION

*And Mizpah;
for he said, The Lord watch between me and thee,
when we are absent one from another. (Genesis 31:49)*

This dissertation is dedicated to...

My parents and my brother...
Max Gordon Christensen
Janet Elizabeth Christensen
Spencer Gordon Christensen

My wife...
Molly Mavorneen Dixon Christensen

My sons...
Finn Michael Christensen
Dillon Max Christensen

Mizpah.

ACKNOWLEDGEMENTS

St. Ignatius of Loyola (1491-1556) described the first Jesuits as “companions of Jesus.” Together, they laid the groundwork for the Society of Jesus to introduce a model of education that would, in the words of St. Ignatius, form students to “carry on the care of souls” with the “fruit expanding more widely every day.” The publication of this study represents the fruit of a long journey. I, too, have been blessed with many companions along the way.

I wish to begin by extending my gratitude to the Society of Jesus. The Jesuits at St. Ignatius College Preparatory have helped me deepen my own relationship with God, and they have personally formed me as an Ignatian educator. God’s love for me is reflected in the institution they established in 1855. I am humbled to be a part of their transformative work that continues into the 21st century.

The Holy Spirit is also at work in the lay administrators and colleagues at St. Ignatius College Preparatory who have supported my growth these past 10 years. Thanks to their companionship, I have grown both as an educator and as a person. Furthermore, I am grateful for their role in inviting me to consider enrolling at the Institute of Catholic Educational Leadership (ICEL), and their ongoing support over the past five years as I engaged in this work.

This dissertation would not have been possible without the support of the New Teacher Center in Santa Cruz, CA. My every interaction with the organization was marked with kindness and generosity. I especially wish to thank Wendy Baron, Adele Hermann, and Kitty Dixon for their help with developing my conceptual framework and accompanying survey instruments.

I also must acknowledge my deep gratitude for my companions within ICEL and the School of Education at the University of San Francisco. I am indebted to my classmates for sharing their much-needed perspectives on Catholic and public school education. Br. David Caretti, F.S.C., was especially helpful when I found myself stuck. I am similarly indebted to my professors who have challenged me to reflect on what exactly constitutes school leadership, to collect and analyze meaningful data, and to be a witness to Catholic education in the 21st century. It was a privilege to work with Dr. Ben Baab, Dr. Christopher Thomas, and Dr. Ralph Metts, S.J.

I am especially humbled by the companionship of Dr. Gini Shimabukuro. She has truly been a companion in a more literal sense, sitting by my side in Room 203 as I developed, executed, and wrote this dissertation. Gini exemplifies that special kind of love that manifests itself in patience and unwavering support. While our formal relationship is coming to an end, I will always remember her faith in me.

No journey I undertake would be possible without my first companions: my parents, Max and Janet Christensen. No childhood is without its challenges, and mine was no exception. Yet, I only fully recognized those challenges in hindsight as an adult because of their unconditional love for me every day as a child. In adulthood, they continue to be my loving audience. While I may have lost the physical companionship of my father during this doctoral journey, I knew he was still by my side as I toiled away. My parents will always be my first teachers.

I am also grateful to my parents for blessing me with another companion: my brother, Spencer Christensen. It is a tremendous source of comfort to know that he will always be there for me as the decades pass by. With the completion of this dissertation, I

am thrilled to be able to spend more time with him, Rachael Christensen, and their growing family.

I am at a loss for words when I try to acknowledge the role of my lifelong companion: my wife, Molly Christensen. Less than a year after we were married on that perfect day in June of 2008, I began this doctoral journey with her by my side. It was an extraordinary and humbling feeling to experience her unconditional love on a daily basis as I put one foot in front of the other over the course of five years. And along the way, she blessed me with two more lifelong companions: my sons, Finn Christensen (2010) and Dillon Christensen (2013). This “book,” as Finn called it, is a product of their unconditional love.

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CHAPTER I

THE RESEARCH PROBLEM

Statement of the Problem

In recent years, educational researchers have identified a need for quality induction programs for new teachers in all schools. Ingersoll and Smith (2004) argued that less than 1% of new teachers were placed in schools with comprehensive induction programs. They found that new teachers were leaving the profession due to a lack of proper support in their first years. This study contributed to an ever-growing educational research field that investigates how induction programs may be part of school reform efforts. Goldrick (2009) summed up the research by stating that a disconnect existed between teacher education programs, where teachers earn teaching credentials, and inadequate induction programs, where teachers are not supported in their first years in the classroom. In other words, new teachers need more support after graduating with their teaching credentials.

The need for quality induction programs is connected to a larger reform effort: the focus on increasing teacher effectiveness. The research indicates that teacher effectiveness may be the single best predictor of student achievement. One study revealed that a student with an ineffective teacher fell 50 percentile points behind a student with an effective teacher over the course of three years (Sanders & Horn, 1995). Another study found that effective teachers cover a year and a half's worth of material compared to ineffective teachers who cover just a half year's worth of material in one year (Hanushek, 2010).

However, schools have struggled to raise teacher effectiveness because of low retention rates. The MetLife Foundation reported that 30%-50% of new teachers quit within the first five years. The same study found that 40% of teachers who indicated that they were likely to leave the profession reported that they would stay if they received more support in becoming an effective teacher (Markow & Martin, 2005).

Not surprisingly, researchers began to discover that new teacher retention increased when new teachers were part of a comprehensive induction program. Ingersoll and Smith (2004) found a correlation between the extent of a new teacher's induction support and his/her retention rate. A teacher who received zero, three, six, and eight forms of induction support had a 60%, 72%, 76%, and 82% probability of returning for a second year, respectively.

As new teacher induction programs helped new teachers stay in the profession, such programs also impacted teacher effectiveness. Researchers began to uncover a relationship between induction activities and teacher effectiveness. In other words, a new teacher induction program helped improve teacher effectiveness. Villar and Strong (2007) conducted a cost-benefit analysis of new teacher induction programs and found that such programs produce teachers who are more effective. Ingersoll and Strong (2011) examined empirical studies and discovered that new teachers in induction programs had students with higher scores on achievement tests.

While the research on induction programs in public schools is booming, the research on induction programs in Jesuit secondary schools is practically non-existent. There is scarce research on what, if any, induction-related activities are used by Jesuit secondary schools.

Background and Need

New Teacher Induction

Researchers began examining the need for university research on K-12 teaching in the 1980s. The Holmes Group (1986) argued for the creation of professional development schools where university researchers could work with principals on developing teachers. The Carnegie Forum (1986) advocated for the use of partner schools where university researchers worked with teachers in the classroom. These reports promoted the idea that graduate schools of education should collaborate with K-12 schools.

This gave way to an intensified focus on supporting new teachers, in particular. Feinman-Nemser and Katz (2004) posited that researchers must articulate the distinct phases of a teacher's career. They, then, advocated that university researchers should focus on the first phase of development: the new teacher. They articulated a need to research the best practices for supporting the teacher who has finished a credentialing program and has begun to teach full-time. At the same time, Ingersoll and Smith (2004) published the previously mentioned study that indicated a relationship between induction programs and teacher retention.

The University of California, Santa Cruz (UCSC) helped lead the creation of this new field of study. Ellen Moir, the Director of Teacher Education at UCSC, founded the Santa Cruz New Teacher Project (SCNTP) in 1988. She sought to provide new teachers with access to quality mentor teachers who had previously excelled in the classroom. She also developed the *Learning to Teach Continuum* curriculum, a “matrix outlining the courses, seminars, and field experiences candidates and new teachers experience over

four years from pre-service through induction” (Goldrick, 2009, p. 5). Moir was a pioneer who sought to bridge the gap between her UCSC teacher credential program and the district induction programs that her graduates would enter in their first years in the profession.

In 2009, the SCNTP broke off from UCSC to form the New Teacher Center (NTC). As a non-profit, the NTC emerged as a widely-recognized national leader in educational research on induction programs for new teachers. The NTC sought to define the need for high quality induction programs. As Goldrick (2009) explained:

Induction or mentoring often runs the gamut between an informal buddy system and high-quality, formalized, multi-year induction programs that are integrated into school learning communities. In many places beginning teachers may be assigned a mentor teacher—someone to help them learn the ropes—but unfortunately, that mentoring often goes little beyond providing a shoulder to cry on or advice about how to obtain classroom supplies. (p. 4)

The NTC recognized a golden opportunity to contribute to school reform efforts by focusing on the induction of new teachers. Its research has focused on improving student achievement by increasing the effectiveness of new teachers and their administrators. It has collaborated with school districts, state educational agencies, and other educational institutions to articulate the characteristics of high quality induction programs.

Jesuit Secondary Education

In 1540, Pope Paul III approved the *Societatis Jesu*, a religious order that came to be known as the Society of Jesus. Founded by the later-canonized St. Ignatius of Loyola, the Society of Jesus consisted of St. Ignatius and other men who called themselves Jesuits (O’Neal, n.d.). Today, the Jesuits serve the Catholic Church all over the world as the largest male religious order. They are assigned to one of 91 Provinces that are governed by the Society’s Superior General in Rome, Italy. They take the vows of poverty,

chastity, and obedience, and they serve in a variety of ministries (Jesuit Secondary Education Association, n.d.).

St. Ignatius of Loyola recognized education as an important ministry and made this field a focus of the Society of Jesus. While originally intending to open schools for only Jesuits, he realized that their schools could educate the laity as well. In 1551, he stated the following in a letter about early Jesuit colleges:

From among those who are now merely students, in time some will depart to play diverse roles - one to preach and carry on the care of souls, another to government of the land and the administration of justice, and others to other callings. Finally, since young boys become grown men, their good education in life and doctrine will be beneficial to many others, with the fruit expanding more widely every day. (O'Neal, n.d.)

The Jesuits are known for their contributions to education, as evidenced by 3,730 Jesuit educational institutions that currently exist throughout the world. In the United States alone, there are 71 Jesuit pre-secondary and secondary schools and 28 Jesuit colleges and universities.

In 1970, the Jesuit Secondary Education Association (JSEA) was established to serve the needs of Jesuit high schools in the United States. Prior to the JSEA, the Jesuit Educational Association (JEA) provided this function. However, the 1960s were a time of turmoil for the Jesuits, just as it was for the United States. Fr. Pedro Arrupe, S.J., the Superior General from 1965-1983, called upon the Society of Jesus to renew its focus on social justice (Arrupe, 1973). The JSEA was a product of this time as it replaced the JEA.

Today, the JSEA is dedicated to supporting the Jesuit mission of its 59 member schools. According to its mission statement, the JSEA “initiates programs and provides services that enable its member schools to sustain their Ignatian vision and Jesuit mission

of educational excellence in the formation of young men and women of competence, conscience and compassion” (JSEA, 2010). Through conferences, publications, and other programming, the JSEA promotes dialogue about how to sustain the Ignatian identity of a Jesuit school.

In recent years, the JSEA has focused its efforts on the formation of lay administrators and faculty. Given the decline of Jesuits in the United States, the JSEA embraces the need for partnership between religious and lay members of Jesuit schools:

St. Ignatius’ second observation in the Contemplation on the Love of God reminds us that love consists in a mutual sharing of goods. In joy and gratitude we can acknowledge the histories of Jesuit schools, the service the Jesuit Secondary Education Association (JSEA) provides the high schools, and the growing number of lay and Jesuit partners formed in the principles of Ignatian spirituality and pedagogy. For many years those involved in Jesuit secondary and pre-secondary education, both lay and Jesuit, have offered and shared their gifts as committed partners, contributing to and sacrificing for the mission of the school, laboring with Christ and one another for the greater glory of God. The Spirit of God certainly continues to animate the generous work of the women and men who accept the call to partnership in the mission of Jesuit education. (Jesuit Conference, 2007, p. 2)

As the number of Jesuits declines, the lay teacher is replacing the religious teacher in the U.S. Jesuit secondary school. Rather than mourn the loss of its Jesuit identity, the Jesuit school is being called to form lay administrators and faculty who will carry the mission with them into the 21st century.

Consequently, administrators in Jesuit secondary schools are called to implement induction programs that develop first-year teachers who will sustain the mission of Jesuit education. According to Ralph Metts, S.J., former president of the Jesuit Secondary Education Association (JSEA), induction programs in Jesuit secondary schools need to go beyond supporting just new teachers with the nuts and bolts of the classroom (personal communication, September 12, 2012). They must support all first-year teachers,

regardless of their prior teaching experience, to ensure their familiarity with the charism of the Society of Jesus and its implications for secondary education.

Conceptual Framework

This study incorporated two sets of standards for its conceptual framework: 1) the New Teacher Center's (NTC) *Induction Program Standards*, and 2) the Jesuit Secondary Education Association's (JSEA) *Profile of an Ignatian Educator*. The researcher used the original 10 Foundational, Structural, and Instructional standards from the *Induction Program Standards*. In addition, the researcher added another Foundational standard based on the *Profile of an Ignatian Educator*. Together, these 11 standards represented the conceptual framework for induction programs in Jesuit secondary schools (Figure 1). Figure 1 was adapted from a figure from the *Induction Program Standards*. The researcher made several modifications to the NTC's original figure. First, he added another Foundational standard entitled *Formation of the Ignatian Educator*. This standard allowed the researcher to incorporate the JSEA's *Profile of an Ignatian Educator* so the conceptual framework could be applicable to Jesuit secondary schools. Second, he assigned each standard a letter for ease of use throughout his dissertation. This modification allowed him to organize the data collection by standard. Third, he removed an overarching piece of text from the original figure that said "Continuous Improvement." He believed it confused the reader because it is actually embedded within the Foundational standard entitled *Program Assessment, Evaluation, and Accountability*.

This conceptual framework provided the researcher with an essential structure to guide his research. It was aligned with the researcher's research questions. It shaped the design of his survey and interview instruments, and it facilitated the data analysis.



Figure 1. Overview of Induction Program Standards for Jesuit secondary schools. From *Induction Program Standards* by the New Teacher Center, 2011, p. 4. Adapted with permission.

Induction Program Standards

In 2011, the NTC published the *Induction Program Standards*. The NTC introduced the standards by stating, “NTC’s Induction Program Standards (IPS) build upon and are informed by those many years of study, consultation, collaboration, and program implementation across many contexts throughout the United States and abroad” (p. 3). The *IPS* may be used as a conceptual framework for Jesuit secondary schools. In fact, the NTC explicitly encouraged it:

Although the IPS are intended for use across a wide variety of program contexts, including consortia, small and large school districts, K-17 partnerships, and charter schools, the standards are carefully framed to support maximum impact on teaching and learning, regardless [of] the context. (p. 3)

In other words, the *IPS* may be used within the context of Jesuit secondary education.

The *IPS* consisted of 10 standards divided into three sections: Foundational, Structural, and Instructional (Appendix A). The four Foundational standards assessed “the platform upon which an induction program is built” (NTC, 2011, p. 4). The *Program Vision, Goals, and Institutional Commitment* standard examined the overall program vision and the extent to which various stakeholders were committed to its success. The *Program Administration and Communication* standard investigated the administrative support for the program. The *Principal Engagement* standard identified the role of the principal in induction. The *Program Assessment, Evaluation, and Accountability* standard explored how the success of the program is measured.

The four Structural standards examined the “program components, practices, and activities” (NTC, 2011, p. 4). The *Assessing First-Year Teacher Practice* standard focused on the use of formative assessment to promote teacher growth. The *First-Year Teacher Professional Development and Learning Communities* standard examined how such teachers sought to improve their craft. The *Mentor Roles and Responsibilities, Selection, Assignment, and Assessment* standard investigated the mentor teacher’s role within the induction program. The *Mentor Professional Development and Learning Communities* standard explored the extent to which mentor teachers had opportunities to work with others to improve on their craft.

The two Instructional standards provided a “strategic focus on classroom practice and student learning” (NTC, 2011, p. 4). The *Focus on Instructional Practice* standard

examined how the induction program worked with beginning teachers on pedagogical issues, such as lesson plans, collaboration, student work, and content standards. The *Focus on Equity and Universal Access* standard investigated how the induction program worked with teachers to create inclusive classrooms.

In using the NTC's standards, the researcher used the term "first-year teacher" in place of the term "beginning teacher." This study focused on the induction of teachers who were in their first year at a Jesuit secondary school in the California Province. Under this definition, this population included teachers who have taught elsewhere before. The researcher did not want to limit the study to only teachers who are new to the profession. There were two reasons for this change in terminology. First, Jesuit secondary schools were more likely to hire a teacher with previous experience. Limiting this study to beginning teachers, as the NTC does, would yield a small population. Second, teachers with previous experience still needed an induction program that introduced them to the Jesuit charism of the school (R. Metts, personal communication, September 12, 2012).

The NTC authorized the researcher to use and adapt their standards. In exchange, the researcher agreed to share his findings with the organization (Appendix B).

Profile of an Ignatian Educator

In the early 1990s, Michael McGonagle, the Vice-Principal for Ignatian Mission and Identity at Boston College (BC) High, began a school wide discussion about the characteristics of a teacher that supported the Jesuit mission of the school. He sought to articulate what makes a teacher in a Jesuit high school unique from a teacher at another college preparatory high school. After facilitating discussions with its faculty, BC High

published a document that came to be known as the *Profile of an Ignatian Educator* (R. Metts, personal communication, October 11, 2012).

The JSEA soon began the process of creating and promulgating its own version of the *Profile of an Ignatian Educator*. Inspired by the document created by BC High, JSEA President Joseph O'Connell, S.J. facilitated a discussion with the JSEA member high schools about the characteristics of an Ignatian educator. In the late 1990s, the JSEA published its *Profile of an Ignatian Educator*. Its member schools were invited to use it to support the Jesuit charism of their respective schools, just as BC High originally did (R. Metts, personal communication, October 11, 2012).

In 2011, the JSEA released its updated version of the *Profile of an Ignatian Educator*. It consisted of five characteristics: 1) Caring for the Individual, 2) Discerning Ways of Teaching and Learning, 3) Modeling Ignatian Pedagogy, 4) Building Community and Fostering Collaboration, and 5) Animating the Ignatian Vision (Jesuit Secondary Education Association, 2011). Descriptive statements accompanied each of these five characteristics, which may be referenced in Appendix C.

The researcher used the *Profile of an Ignatian Educator* to add an 11th standard to the *Induction Program Standards: the Formation of the Ignatian Educator* standard. He categorized it as a Foundational standard. Given that Jesuit schools need to focus on designing an induction program that introduced new hires to the Ignatian charism of the school, the *Formation of the Ignatian Educator* standard was, by its nature, a Foundational standard (C. Thomas, personal communication, October 11, 2012).

Purpose of the Study

The purpose of this study was to investigate the extent to which Jesuit secondary schools in the California Province inducted first-year teachers. Specifically, it surveyed the perceptions of principals and first-year teachers in relationship to the New Teacher Center's (NTC) *Induction Program Standards*, which were Foundational, Structural, and Instructional. In addition, this research examined the degree to which first-year teachers were inducted in the formation of the Ignatian educator. Finally, a select group of principals and first-year teachers were interviewed to more deeply make sense of the quantitative data collected through the survey.

Research Questions

1. According to principals at Jesuit secondary schools in the California Province, to what extent did their schools induct first-year teachers in the following standards:

Foundational Standards

- a. Program vision, goals, and institutional commitment
- b. Formation of the Ignatian educator
- c. Program administration and communication
- d. Principal engagement
- e. Program assessment, evaluation, and accountability

Structural Standards

- f. Assessing first-year teacher practice
- g. First-year teacher professional development and learning communities
- h. Mentor role and responsibilities, selection, assignment, and assessment
- i. Mentor professional development and learning communities

Instructional Standards

- j. Focus on instructional practice
- k. Focus on equity and universal access

2. According to first-year teachers at Jesuit secondary schools in the California

Province, to what extent did their schools induct them in the following standards:

Foundational Standards

- a. Program Vision, goals, and institutional commitment
- b. Formation of the Ignatian educator
- c. Program administration and communication
- d. Principal engagement
- e. Program assessment, evaluation, and accountability

Structural Standards

- f. Assessing first-year teacher practice
- g. First-year teacher professional development and learning communities
- h. Mentor role and responsibilities, selection, assignment, and assessment
- i. Mentor professional development and learning communities

Instructional Standards

- j. Focus on instructional practice
- k. Focus on equity and universal access

Educational Significance

This study contributed to the field of research on induction programs in the United States. While there had been a boom in the field of research on induction programs in public schools, there was a void in the area of Jesuit secondary schools. Consequently, the NTC expressed interest in the findings of this study (W. Baron, personal communication, November 8, 2012). This study could decrease teacher attrition and increase teacher effectiveness, two goals of the NTC.

The findings, also, may have value for administrators, mentor teachers, and first-year teachers at Jesuit secondary schools in the United States. To date, there has not been a study on the topic of new teacher induction programs within this population. In addition, the findings offered insight on how their programs engaged in the formation of

Ignatian educators, a goal of the JSEA and the California Province of the Society of Jesus. The researcher plans to share the recommendations that arose from this study with both organizations.

CHAPTER II

REVIEW OF THE LITERATURE

Restatement of the Problem

The emergence of the field of research on new teacher induction was a response to the desire of policymakers (that is, university researchers, state agencies, superintendents, principals, and teacher leaders) to decrease new teacher attrition rates and increase new teacher effectiveness. Yet, while the research on new teacher induction in public schools had sharply increased in recent decades, the research on induction programs in Jesuit secondary schools was noticeably absent.

Overview of Chapter

New teacher induction has been the subject of research by many in academia. Scholars, such as Feinman-Nemser (2001), Ingersoll and Smith (2004), and Achinstein and Athanases (2006) were joined by organizations, such as the National Commission on Teaching and America's Future (NCTAF), the Commission on Teacher Induction and Mentoring (CTIM), and the New Teacher Center (NTC), as they sought to develop the field of new teacher induction. Yet, few were looking at the issue within Jesuit secondary schools. This chapter will contain four parts: the history of new teacher induction as an area of academic study, the components of a quality new teacher induction program, the standards for new teacher induction, and the research on how Jesuit schools engage in new teacher induction.

History of New Teacher Induction

Over the past three decades, the field of new teacher induction slowly coalesced around the idea that schools needed to invest in supporting its new teachers. As the field

developed, it struggled to articulate the need for quality induction programs. By 2004, the evidence was clear: every new teacher must be enrolled in a comprehensive induction program.

In the 1980s, states began to create induction programs to support their new teachers. The number of states focused on induction programs increased from eight to 34 between 1984 and 1992, respectively (Furtwengler, 1995). While this marked an impressive growth, only approximately two-thirds of the 50 states had instituted policies regarding teacher induction by 1992. Furthermore, only 18 of those 34 states (Connecticut, Florida, Georgia, Indiana, Kentucky, Maine, Mississippi, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, South Dakota, Tennessee, Utah, Virginia, and West Virginia) implemented a mandatory induction program for new teachers. The other 16 states (Alabama, California, Delaware, Idaho, Kansas, Louisiana, Minnesota, Missouri, Montana, New Hampshire, New York, Oregon, Texas, Washington, West Virginia, and Wisconsin) explored the use of pilot programs or competitive grant programs (Furtwengler, 1995).

During the infancy of teacher induction programs, the emerging field suffered from a lack of clarity of purpose. School leaders struggled with articulating the role of induction programs within their schools. For example, there was no consensus on whether such programs played a formative or summative role in the evaluative process for new teachers:

The issue of formative vs. summative evaluation... appears to be a continuing quandary for beginning teacher programs... What, then, is the purpose of beginning teacher programs--to improve performance and provide professional growth opportunities--or to determine certification and continuing employment? A major question for policy makers is whether beginning teacher programs can serve two masters. (Furtwengler, 1995, p. 4)

Embedded within this debate was the role of mentor teachers. It remained unclear whether mentor teachers should play a summative (that is, evaluative) role in the principal's decision of whether to renew a new teacher's contract.

During this time, university researchers began exploring the possibility of examining new teacher support. For example, the Holmes Group (1986) and the Carnegie Forum (1986) posited that principals and university researchers could collaborate on the development of new teachers. These reports promoted the idea that graduate schools of education should collaborate with K-12 schools.

The University of California, Santa Cruz (UCSC), was one such university that embraced this concept of partnering with K-12 schools to study teaching and learning. Ellen Moir, the Director of Teacher Education at UCSC, founded the Santa Cruz New Teacher Project (SCNTP) in 1988. She sought to provide new teachers with access to quality mentor teachers who had previously excelled in the classroom. She, also, developed the *Learning to Teach Continuum* curriculum, a “matrix outlining the courses, seminars, and field experiences candidates and new teachers experience over four years from pre-service through induction” (Goldrick, 2009, p. 5). Moir was a pioneer who sought to bridge the gap between her UCSC teacher credential program and the district induction programs that her graduates would enter in their first years in the profession. She was a visionary who was among the first to recognize the potential that quality induction programs could offer to school reform efforts.

It was not until 1996 that the issue of teacher induction began to gain national attention. That year, the National Commission on Teaching and America's Future (NCTAF) featured the topic in a two-year study entitled *What Matters Most: Teaching*

for America's Future. Linda Darling-Hammond, a prominent scholar in the field of educational research from Teachers College, Columbia University, led the Commission that included Congress members, state governors, state legislators, university presidents, university teacher education program directors, teacher union leaders, principals, teachers, and parents. The report began with the premise that “A caring, competent, and qualified teacher is the most important ingredient in education reform” (p. 10). Governor James Hunt, NCTAF Chair, mentioned the importance of induction in the report’s preface: “Access to high-quality preparation, induction, and professional development must become a new teacher right” (p. 7). The NCTAF report contained five recommendations, the second of which was a call to “reinvent teacher preparation and professional development” (p. 76). This recommendation included many elements that would become common in induction programs for new teachers, such as, frequent contact with a skilled mentor, reduced courseload, and extensive professional development. Furthermore, the NCTAF argued that induction should be just one part of a professional continuum for teacher development.

Despite the findings of the NCTAF study, teacher induction was not embraced as a high priority a few years later when President George W. Bush signed the much-publicized No Child Left Behind Act (NCLB) into law in 2001. In fact, this reauthorization of the Elementary and Secondary Education Act did not include any support for induction programs. The new law did affect new teachers with its requirement that, as a condition for the much-coveted federal funding, schools use “highly qualified” teachers by 2006. NCLB specified that a teacher was “highly qualified” if s/he met three criteria: completed state licensure requirements, earned a

bachelor's degree, and showed subject-matter expertise (Strong, 2009). Induction was noticeably absent. That is, completion of an induction program was not part of becoming a "highly qualified" teacher.

While new teacher induction was absent from NCLB in 2001, teacher induction continued to be a focus of educational researchers in the early 2000s. Sharon Feinman-Nemser (2001) published a paper with the support of the NCTAF entitled *From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching*. Feinman-Nemser, an educational researcher at Michigan State University, surveyed the literature and found that the research showed that becoming a teacher is a three-step process: "Learning to teach... requires coherent and connected learning opportunities that link initial preparation to new teacher induction and new teacher induction to continuing professional development" (p. 1,048). In other words, Feinman-Nemser articulated the need to view a teacher's career through the lens of a three-stage continuum. In the "Preservice Stage," a teacher developed a vision of good teaching, a background in the subject matter, an awareness of how students learn, a repertoire of teaching strategies, and an ability to study the craft of teaching. This occurred during a new teacher's training in a state credentialing program, often in conjunction with a master's degree. In the "Induction Stage," a teacher learned about the members of the school community, the design of an appropriate curriculum, the creation of a classroom learning community, the implementation of teaching strategies, and the development of one's own professional identity. This took place within an induction program during the first years in the classroom. In the "Continuing Professional Development Stage," a teacher further developed subject matter expertise, curriculum design strategies, teacher self-

improvement skills, and leadership ability. This was accomplished through professional development both inside and outside the school (p. 1,050).

After articulating this continuum for learning to teach, Feinman-Nemser (2001) called for significant investment in the second stage: new teacher induction. She wrote, “There is no connective tissue holding things together within or across the different phases of learning to teach” (p. 1,049). She argued that the pre-service stage and the continuing professional development stage were disconnected from the middle stage of new teacher induction. She concluded with a challenge to the respective leaders of the three stages to work together for the shared purpose of accelerating the process of teachers learning to teach. That is, there needed to be authentic collaboration between professors who oversee teacher education programs, administrators who operate induction programs, and principals who coordinate ongoing professional development. In doing so, the effectiveness of new teacher induction programs could be accelerated.

Ingersoll and Smith (2004) followed Feinman-Nemser’s (2001) study with a landmark study of their own that highlighted the need for new teacher induction. Entitled *What are the Effects of Induction and Mentoring on Beginning Teacher Turnover?*, this was considered a groundbreaking study because of its scope and design. Ingersoll and Smith took advantage of major changes within the 1999-2000 edition of the Schools and Staffing Survey (SASS). The SASS is a national survey administered by the U.S. Department of Education’s National Center for Education Statistics. When the SASS was previously administered in 1987-1988, 1990-1991, and 1993-1994, it was not designed to yield data on beginning teachers. Consequently, it had not been a useful tool for research on new teacher induction.

However, the new 1999-2000 edition of the SASS offered a wealth of data for researchers because of the addition of items related to new teacher induction. For the first time, the SASS sought to measure the presence of different types of induction support. For example, it contained questions about whether new teachers were assigned mentors from the same subject, given a reduced course load, provided time to collaborate with colleagues, offered a teacher's aide, and sent to professional development seminars (Ingersoll & Smith, 2004, p. 685). These new items on the 1999-2000 SASS now allowed researchers to assess the comprehensiveness of induction activities for new teachers throughout the United States.

With access to this unprecedented data within the 1999-2000 SASS, Ingersoll and Smith (2004) uncovered a positive correlation between comprehensive induction programs and teacher retention rates. Teachers with zero, two, four, and seven types of induction support had, respectively, a 41%, 39%, 27%, and 18% probability of leaving the school at the end of their first year. The more support a new teacher received, the more likely the school was to retain that teacher. This finding provided the strongest evidence yet that induction programs affected beginning teacher retention.

Furthermore, Ingersoll and Smith (2004) reported that less than 1% of new teachers received all seven types of induction support. While comprehensive teacher induction programs appeared to impact teacher retention, very few schools had actually adopted such robust programs by then. This finding provided concrete evidence for the need to expand induction programs.

Nevertheless, Ingersoll and Smith (2004) also reported that induction programs, while not comprehensive, had become more prevalent by 1999-2000. Their analysis of

the 1999-2000 SASS dataset revealed that 83% of new teachers reported receiving some form of induction support, up from 51% in the 1990 survey. This showed that induction programs had continued to become more common since Furtwengler's 1995 study. School leaders were beginning to recognize a need to add new teacher induction programs.

Susan Moore Johnson (2004) reinforced the findings of Ingersoll and Smith (2004). Johnson founded the Project on the Next Generation of Teachers at Harvard University in 1998. In 2004, she published a five-year longitudinal study that followed 50 new teachers in Massachusetts public schools. The study used a qualitative methodology, whereas Ingersoll and Smith had adopted a quantitative one. However, it also found that teachers rarely participated in a comprehensive school-based induction program. Using case studies, she highlighted the need for induction programs:

Without school-based induction, how would new teachers know what the school expects of them and how they can best do their jobs? Keisha, who had extensive preservice preparation, soon discovered that she still had much to learn about her new school. She expressed disbelief at the absence of even modest attempts to orient her: "I expected to be pulled in here before the rest of the teachers got here, and gone through some new orientation, just in this building. I had never seen, for instance, a "cum(ulative) folder" before. I had never seen all of the massive amount of paperwork that had to be done in the beginning of the year. I thought I was going to lose my mind." (p. 194)

This was just one of many anecdotes of new teachers who felt unsupported in learning their new school's culture.

Seeking to highlight the need for teacher induction, the Alliance for Excellent Education (2004) attempted to summarize the research with the publication of a landmark report entitled *Tapping the Potential: Retaining and Developing High-Quality New Teachers*. The Alliance for Excellent Education, a Washington DC-based policy group,

sought to pressure federal policymakers to recognize the role of teacher induction in education reform. The report also featured the work of Ingersoll, Moir, Feinman-Nemser, and other researchers. In addition, it highlighted the efforts of researchers from the National Commission on Teaching and America's Future (NCTAF), as well as the Project on the Next Generation of Teachers at Harvard University. The executive summary of the report stated, "If every child is to have equal access to teachers who are truly highly qualified, the odds must be dramatically improved that teachers will stay in the profession long enough to become fully competent professionals" (pp. 1-2). The message to federal policymakers was clear: In order to increase teacher retention, new teacher induction must be an integral part of any future reform efforts designed to improve K-12 education in the United States.

This call for new teacher induction was soon supported by additional research that linked it to teacher effectiveness. Ingersoll and Strong (2011) analyzed empirical data and established a correlation between new teachers in induction programs and achievement scores of students in their classrooms. In other words, if the a new teacher was part of an induction program, s/he was more likely to have students show improvement on standardized tests.

By 2004, new teacher induction had emerged as a field for educational researchers. This was evident in several ways. First, teacher induction had gone mainstream. In 1984, only eight states invested in it. In 2000, over 83% of new teachers reported receiving induction support. Second, teacher induction offered a concrete way to address the alarmingly low rates of teacher retention. The more support new teachers received, the more likely they were to stay in the profession. Third, teacher induction

must be part of any school reform effort. If students were to work with highly effective teachers, they needed teachers who stayed in the profession. Fourth, teacher induction likely impacted teacher effectiveness. Such programs provided a systematic way to promote more effective teaching with new teachers.

Components of New Teacher Induction

While support for new teacher induction grew, there was no such consensus on the answer to one essential question: what exactly are the components of a quality teacher induction program? Given the decentralized nature of public education in the United States, there was no common definition for the term “induction.” The No Child Left Behind Act, the most recent federal educational law, had failed to provide clarity (Strong, 2009). The exact meaning of the term “induction” continued to be left to individual states and university researchers. The various components of a quality induction program emerged throughout the 2000s.

Administrators

Administrators are an essential element of a quality induction program at a school. They articulate a vision for how the school will induct new teachers, and then they commit the school’s resources towards that vision (Bartell, 2005; Gless, 2006). New teachers wish to be part of a school culture in which administrators emphasize collaboration with veteran teachers (Baron, 2006). Administrators provide new teachers with well-maintained classrooms and the necessary supplies for the year (Baron, 2006). They assign new teachers to a reduced course load, and they provide them with a teacher’s aide (Ingersoll & Smith, 2004). The induction program is effectively integrated with all other programs at the school (Gless, 2006; Johnson, 2004). New teachers see

that administrators are engaged in its operations. Furthermore, administrators have the knowledge and expertise to oversee a comprehensive induction program (Breux & Wong, 2003). They conduct ongoing assessments of the induction program (Saphier, Freedman, & Aschheim, 2001).

In addition, administrators must not run their induction programs in isolation. They establish partnerships with teacher education programs at local universities (Bartell, 2005), and they are coordinating with district and community leaders (Saphier et al., 2001). For example, Linda Darling-Hammond of Stanford University praised school leaders in California for working with university teacher education programs and the state credentialing agency: “California has been involved in piloting, implementing, and studying the induction of new teachers since the late 1980s. It is one of the very few states that have included an induction experience in the credentialing structure” (Bartell, 2005, p. xii).

Mentor Teachers

In addition to administrators, mentor teachers with a comprehensive list of responsibilities are a vital component of a strong induction program. According to Feinman-Nemser and Katz (2004), “Any responsible [induction] system will probably include some combination of individualized support and guidance from thoughtful and available mentor or mentoring teams with regular opportunities to work with colleagues on substantive matters related to teaching and learning” (p. 114).

Researchers have identified a variety of factors that can affect the success of mentor teachers. They must have clear job descriptions that outline their responsibilities (Gless, 2006), are qualified to serve in that capacity (Saphier et al., 2001), have taught the

same subject area as the new teachers (Ingersoll & Smith, 2004), and are carefully matched with new teachers (Saphier et al., 2001). They have the time to meet with new teachers on a frequent basis to provide formative feedback (Achinstein & Athanases, 2006), and they have the experience and training necessary to conduct quality classroom observations (Gless, 2006).

Furthermore, mentor teachers need to have an overarching curriculum for what they are expected to focus on with new teachers. As the year unfolds, they explicitly work with new teachers on topics, such as: identifying school resources, analyzing student work, creating a class demographic profile, using content standards with curriculum design, setting goals and reflecting on progress towards them, teaching students with special needs, communicating with parents, and developing an inquiry approach to all facets of their job (Davis, 2006).

As mentor teachers discuss these topics with new teachers, they must be capable of using coaching conversations. For mentor teachers, “[T]here exists a tension between passing on the teaching knowledge gained through experience and promoting the autonomy, creativity, and self-reflection of the novice” (Helman, 2006, p. 69). Mentor teachers must be able to develop strong interpersonal relationships with new teachers, determine their emotional state on a given day, assess their knowledge base, identify the purpose of a coaching conversation, and be aware of the expectations placed upon new teachers at the school (Helman, 2006).

New teachers have reported that such conversations with mentor teachers can yield productive results. One new teacher stated, “The analysis of student work was huge this year... Looking at the writing samples across the year... That was just great, and

being able to plan my curriculum around it” (Feinman-Nemser & Katz, 2004, p. 107). In addition, mentor teachers can serve as a source of emotional support. Another new teacher stated, “Between keeping (me) from tears or letting me cry... to just listening and letting me talk out all that stuff... She is always pointing out the things that she’s noticing that I’m doing well and really insisting that I celebrate them” (p. 106).

In addition, mentor teachers help new teachers to effectively situate themselves within their new schools. They accomplish this in the following ways: connect new teachers with veteran teachers to cultivate a culture of collaboration (Gless, 2006), provide the organizational and political knowledge to help their new teachers navigate the politics of their schools (Achinstein, 2006), and serve as agents of change within a school when they share their suggestions for how new teachers and their students could be better supported (Baron, 2006).

If mentor teachers are to successfully fulfill the many aforementioned responsibilities, they must be part of an intensive professional development program. They, too, need professional development in order to ensure that they are effective mentor teachers when they engage in their work with new teachers (Davis, 2006; Saphier et al., 2001).

Particular care must be given to ensuring that mentor teachers have the knowledge base to mentor for equity and diversity. If new teachers are to be adequately prepared to create inclusive classroom environments, their own mentor teachers must have already had extensive experience with leading reflective conversations around issues of equity. As one participant in a study on mentor teachers explained, “Without having done some self-reflection on equity, how can the mentor teacher be expected to coach a new teacher

in this area? It's important to keep your own house in order before helping others" (Achinstein & Athanases, 2006, p. 43). Mentor teachers need professional development opportunities to develop their ability to discuss these issues with new teachers (Lee, 2006).

Structures

In addition to having qualified administrators and mentor teachers in place, an effective induction program is characterized by structures that support new teachers. For example, an induction program must include an orientation. The orientation needs to provide new teachers with all of the necessary information for the first week of school. This includes the nuts and bolts of taking attendance, understanding the bell schedule, and using the audio/video classroom equipment. The orientation must also require a careful review of the course syllabi and accompanying curricula. It should introduce new teachers to the culture of the school and, more specifically, expectations for establishing positive classroom environments. Given the number of areas it must cover, the orientation must last several days (Breux & Wong, 2003; Feinman-Nemser & Katz, 2004; Ingersoll & Smith, 2004; Sweeny, 2007).

Once the school year gets underway with the orientation, an induction program must create structures for collaboration. It needs to prevent a culture of isolation by providing new teachers with dedicated time to meet with their colleagues and mentor teachers. New teachers need frequent face-to-face meetings with colleagues who are teaching the same classes. They should have opportunities to observe excellent teachers in the school. In addition, they need protected time to meet with their mentor teachers. The bell schedule should provide time for these meetings so they are not seen as being

added onto the end of the school day. New teachers must avoid being quickly trapped into a daily routine that isolates them from the other adults in the building (Bartell, 2005; Breaux & Wong, 2003; Ingersoll & Smith, 2004).

A quality induction program also has structures in place for formative and summative assessments. Ongoing systematic formative feedback systems provide a key antidote to the risk of working in isolation. Such systems ensure that new teachers are engaged in frequent conversations with mentor teachers or colleagues about their areas of strength and their areas of growth. The role of supervisors is to provide summative feedback to new teachers (Achinstein & Athanases, 2006; Bartell, 2005).

As the new teachers receive formative and summative feedback, the induction program needs a structure for providing them with opportunities for professional development. They need relevant workshops, seminars, books, and other materials that help them with their identified areas of growth. They should be invited to observe other teachers in the school who can demonstrate best practices (Bartell, 2005; Breaux & Wong, 2003; Feinman-Nemser & Katz, 2004; Johnson, 2004; Sweeny, 2007).

Throughout the year, new teachers also need structural opportunities to connect with a cohort of other new teachers. This provides them with the necessary emotional support for the challenges associated with entering the teaching profession. In addition, they may benefit from sharing stories and strategies. The school should consider providing their new teachers with the opportunity to connect with new teachers at their school and other schools (Breaux & Wong, 2003; Ingersoll & Smith, 2004; Sweeny, 2007).

Standards for New Teacher Induction

While the aforementioned researchers helped advance the field of new teacher induction in the 2000s, they also revealed a lack of consensus about the components of a new teacher induction program. They developed lists of components that differed both in their lengths and contents (Table 1). As Breaux and Wong (2003) wrote, “The term induction is often mistakenly used synonymously with the terms mentoring and orientation” (p. 15). There was no widely-accepted set of standards for new teacher induction programs.

Four major organizations responded to the call to provide leadership in defining what exactly constituted a new teacher induction program: The Alliance for Excellent Education (AEE), the Commission on Teacher Induction and Mentoring (CTIM), the New Teacher Center (NTC), and the National Council on Teacher Quality (NCTQ). All four sought to synthesize the qualitative research and quantitative research to help advance the field of new teacher induction.

The Alliance for Excellent Education (2004) provided a definition for what exactly constituted induction. It stated, “‘Comprehensive induction’ is defined as a package of supports, development, and standards-based assessments provided to beginning teachers during at least their first two years of full-time professional teaching” (p. 11). The AAE’s definition had five components: 1) Well-defined mentoring program with expert mentors, 2) Common planning time with mentors and colleagues, 3) Intensive professional development designed to improve instructional practice and student achievement, 4) Involvement in a network with outside teachers, and 5) Standards-based assessment and evaluation to assess the teacher’s future in profession (pp. 2-3).

Table 1.

Comparison of Components of a Quality Induction Program

	Breaux & Wong (2003)	Ingersoll & Smith (2004)	Johnson (2004)	Feinman- Nemser & Katz (2004)	Bartell (2005)	Gless (2006)	Sweeny (2007)
<ul style="list-style-type: none"> • Criteria-based selection and matching of mentors • Mentor services • Beginning teacher services • School board & community development • Administrator services • District-wide planning process • On-going program assessment 	<ul style="list-style-type: none"> • Four to five days of induction before school begins • Professional development over two to three years • Study groups for new teachers • Administrative support • Integrated mentoring component • Modeling effective teaching during in-services and mentoring • Inductees visit demonstration classrooms 	<ul style="list-style-type: none"> • Shared academic field with mentor • Communication with the administration • Common planning time • Seminar for beginning teachers • External network of teachers • Reduced number of preparations • Assignment of teacher's aide 	<ul style="list-style-type: none"> • Deliberately school-based • Integrated into the professional life and practice of the school • Constantly changing and being refined • Dependent on additional resources • Developing and using professional capacity 	<ul style="list-style-type: none"> • Orientations • Seminars and workshops • Mentoring 	<ul style="list-style-type: none"> • Purpose, goals, and intended outcomes • Leadership and administration • Collaboration and rigorous selection of full-release mentors • Linkages with university preparation • New teacher assignment and context • Mentoring • Provision of scheduled, structured time • Professional development • Individual follow-up • Feedback to beginning teachers • Evaluation 	<ul style="list-style-type: none"> • Vision of program and mentor's purpose • Recruitment and rigorous selection of full-release mentors • Ongoing support for mentors 	<ul style="list-style-type: none"> • Orientation • Workshops and training • Professional development goals and action plan • Mentoring • Classroom observation • Professional development portfolios • Peer support activities

While the standards put forth by the AEE were a major contribution to the field, they have not been updated since 2004. Consequently, they had limited value for this study. The AEE is focused on making federal policy recommendations in many areas of education. It is not intently focused on the field of new teacher induction.

In 2010, the CTIM announced its findings on what constituted an induction program. The CTIM, created by the Association of Teacher Educators (ATE) in 2004, hoped to mobilize teacher educators, researchers, program developers, and practitioners around the issue of teacher induction (Wang, Clift, Odell, Schwille & Strong, 2010). Its work culminated with its 2010 anthology entitled *Past, Present, and Future Research on Teacher Induction*. Its researchers, Ann Wood and Randi Stanulis (2010), conducted an exhaustive literature review to attempt to distill the necessary components of an induction program. They uncovered nine components for induction programs: 1) Educative mentors' preparation and mentoring of novice teachers, 2) Systematic and structured observations, 3) Formative assessment of novice teachers, 4) Reflective inquiry and teaching practices, 5) Developmentally appropriate professional development, 6) Supportive school culture for novice teachers, 7) Administrators' active role in induction, 8) Program evaluation, and 9) Shared vision of teaching and learning (p. 137).

While this synthesis of the research was a useful contribution to the field, it had limited value because the CTIM ceased to exist after the publication of the anthology. In other words, its list of components for induction programs will not be updated to reflect new research.

In 2011, the New Teacher Center published *Induction Program Standards*, its attempt to define the necessary components of teacher induction. Its introduction stated,

“Over more than a dozen years, New Teacher Center (NTC) has worked with state agencies, school districts, policy-making organizations, and a range of educational institutions to define the characteristics and fundamental elements of high quality induction programs” (p. 3). According to the *Induction Program Standards*, there are 10 necessary components: 1) Program vision, goals, and institutional commitment, 2) Program administration and communication, 3) Principal engagement, 4) Program assessment, evaluation, and accountability, 5) Assessing first-year teacher practice, 6) First-year teacher professional development and learning communities, 7) Mentor role and responsibilities, selection, assignment, and assessment, 8) Mentor professional development and learning communities, 9) Focus on instructional practice, and 10) Focus on equity and universal access (p. 6).

The *Induction Program Standards* had great value for this study because of the NTC’s emergence as the pre-eminent organization in the field of new teacher induction. Unlike the CTIM, the NTC’s work continues today. In the 2010-2011 academic year, this organization defined its reach as extending to 3,516 school administrators, 7,534 mentors, 24,195 beginning teachers, and 1.5 million students (New Teacher Center, n.d.). The organization is focused on multiple aspects of new teacher induction, such as consulting for state departments of education and school districts, supporting and publishing new research, and hosting national conventions. As noted in Chapter One, these standards were adapted for this study’s conceptual framework.

The National Council on Teacher Quality (2012) also weighed in with recommendations for what constitutes a quality induction program. It published a policy brief entitled *NCTQ State Teacher Policy Yearbook Brief Area 4: Retaining Effective*

Teachers that contained three recommendations for retaining new teachers: 1) Schools must offer induction support. New teachers must have frequent interaction with mentor teachers who are carefully chosen, trained, and evaluated. 2) Schools must use evaluation results well. Systems need to be created to offer new teachers feedback on their teaching, and then provide professional development in specified areas of growth. 3) Schools need to abandon traditional pay scales. Instead of providing more pay for graduate degrees, they should offer higher salaries to new teachers who have prior work experience in a subject area, are willing to work in a high-need school, demonstrate teacher effectiveness, or increase student achievement.

However, the NCTQ's (2012) recommendations did not merit the same consideration as those within the NTC's *Induction Program Standards*. The NCTQ does not primarily focus their research on new teacher induction programs. Instead, it seeks to promote more effective teaching by proposing reforms focused on state departments of education, teacher preparation programs, school districts, and teachers' unions (NCTQ, 2013).

These four organizations have sought to provide clarity to what makes for a quality induction program. As noted in Chapter One, the researcher adapted the New Teacher Center's *Induction Program Standards* for this study's conceptual framework. The NTC is specifically focused on developing ongoing research on induction programs and continuing to support induction programs in the field. The NCTQ is primarily focused on other issues related to the teaching profession. The CTIM is no longer active. The AEE primarily focuses on federal policy recommendations in all areas of education policy including, but not limited to, new teacher induction.

Jesuit Secondary Schools and New Teacher Induction

An exhaustive search of the literature by the researcher failed to uncover books, articles, or studies aimed specifically at the topic of new teacher induction within Jesuit Secondary Schools. This finding was consistent with the perceptions of Ralph Metts, S.J., the former president of the Jesuit Secondary Education Association (JSEA). The JSEA, a service organization designed to support the work of Jesuit secondary schools in the United States, has not focused its resources on this topic. According to Metts, the JSEA has not published any documents or hosted any conferences on new teacher induction in Jesuit secondary schools (personal communication, January 17, 2013). Kate Kodros, a former administrator at St. Ignatius College Preparatory in San Francisco, confirmed this, as well. During her term as Assistant Principal of Academics from 1995-2009 at the Jesuit high school, she oversaw the hiring and induction of new teachers at the school. She did not recall any JSEA material on the topic during her 14-year term (personal communication, January 16, 2013).

While there are many publications dedicated to the field of Jesuit education, they have not focused on the presence, purpose, and structure of induction programs within Jesuit secondary schools. For example, the Jesuit Conference (2007) published a widely distributed document for Jesuit secondary schools entitled *What Makes a Jesuit School Jesuit?* The document explicitly called on every Jesuit secondary school to continually renew its commitment to its Jesuit identity. As far as induction is concerned, the document stated that “Careful hiring practices and effective programs for professional and spiritual staff formation perpetuate a school’s Jesuit identity (p. 18). In other words, administrators must run a program that ensures that first-year teachers are formed to

support the school's Jesuit mission. This was the only reference to anything resembling an induction program.

Wirth (2007) provided a broad view of all of the U.S. Jesuit secondary schools, but did not investigate their induction programs. Within her book, she only dedicated three pages to new teachers. She reported that, not surprisingly, all Jesuit schools have a "deliberate orientation program" at the start of the year (p. 50). She also wrote that Jesuit schools "usually require faculty and staff to participate in Ignatian formation programs" (p. 51). That vague statement was only supported with anecdotes of how several Jesuit schools agreed on the need to focus on the formation of new teachers. For example, she discussed how St. Ignatius College Preparatory created an Office of Adult Spirituality. According to a member of its staff, the office helps "the adults in the community understand Ignatian spirituality. The Jesuit community diverted its financial support into this office. Otherwise, how will this school be Jesuit if there are no Jesuits?" (p. 52). Wirth discussed the need for quality induction programs at Jesuit secondary schools, but did not explore to what extent they existed in such schools.

When the search was broadened to include Catholic, but not necessarily Jesuit, schools, the researcher found one publication specifically on the topic of new teacher induction. Brennan (2008) argued that there are four components to a Catholic school induction program: 1) Finding Your Way, 2) Creating the Classroom Climate, 3) Planning Meaningful Lessons, and 4) Support. For each component, the author provided worksheets for the principal, mentor, and new teacher to complete together. For example, the worksheets for "Finding Your Way" involved learning about the various aspects of the school, the worksheets for "Creating the Classroom Climate" focused on

classroom management and routines, the worksheets for “Planning Meaningful Lessons” examined lesson planning instructional practice, and the worksheets for “Support” helped identify sources of support for the new teacher at the school. In addition, the author provided explicit definitions for the roles of the principal, the mentor, and the new teacher. Lastly, he offered a timeline of events for the first year.

The book was essentially a practitioner’s guide to creating an induction program within a Catholic school. As the preface noted, the author “...put together an orientation program to help teachers feel at home in ... [their] school. By completing a series of activities and meeting with a mentor, teachers will develop the familiarity and confidence needed to become active members of the school community” (Brennan, 2008, p. v). The principal was encouraged to “understand that this program provides a framework that principals will need to personalize and adapt to their particular school before beginning the orientation program” (p. 3). Modifying the program was strongly encouraged by the author. In fact, the book came with a CD of the worksheets so that the principal may adapt them.

In comparison to the NTC’s (2011) *Induction Program Standards*, this book is lacking in its use of research on new teacher induction. In fact, while a principal may make use of the worksheets, he or she will not find any research in the book. There was no list of references or citations to justify the design of the program and its corresponding worksheets. While it may be an effective program design, there were no data to support that claim. Furthermore, there are conflicts between this book and the NTC’s robust *Induction Program Standards*. For example, Brennan (2008) wrote that the mentor teacher is “to provide the principal with honest and accurate assessment of the new

teacher's progress when called on to do so" (p. 5). This is a summative assessment, which contradicts an element within the seventh standard of the *Induction Program Standards* entitled "Mentor role and responsibilities, selection, assignment, and assessment." According to the NTC, the principal must understand the "confidential and non-evaluative nature of the mentor-beginning teacher relationship" (p. 11). In other words, the NTC advocated that the research demonstrates that mentors must conduct formative, not summative, assessments. This is essential so that new teachers do not fear working with their mentors. Instead, they are invited to share their struggles with their mentors and receive immediate feedback without being concerned that such information will be passed to the principal.

Summary

A review of the literature demonstrates the emergence of the field of new teacher induction in recent decades. Teacher induction programs have become commonplace in public schools (Furtwengler, 1995). They are seen as a necessary component of a new teacher's introduction into the teaching profession (Feinman-Nemser, 2001). They are linked to teacher retention (Ingersoll & Smith, 2004) and teacher effectiveness (Ingersoll & Strong, 2011).

Researchers have identified a variety of components of a quality induction program and have found that administrators are a vital part of a school's induction program. Administrators must have a vision for supporting new teachers that includes promoting collaboration with teachers, providing a quality classroom with necessary supplies, assigning reduced course loads, offering a teacher's aide, and frequently

assessing the induction program (Baron, 2006; Bartell, 2005; Gless, 2006; Ingersoll & Smith, 2004; Saphier, Freedman, & Aschheim, 2001)

Researchers have also found that mentor teachers are essential to a quality induction program. New teachers must be matched with well-prepared mentor teachers who are carefully selected, teach the same subject, observe their classes, and provide frequent formative feedback (Achinstein & Athanases, 2006; Feinman & Katz, 2004; Gless, 2006; Ingersoll & Smith, 2004; Saphier et al., 2001). The mentor teachers participate in professional development designed to enhance their effectiveness in working with new teachers (Davis, 2006; Helman, 2006). They also help new teachers collaborate with veteran teachers and navigate the cultures of their schools (Achinstein, 2006; Gless, 2006). In addition, they are prepared to discuss issues of equity and inclusion with new teachers (Achinstein & Athanases, 2006; Lee, 2006).

In addition to qualified administrators and mentor teachers, a quality induction program must have a number of structural components. An induction program must begin with a comprehensive orientation before the start of the school year (Breux & Wong, 2003; Feinman-Nemser & Katz, 2004; Ingersoll & Smith, 2004; Sweeny, 2007). It must create time for new teachers to meet with mentor teachers, teachers who teach the same class, and veteran teachers who are considered excellent teachers (Bartell, 2005; Breux & Wong, 2003; Ingersoll & Smith, 2004). It needs to adopt systems that provide new teachers with ongoing formative assessment feedback (Achinstein & Athanases, 2006; Bartell, 2005) and should offer quality professional development that meets the individual needs of new teachers (Bartell, 2005; Breux & Wong, 2003; Feinman-Nemser & Katz, 2004; Johnson, 2004; Sweeny, 2007). A quality induction program must

form cohorts of new teachers that meet often so that they may rely on one another for emotional support (Breux & Wong, 2003; Ingersoll & Smith, 2004; Sweeny, 2007).

Within this growing field, the New Teacher Center (2011) has established itself as a leader on induction programs. Most recently, the NTC published the *Induction Program Standards*. While other organizations have commented on the characteristics of a quality induction program, the NTC is the pre-eminent leader in the field.

However, the momentum for research on new teacher induction has not carried over to the area of Jesuit secondary schools. While there is research on Catholic and Jesuit secondary schools in other areas, the researcher found no specific research on the presence of induction programs in Jesuit secondary schools. This study sought to make a contribution in this area.

CHAPTER III

THE METHODOLOGY

Restatement of the Purpose of the Study

The purpose of this study was to investigate the extent to which Jesuit secondary schools in the California Province inducted first-year teachers. Specifically, principals and first-year teachers were asked to assess their school's efforts in 11 standards within the researcher's adaptation of the New Teacher Center's (NTC) *Induction Program Standards*. The five Foundational standards were: (a) *Program vision, goals, and institutional commitment*, (b) *Formation of the Ignatian Educator*, (c) *Program administration and communication*, (d) *Principal engagement*, and (e) *Program assessment, evaluation, and accountability*. The four Structural standards were: (f) *Assessing first-year teacher practice*, (g) *First-year teacher professional development and learning communities*, (h) *Mentor role and responsibilities, selection, assignment, and assessment*, and (i) *Mentor professional development and learning communities*. The two Instructional standards were: (j) *Focus on instructional practice*, and (k) *Focus on equity and universal access*.

Research Design

This mixed methods study measured and reported the perceptions of principals and first-year teachers in Jesuit secondary schools in the California Province. First, the researcher conducted online surveys. Second, the researcher conducted follow-up e-mail interviews to provide depth to the survey data.

The survey method was appropriate for this study because this research sought to contribute to an understanding of an existing theory (Orcher 2006). As discussed in

Chapter Two, there is existing theory for how schools should induct new teachers. However, there was a void in the research on induction programs in Jesuit secondary schools. A survey is a common way to collect individuals' perceptions regarding a program (Orcher, 2006). This particular survey intended to contribute to a broader understanding of induction programs within Jesuit secondary schools.

The use of online surveys also provided a variety of benefits for the researcher and the participants. Advantages included: (a) the cost of data collection is low, (b) the potential for high speed of returns, (c) the survey may be self-administered, (d) the participants have easy access to a computer, (e) the participants are more comfortable responding to sensitive topics than to an in-person interviewer, (f) a geographically diverse population may be surveyed, and (g) the participant is more likely to answer a large number of questions that are in a similar format (Fowler 2009; Orcher 2006).

Shortly after the surveys were administered, the researcher conducted follow-up online interviews with principals and first-year teachers who offered their consent at the end of their survey responses. The researcher analyzed the survey data to develop the interview questions. The questions were posted in an online form. The link to the questions was sent via e-mail. The e-mail interviews acted as an essential follow-up to the surveys because it allowed the researcher to deepen his understanding of the survey data.

Setting

This study took place within the California Province of the Society of Jesus. There are nine provinces that comprise the Jesuits' presence in the United States. The

California Province includes Arizona, California, Hawaii, Nevada, and Utah (Jesuits of the California Province, 2012).

The California Province sponsors eight secondary schools as part of its ministry (Jesuits of the California Province, 2012). For the purposes of this study, only five were selected for inclusion. Three schools were excluded from the study. One school was left out because it employed the researcher at the time of the study. Given his professional relationship with the principal and first-year teachers there, the respondents would likely be affected by a self-reporting bias. Two other schools were excluded due to their Cristo Rey models. Such schools focus more explicitly on serving students in urban settings with limited educational opportunities. Their model involves a corporate work-study program in which students gain work experience one day a week (Cristo Rey Network, 2012). The culture of those two schools were distinctly different than those of the five that were part of this study.

Population

The participants for this study came from two populations: a census of five principals and a census of 25 first-year teachers in the five Jesuit secondary schools in the California Province. The principals received a survey designed to investigate their perceptions of how they induct first-year teachers. The first-year teachers received a similar survey designed to investigate their perceptions of how they were inducted into the school. By surveying both populations, the researcher hoped to access a richer picture of how the five schools induct first-year teachers.

As explained in the conceptual framework within Chapter One, this study focused on the induction of teachers who were in their first year at a Jesuit secondary school in

the California Province. Under this definition, this population included teachers who have taught elsewhere before. The researcher did not wish to limit the study to only teachers who were new to the profession for two reasons. First, Jesuit secondary schools do not always hire beginning teachers. Two, newly hired teachers with previous experience still need a formal introduction to what it means to work at a Jesuit secondary school (Jesuit Conference, 2007; R. Metts, personal communication, September 12, 2012).

In addition, the population of first-year teachers included teachers with a reduced courseload. A private school such as a Jesuit secondary school may hire someone to only teach one class in addition to other responsibilities, such as working in athletics or campus ministry. If a first-year teacher was not a full-time classroom teacher, the researcher included him/her in the study.

To obtain permission from the schools, the researcher used the U.S. Postal Service to mail a formal invitation to the principal of each of the five schools (Appendix D). The invitation: 1) outlined the purpose of the study, 2) stated its intent to survey the principal and the first-year teachers, 3) explained the short nature of the survey, 4) assured the principal that the collected data will be confidential in that no individual or school identities will be revealed, and 5) emphasized the benefits this research could provide Jesuit secondary schools, as well as the field of induction research.

If there was no response from a principal, the researcher then followed up with an e-mail (Appendix E). The e-mail included an attachment of the letter, and it reiterated the researcher's request for the principal's permission to include the school in the study. The e-mail also stated the researcher's desire to discuss his study by phone or e-mail if

the principal had any concerns. His goal was to obtain permission from all five principals.

Once the researcher had obtained the permission from the five principals, he introduced himself and the study to the first-year teachers at their respective schools. He worked with the principals to develop a database with the names and e-mail addresses of 25 first-year teachers at the five schools.

One first-year teacher resigned before the researcher contacted the principals to compile the database of first-year teachers. According to the principal, the first-year teacher “resigned but was going to be released had he not resigned.” The principal did not have the contact information for this first-year teacher, therefore preventing the researcher from sending an invitation to this individual to participate in the study.

He then used the U.S. Postal Service to mail a formal letter to each of the 25 first-year teachers (Appendix F). The letter articulated the study’s purpose, its confidential nature, and its potential benefits. It also specified that the first-year teacher did not need to respond to the letter. Instead, they received an e-mail from the researcher within one week.

Instrumentation

The researcher designed the Principal Survey (Appendix G) and the First-Year Teacher Survey (Appendix H) for this study. The two surveys were similar in nature.

The first page of both surveys consisted of a cover letter with the following: (a) an introduction by the researcher, (b) the purpose of the study, (c) the expected time length of the survey, (d) an overview of the survey design, (e) an assurance of confidentiality, (f) the anticipated benefits of the study, (e) the voluntary nature of the study with an

assurance that the study had been approved by the Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco, (f) the desired date of completion, and (g) a note of gratitude from the researcher.

The second page of both surveys requested demographic data about the first-year teachers. The Principal Survey asked the respondent to provide demographic information about the group of first-year teachers as a whole. The First-Year Teacher Survey asked the respondent to provide demographic information only about himself/herself. The following types of demographic data were collected: 1) current school, 2) years of prior teaching experience in any high school setting, 3) years of prior teaching experience in a Jesuit high school, 4) whether they graduated from their current school where they now worked, from another Jesuit high school, or from a non-Jesuit high school, 4) whether they were a Jesuit or lay teacher, 5) whether they identified as Catholic, non-Catholic Christian, or not Christian, 6) whether they expected to return for a second year, voluntarily leave due to a personal decision or retirement, or involuntarily leave because the school declined to renew their contract.

Both surveys then proceeded with items that were aligned with the study's conceptual framework. As explained in Chapter I, the conceptual framework consisted of three groups of standards: Foundational, Structural, and Instructional. Consequently, there was one webpage of Likert-scale items for each group of standards (Table 2).

The first webpage of Likert-scale items was aligned with the Foundational standards. The Principal Survey and the First-Year Teacher Survey contained 32 and 31 Likert-scale questions, respectively, that investigated the extent to which respondents

Table 2

Induction Programs Standards for Jesuit Secondary Schools and Corresponding Items on the Principal Survey and the First-Year Teacher Survey

Standard	Principal Survey Items	First-Year Teacher Survey Items
Foundational Standard: <i>a. Program Vision, Goals, and Institutional Commitment</i>	13-20, 75	8-15, 67
Foundational Standard: <i>b. Formation of the Ignatian Educator</i>	21-35, 75	16-30, 67
Foundational Standard: <i>c. Program Administration and Communication</i>	36-40, 75	31-35, 67
Foundational Standard: <i>d. Principal Engagement</i>	41, 75	36, 67
Foundational Standard: <i>e. Program Assessment, Evaluation, and Accountability</i>	42-44, 75	37-38, 67
Structural Standard: <i>f. Assessing First-Year Teacher Practice</i>	45-49, 75	39-43, 67
Structural Standard: <i>g. First-Year Teacher Professional Development and Learning Communities</i>	50-52, 75	44-46, 67
Structural Standard: <i>h. Mentor Role and Responsibilities, Selection, Assignment, and Assessment</i>	53-62, 75, 76	47-56, 67, 68
Structural Standard: <i>i. Mentor Professional Development and Learning Communities</i>	63-65, 75	57, 67
Instructional Standard: <i>j. Focus on Instructional Practice</i>	66-72, 75	58-64, 67
Instructional Standard: <i>k. Focus on Equity and Universal Access</i>	73-74, 75	65-66, 67

agreed with statements relating to the five Foundational standards: (a) *Program Vision, Goals, and Institutional Commitment*, (b) *Formation of the Ignatian Educator*, (c) *Program Administration and Communication*, (d) *Principal Engagement*, and (e) *Program Assessment, Evaluation, and Accountability*. The second webpage of Likert-scale items was aligned with the Structural standards. The Principal Survey and the First-Year Teacher Survey included 21 and 19 Likert-scale questions, respectively, related to the four Structural standards: (f) *Assessing First-Year Teacher Practice*, (g) *The First-Year Teacher Professional Development and Learning Communities*, (h) *Mentor Roles and Responsibilities, Selection, Assignment, and Assessment*, and (i) *Mentor Professional Development and Learning Communities*. The third webpage of Likert-scale items was aligned with the Foundational standards. The Principal Survey and the First-Year Teacher Survey both consisted of nine Likert-scale questions regarding the two Instructional Standards: (j) *Focus on Instructional Practice* and (k) *Focus on Equity and Universal Access*.

These three webpages used a 5-point Likert-scale for respondents to score between a 5 and a 1 for the responses of the following answers, respectively: Strongly agree, Agree, Neutral, Disagree, Strongly disagree. This Likert-scale was appropriate for this type of survey (B. Baab, personal communication, September 11, 2012). In addition to offering five degrees of agreement with the statement, these items provided the respondent with two other important options: “Not applicable” and “I don’t know.” The “Not applicable” option provided the respondent with a way to indicate that the content of a given item simply did not exist at the school. Such a response indicated to the researcher that a particular standard might be not met at that school. The “I don’t know”

option offered the respondent a chance to share his/her uncertainty about a given item. Such a response demonstrated to the researcher that there may be significant ambiguity about the presence of that particular element of a school's induction program.

The fourth part of both surveys asked respondents for additional information. First, the researcher invited them to provide a written response to three questions he created: 1) "What are the specific strategies, resources, and activities used by the school to support first-year teachers? Please list and briefly explain each.", 2) "What changes should the school consider for how it supports first-year teachers in the future?", and 3) "Do you have any other feedback you wish to provide the researcher about your school's first-year teacher induction program?" These items were used to answer the research questions. They were intended to allow specific details to emerge about the individual schools that could not surface with Likert-scale questions. For example, a school may have used instructional coaches in addition to mentoring (C. Thomas, personal communication, October 11, 2012). However, the researcher recognized that written feedback accelerates respondent fatigue so these items were at the end of the surveys. If the respondents chose not to answer them, they would have already completed the Likert-scale items.

In addition, the fourth part of both surveys asked the respondents for additional information about the relationship between the first-year teacher and the mentor teacher. There were four multiple choice items that investigated the length of the formal relationship, the frequency of formal meetings (that is, planned meetings), the frequency of informal meetings (that is, unplanned meetings), and the frequency of classroom observations by the mentor teacher. The Principal Survey had a fifth multiple choice

item regarding the workload of the mentor teachers (that is, how many classes they taught themselves in addition to being a mentor). This item was not on the First-Year Teacher Survey because a first-year teacher was not in a position to indicate how many classes the mentor teachers taught in addition to being a mentor. These topics could not be answered via Likert-scale questions and, therefore, could not be embedded within the first three parts of the survey. The data from these items were used with the third Structural standard: (h) *Mentor Roles and Responsibilities, Selection, Assignment, and Assessment*.

The fifth part of the survey asked respondents to indicate their willingness to be contacted for a follow-up interview. The language of the request explained the purpose of such interviews: to provide depth to the findings from the surveys. The researcher specified that if they consented to a follow-up interview, they would only have to answer several questions on a one-time basis.

There were only two main differences between the Principal Survey and the First-Year Teacher Survey. First, the items contained different terminology. Whereas the Principal Survey used the term “first-year teachers” in an item, the First-Year Teacher Survey used the term “you,” instead. In other words, the First-Year Teacher Survey was only concerned with how the school supported that individual respondent, not all first-year teachers as a whole. This would be less cognitively demanding on the first-year teacher who was completing the survey (B. Baab, personal communication, September 11, 2012). The second difference had to do with the length. The Principal Survey contained eight more items because a principal was in a better position than a first-year teacher to provide information on certain standards (such as, the professional development of the mentor teachers).

After the survey data was collected, the researcher began to prepare to develop questions for the follow-up e-mail interviews. The researcher disaggregated the survey data in multiple ways to identify noteworthy trends. He separated the data by school as well as by demographic groups. He examined the data on the Likert-scale items for each of the 11 standards, and he read the written responses to the open-ended questions in the fourth part of both surveys. In addition, he also explored the differences between the schools regarding the nature of the mentor-mentee relationship, as indicated in the fourth part of both surveys.

After analyzing the survey data in the aforementioned ways, he created questions for the follow-up online interviews for principals (Appendix I) and first-year teachers (Appendix J). Once the questions were drafted, he sent them to the principals and first-year teachers who consented to a follow-up e-mail interview at the end of their survey responses. The e-mail had a link to an online form with the questions (Appendix I).

Validity

Before distributing the Principal Survey and the First-Year Teacher First-Year Teacher Survey, the researcher created a validity panel composed of individuals with experience in new teacher induction, survey research, and/or Jesuit secondary schools. Eighteen individuals received a formal letter by e-mail inviting them to participate on the validity panel (Appendix K). Of those, 12 agreed to serve on the panel (Appendix L). They received an e-mail with a link to the validity panel questionnaire created by the researcher. They were asked to provide demographic information (name/title/gender/education), review the proposed surveys, and complete an evaluation of them (Appendix M).

Depending on their background, they were asked to complete different tasks. The two researchers at the New Teacher Center evaluated the content validity of items based on the *Induction Program Standards*. Two survey research experts assessed the survey design. Six current or former administrators, including a current principal and a former principal, in a Jesuit secondary school examined the content validity of the items based on the JSEA's *Profile of an Ignatian Educator*. Those six administrators also examined the face validity of the Principal Survey. Two recent first-year teachers assessed the face validity of the First-Year Teacher Survey. While members of the validity panel evaluated different aspects of the surveys, they were all invited to comment on the length and formatting of the instruments.

After receiving the feedback from the validity panel, the researcher made revisions to both surveys. Members of the panel indicated that the original surveys were too long and contained redundant Likert-scale items in Parts I, II, and III. Consequently, the researcher shortened both surveys in three ways. First, he eliminated redundant items (such as, asking the first-year teacher multiple questions about working with parents). Second, he also removed items that may be difficult for the respondent to answer (such as, asking the first-year teacher about the professional development offered to mentor teachers). Third, he consolidated items onto fewer webpages to reduce the respondents' perceptions of a long survey. As a result of these modifications, Parts I, II, and III of the Principal Survey and the First-Year Teacher Survey were reduced from 82 and 80 Likert-scale items, respectively, to 62 and 59 Likert-scale items, respectively. In other words, the researcher removed 20 and 21 Likert-scale items from the Principal Survey and the First-Year Teacher Survey, respectively.

In addition to those changes, the researcher consolidated the number of pages for both surveys for two reasons. First, he eliminated the use of the “piping” feature. This feature allows a survey designer to take a respondent to different sets of follow-up questions based on an answer to an earlier question. In the original surveys, he used the piping feature to take the respondent to different pages depending on whether the respondent indicated the school used mentor teachers. This mechanism proved to be unreliable, as validity panel members reported being taken to the wrong page, despite the researcher’s belief that it was set up correctly. Respondents were then directed to indicate “Not applicable” to any items regarding mentor teachers if their school did not use them. Second, he combined all Likert-scale items for a type of standard (such as, the five Foundational standards) onto one webpage, instead of a webpage for each standard. Since the overall number of Likert-scale items was reduced as previously mentioned, the webpages were then consolidated to avoid creating a webpage that was too long. As a result of these changes, the Principal Survey and the First-Year Teacher Survey were reduced from 21 and 20 total pages, respectively, to nine pages for both.

The researcher also modified the last task on the original surveys. The surveys had asked the respondent to list and rank the various activities used by the school to induct first-year teachers. Members of the validity panel found this task to be too ambiguous. This task was replaced by the three open-ended questions on both surveys explained in the previous section.

Lastly, the researcher also made a number of minor corrections to both surveys based on feedback from the validity panel. Items were revised for clarity. Others were

modified in light of grammatical errors. One item had the Likert-scale options in the incorrect order.

Reliability

After the researcher finished the data collection process with the Principal Survey and the First-Year Teacher Survey, the researcher measured the internal consistency reliability. He used SPSS and calculated the Cronbach's alpha to determine the internal consistency coefficient. The lowest acceptable level for the coefficient is 0.70 (Orcher, 2006). The Cronbach's alpha for both the Principal Survey and the First-Year Teacher Survey are reported in Chapter Four.

Ethical Considerations

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco received the application from the researcher. The document contained the following: Background and rationale, description of the sample, recruitment procedure, subject consent process, procedures, potential risks to subjects, minimization of potential risk, potential benefits to subjects, costs to subjects, reimbursements/compensation to subjects, and confidentiality of records.

To ensure that respondents believed that their responses would be kept confidential, the researcher took several steps. First, he promised to assign every school a pseudonym. Second, he would not include details about the schools that could reveal their identities to someone familiar with Jesuit secondary schools in the California Province. Third, he assured the participants that their identities would not be revealed at any point, including in the publication of the findings.

IRBPHS reviewed the application and determined the study to be exempt from for two reasons. First, no subjects would be identified. Second, their financial standing, employability, or reputation would not be damaged (Appendix N).

Limitations

There were several limitations in this study. First, principals and first-year teachers may have been influenced by self-reporting bias. The respondents may have struggled to provide honest assessments regarding whether the school fulfilled an element within a standard. They may have also wished to protect the school's reputation, despite the researcher's assurance to use pseudonyms for the school and to not reveal their identities.

Another limitation involved the limited data collected for this study. This research used a mixed methodology approach with principals and first-year teachers, using surveys and follow-up interviews. The researcher did not access other possible sources of data, such as: 1) observational data at the school sites, 2) perception data from mentor teachers or students, or 3) assessment data of students in first-year teacher classrooms. If collected, these data could have supported or contradicted the results of this study's surveys and follow-up interviews.

The length of the study posed another limitation. The data only focused on one academic year. This did not allow the researcher to identify if any findings were abnormal compared to the previous year.

In addition, the population of first-year teachers had a limitation. It did not include a first-year teacher who resigned before the study was conducted. Therefore, the researcher was unable to invite this first-year teacher to participate in the study.

The researcher's employment also posed a limitation. The researcher was a teacher at a Jesuit secondary school in the California Province. While his school was excluded from the population, his analysis may have been influenced by his work at his own school.

Lastly, the findings may not necessarily be generalized to the wider population of U.S. Jesuit secondary schools. While the research may have value to administrators within those schools, as well as to the JSEA, there may be qualitative differences between the California Province and other provinces within the United States.

Data Collection

In April of 2013, the researcher initiated the data collection process during the traditional spring break. He conducted the survey through SurveyGizmo, an online survey administration website. He used its address book feature to send the two e-mails with a survey link to the respective principal and first-year teacher populations (Appendix O). The e-mails were short in nature and contained: 1) a reminder that they received a hard copy letter from the researcher about the study, 2) a link to the survey, 3) a statement that the survey takes approximately 15 minutes, 4) an invitation to contact the researcher with any questions, and 5) a note of gratitude from the researcher.

The researcher then focused on developing a high response rate. He hoped to have a 100% completion rate by the five principals and a 75% completion rate by the First-Year Teachers at each of the five schools. However, he did not require a specified minimal response rate for statistical analysis because he was conducting a census of both populations.

To facilitate a high response rate, the researcher used SurveyGizmo's address book feature to identify which participants had not completed the survey. After one week, the researcher sent a follow-up e-mail to such participants with a new deadline (Appendix P). This e-mail reminded them of: (a) the researcher's background, (b) the anticipated benefits of the study, (c) the assurance of confidentiality, and (d), the short expected length of the survey. One week later, the researcher sent a second reminder e-mail with a final deadline (Appendix Q). When that deadline passed, he closed both surveys.

In May of 2013, the researcher developed questions for a follow-up online interview with the respondents who gave consent at the end of the survey. The stated intent of the follow-up interview was to provide depth to the survey data. He, therefore, examined the survey data for the five schools. He created a unique set of follow-up questions for each of the five principals. He developed one set of follow-up questions for all first-year teacher respondents to answer.

In June of 2013, he disseminated the follow-up online interviews (Appendix R). A reply was requested within a week. If he did not receive a response, he sent a reminder e-mail (Appendix S). If that did not yield a response, he sent one last reminder e-mail (Appendix T).

Data Analysis

The data collected from the surveys was analyzed with SPSS to answer the two research questions. The researcher sought to understand the perceptions of principals and first-year teachers with regard to 11 standards for induction in Jesuit secondary schools. Part I of the surveys corresponded with the five Foundational standards in both research

questions: (a) *Program Vision, Goals, and Institutional Commitment*, (b) *Formation of the Ignatian Educator*, (c) *Program Administration and Communication*, (d) *Principal Engagement*, and (e) *Program Assessment, Evaluation, and Accountability*. Part II of the surveys was aligned with the four Structural standards in both research questions: (f) *Assessing First-Year Teacher Practice*, (g) *The First-Year Teacher Professional Development and Learning Communities*, (h) *Mentor Roles and Responsibilities, Selection, Assignment, and Assessment*, and (i) *Mentor Professional Development and Learning Communities*. Part III of the surveys was dedicated to the two Instructional Standards in both research questions: (j) *Focus on Instructional Practice* and (k) *Focus on Equity and Universal Access*.

The responses to the open-ended questions in Part IV were analyzed to answer the research questions, as well. They provided additional context for how a school was meeting a particular standard. By providing open-ended questions at the end of the surveys, the researcher hoped that respondents would be primed to share details about their induction programs that could not be conveyed through the Likert-scale questions.

The responses to the multiple choice questions in Part IV were used to examine the nature of the mentor-mentee relationship at the five schools. This was used to help assess the extent to which the school met Structural standard (h) *Mentor Roles and Responsibilities, Selection, Assignment, and Assessment* in both research questions.

As mentioned in Instrumentation, the researcher also disaggregated the survey data in several ways to identify noteworthy trends. He organized the data by each of the five schools in order to investigate how every school met each of the 11 standards. The

researcher hoped this would yield revealing similarities and differences among the schools.

He also separated the survey data into demographic groups: (a) years of teaching experience prior to current school, (b) previously taught at a Jesuit high school or not, (c) attended the Jesuit high school at which they work, another Jesuit high school, or a non-Jesuit high school, (d) are Jesuit or lay, (e) self-identify as Catholic, non-Catholic Christian, or not Christian, (f) expect to return for a second year, to voluntarily leave because of a personal decision or retirement, or to involuntarily leave because the school declined to renew their contract. He investigated the survey data for similarities and differences in how the different demographic groups responded to the items.

The researcher used the follow-up e-mail interviews to provide depth to Chapter IV: Findings and Chapter V: Conclusions, Implications, and Recommendations. Since the interview questions were only developed after the survey data collection, he intended to use them to uncover details that provided additional context to the survey data. The interviews allowed the researcher an opportunity to clarify any conflicting information that emerged from the survey data. They also allowed him to ask the principals and first-year teachers for their perceptions about certain aspects of their respective school's induction program. This enriched the study's findings and strengthened its recommendations for future research.

CHAPTER IV

RESULTS

Overview

The purpose of this study was to investigate the extent to which Jesuit secondary schools in the California Province inducted first-year teachers in the 2012-2013 academic year. The study adopted a conceptual framework using 11 standards for first-year teacher induction in Jesuit secondary schools: (a) *Program vision, goals, and institutional commitment*, (b) *Formation of the Ignatian educator*, (c) *Program administration and communication*, (d) *Principal engagement*, (e) *Program assessment, evaluation, and accountability*, (f) *Assessing first-year teacher practice*, (g) *First-year teacher professional development and learning communities*, (h) *Mentor role and responsibilities, selection, assignment, and assessment*, (i) *Mentor professional development and learning communities*, (j) *Focus on instructional practice*, and (k) *Focus on equity and universal access*.

The data collection produced two waves of data. First, the researcher collected survey data from the principals and first-year teachers at five Jesuit secondary schools. Using Likert-scale items, the survey yielded rich data on their perceptions of how their respective school inducted first-year teachers. The same survey also contained several open-ended questions at the end to provide depth to the quantitative data. Second, the researcher conducted follow-up electronic interviews with principals and first-year teachers who consented to being contacted again. The questions for these interviews emerged after the researcher analyzed the survey data.

The survey and follow-up interview data were analyzed to answer the following research questions.

1. According to principals at Jesuit secondary schools in the California Province, to what extent do their schools induct first-year teachers in the following standards:

Foundational Standards

- a. Program vision, goals, and institutional commitment
- b. Formation of the Ignatian educator
- c. Program administration and communication
- d. Principal engagement
- e. Program assessment, evaluation, and accountability

Structural Standards

- f. Assessing first-year teacher practice
- g. First-year teacher professional development and learning communities
- h. Mentor role and responsibilities, selection, assignment, and assessment
- i. Mentor professional development and learning communities

Instructional Standards

- j. Focus on instructional practice
- k. Focus on equity and universal access

2. According to first-year teachers at Jesuit secondary schools in the California Province, to what extent do their schools induct them in the following standards:

Foundational Standards

- a. Program Vision, goals, and institutional commitment
- b. Formation of the Ignatian educator
- c. Program administration and communication
- d. Principal engagement
- e. Program assessment, evaluation, and accountability

Structural Standards

- f. Assessing first-year teacher practice
- g. First-year teacher professional development and learning communities
- h. Mentor role and responsibilities, selection, assignment, and assessment
- i. Mentor professional development and learning communities

Instructional Standards

- j. Focus on instructional practice
- k. Focus on equity and universal access

This chapter will review the demographics of the respondents and report the results for each research question.

As discussed in Chapter Three, the researcher did not identify the respective schools of the principals and first-year teachers. He created the following pseudonyms for the five schools: Nicolás High School, Manresa High School, Kolvenbach High School, Magis High School, and Francis High School. Furthermore, no descriptive details, such as student population, were provided about each school. While this was a limitation for the data analysis, the researcher excluded this information in order to protect each school's identity.

Demographics

The Principal Survey was sent to each of the principals at the five participating schools. The researcher received a response from all five schools. However, the principal of one school delegated the task to an assistant principal who oversaw instruction. This decision was made without consulting the researcher. The principals for the other four schools completed the survey themselves.

The First-Year Teacher Survey was sent to the 25 first-year teachers among the five participating schools. Nineteen, or 76%, of first-year teachers completed the survey (Figure 2). The response rates varied slightly by school. All three first-year teachers completed the survey at Magis High School. Similarly, all four first-year teachers did so at Francis High School. Six of eight first-year teachers at Kolvenbach High School

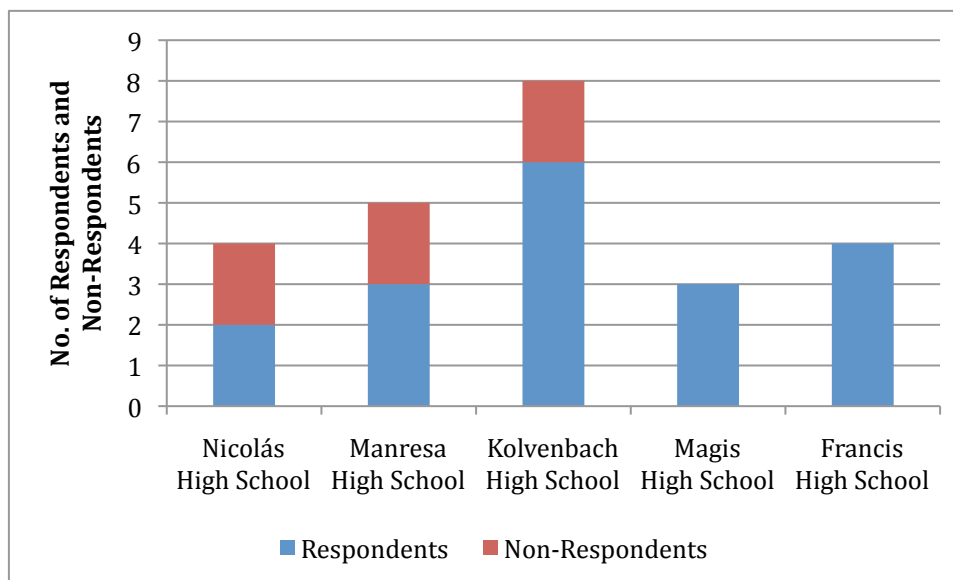


Figure 2. Incidence of respondents (n=18) and non-respondents (n=6) to First-Year Teacher Survey, as organized by school.

responded. Two of four first-year teachers and three of five first-year teachers completed the survey at Nicolás High School and Manresa High School, respectively.

After analyzing the survey data from the First-Year Teacher survey, one respondent was dropped from the data analysis. At the end of the survey, the respondent revealed that s/he was a librarian who only taught students when teachers brought their classes to the library. In other words, this respondent was not a classroom teacher. When the principal of this school provided a list of first-year teachers, this person should not have been included. Consequently, the respondent's answers to the demographic questions, Likert-scale questions, and open-ended questions will not be included in the reporting of the results.

The demographic questions on both the Principal Survey and the First-Year Teacher Survey only gathered information on the cohort of first-year teachers. In order to promote a sense of confidentiality for the principals, the Principal Survey did not ask

the principals to reveal demographic information about themselves. Consequently, there is no demographic data on the principals.

The demographic questions on both surveys sought to find out the following about the first-year teachers: years of prior teaching experience, previous teaching experience at another Jesuit secondary school, whether they graduated from a Jesuit secondary school, the Jesuit-lay breakdown, religious identification, and expected plans for next year.

The researcher only reported the demographic data from the First-Year Teacher survey. After administering the Principal Survey, the researcher realized that these data was not as reliable as the demographic data from the First-Year Teacher Survey that was administered at the same time. The principals were only asked to make estimates about the background of their cohort of first-year teachers, whereas the first-year teachers were directly asked to provide background about themselves. For that reason, the researcher determined that the demographic data from the First-Year Teacher survey was more accurate.

The combined cohort of first-year teachers from the five schools had little prior high school teaching experience. Five and eight first-year teachers had zero and 1 to 3 years of experience, respectively. Put another way, 13 of the 18 first-year teachers had less than four years of teaching experience. Of the remaining five, three had 4 to 10 years of experience, and two had 11-plus years of experience (Figure 3).

The vast majority of first-year teachers at the five Jesuit secondary schools had not taught in this setting before. Fourteen of the 18 first-year teachers reported that this was their first time teaching in a Jesuit secondary school (Figure 4).

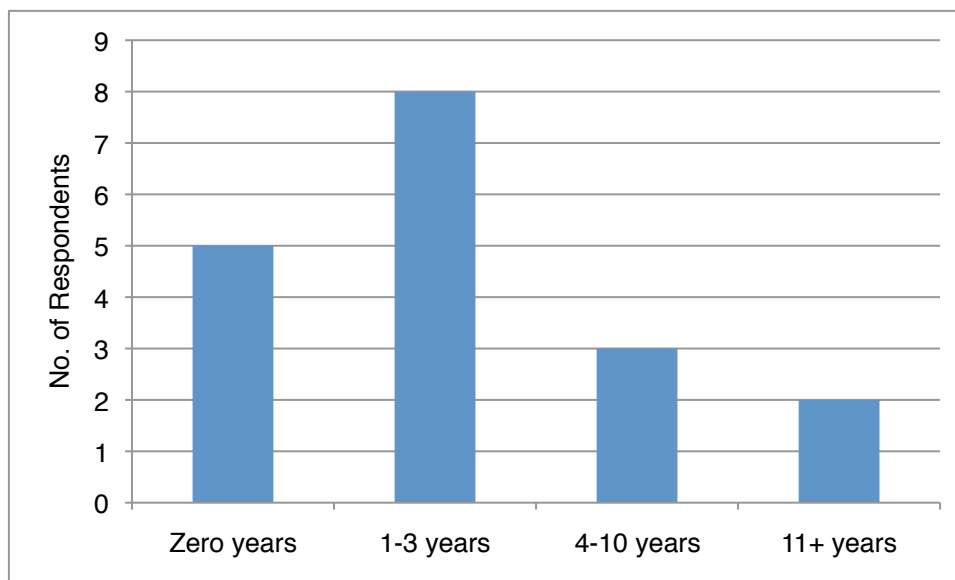


Figure 3. Years of prior teaching experience of first-year teachers in any high school setting.

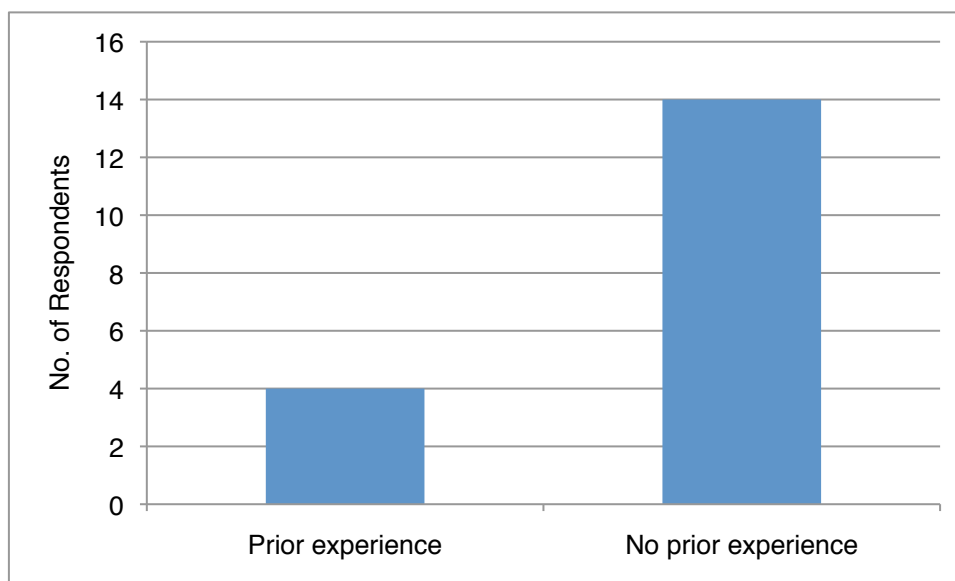


Figure 4. Prior experience of first-year teachers in a Jesuit secondary school setting.

Most first-year teachers reported that they had not attended a Jesuit high school as a student. Thirteen of 18 first-year teachers indicated that they graduated from a non-Jesuit high school (Figure 5).

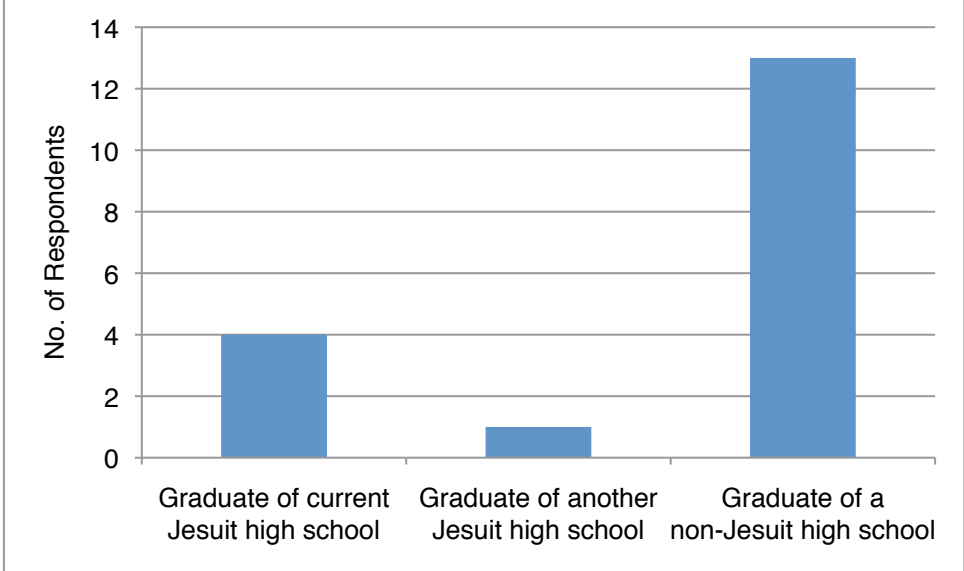


Figure 5. Jesuit affiliation of high schools attended by first-year teachers.

In terms of the Jesuit-lay breakdown, first-year teachers were much more likely to be lay. Fourteen of 18 first-year teachers identified themselves as lay. It is important to note, however, that there were four Jesuit first-year teachers, which indicated a continued Jesuit presence in these schools (Figure 6).

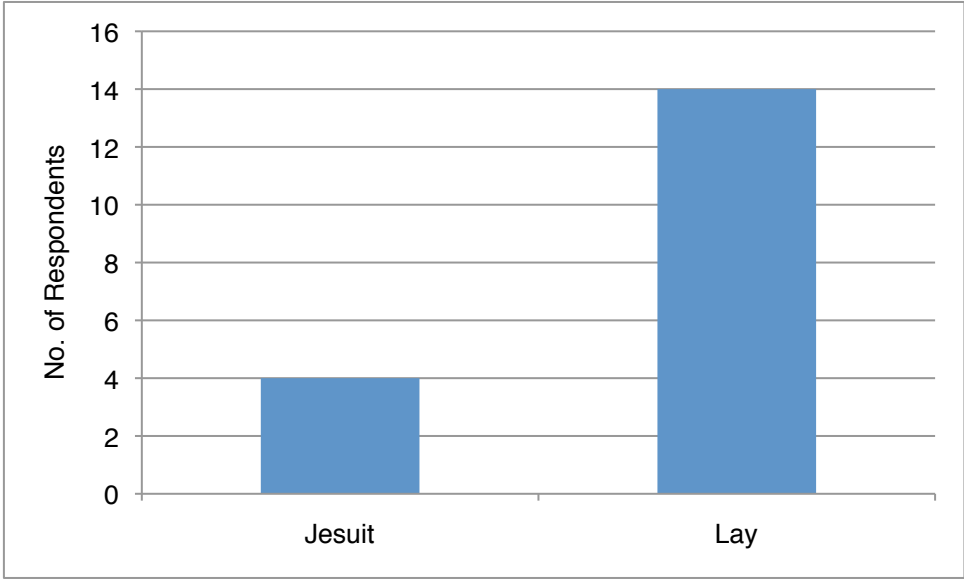


Figure 6. Comparison of Jesuit first-year teachers with lay first-year teachers.

A majority of first-year teachers identified themselves as being Catholic. Twelve of 18 first-year teachers stated that they considered themselves to be Catholic (Figure 7).

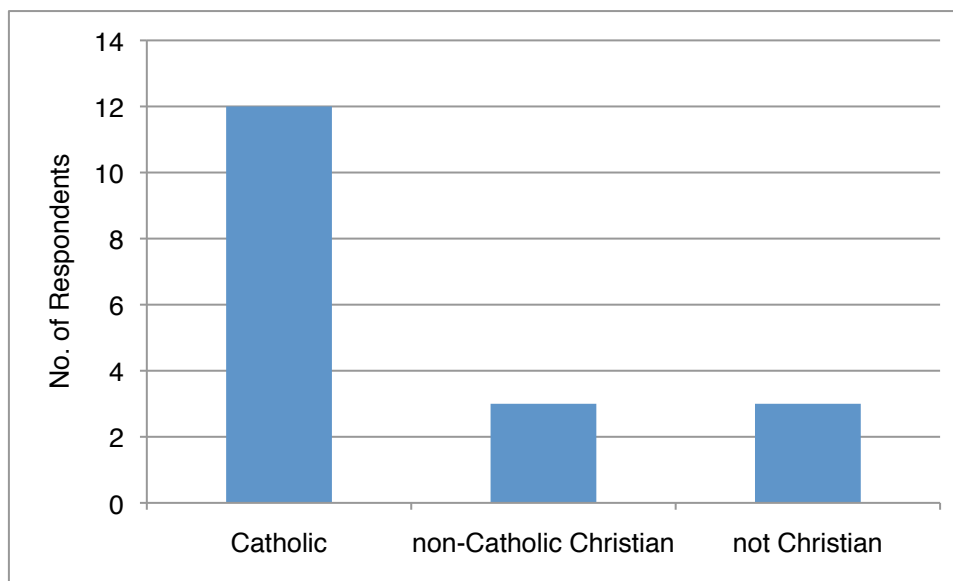


Figure 7. Religious identification of first-year teachers.

Most first-year teachers expected to return for a second year. Fourteen of 18 first-year teachers stated that they had no reason to believe they would not be coming back for the 2013-2014 academic year (Figure 8).

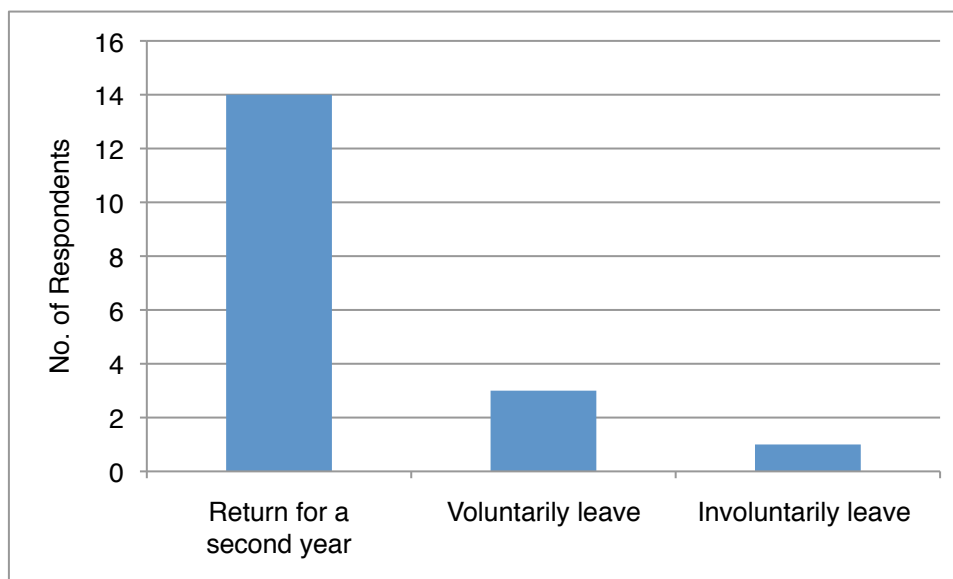


Figure 8. Expected future plans of first-year teachers.

Summary of Demographic Variables

The first-year teacher survey was completed by 18 first-year teachers. Most were relatively new to the high school classroom. Five had zero years of experience, while eight had one-to-three years of experience. Most were new to Jesuit secondary education. Fourteen were working in a Jesuit secondary school for the first time, and 13 did not graduate from a Jesuit high school. They were generally lay Catholics. Fourteen indicated that they were lay, and 12 stated that they were Catholic. Fourteen expected to return for a second year at the school.

Research Question 1

According to principals at Jesuit secondary schools in the California Province, to what extent do their schools induct first-year teachers in the following standards:

Foundational Standards

- a. Program vision, goals, and institutional commitment*
- b. Formation of the Ignatian educator*
- c. Program administration and communication*
- d. Principal engagement*
- e. Program assessment, evaluation, and accountability*

Structural Standards

- f. Assessing first-year teacher practice*
- g. First-year teacher professional development and learning communities*
- h. Mentor role and responsibilities, selection, assignment, and assessment*
- i. Mentor professional development and learning communities*

Instructional Standards

- j. Focus on instructional practice*
- k. Focus on equity and universal access*

Overall

In order to answer this research question, the respondents to the Principal Survey were required to answer 62 Likert-scale items. The five possible Likert-scale responses were assigned the following point values: “Strongly agree” (5), “Agree” (4), “Neutral”

(3), “Disagree” (2), and “Strongly disagree” (1). The researcher used the SPSS software to analyze these items.

The researcher performed three calculations with the overall data from the five respondents. First, he calculated the overall mean and standard deviation for the 62 Likert-scale items on the Principal Survey. Second, he created subscales that allowed him to determine the means and standard deviations for each of the 11 standards. The following is a breakdown of the number of items within each standard: (a) *Program vision, goals, and institutional commitment* (8 items), (b) *Formation of the Ignatian educator* (15 items), (c) *Program administration and communication* (5 items), (d) *Principal engagement* (1 item), (e) *Program assessment, evaluation, and accountability* (3 items), (f) *Assessing first-year teacher practice* (5 items), (g) *First-year teacher professional development and learning communities* (3 items), (h) *Mentor role and responsibilities, selection, assignment, and assessment* (10 items), (i) *Mentor professional development and learning communities* (3 items), (j) *Focus on instructional practice* (7 items), and (k) *Focus on equity and universal access* (2 items). Third, he calculated the Cronbach’s alpha to measure the internal consistency of the overall group of items, as well as each of the 11 standards. If a Cronbach’s Alpha is .70 or higher, statisticians consider it to be internally consistent (Table 3).

Only four of the five respondents completed the items within the two standards related to mentoring: (h) *Mentor role and responsibilities, selection, assignment, and assessment* (10 items) and (i) *Mentor professional development and learning communities*. The directions stated that a respondent should skip those two sections if the school did not assign mentors to first-year teachers. One respondent indicated this was

Table 3

Principal Responses to Survey Subscales by Standard

Standard	<i>N</i>	<i>M (SD)</i>	α
a. Program vision, goals, and institutional commitment (8 items)	5	4.30 (.42)	.74
b. Formation of the Ignatian educator (15 items)	5	4.08 (.47)	.90
c. Program administration and communication (5 items)	5	4.12 (.46)	.71
d. Principal engagement (1 item)	5	3.80 (.45)	n/a
e. Program assessment, evaluation, and accountability (3 items)	5	3.07 (1.04)	.87
f. Assessing first-year teacher practice (5 items)	5	3.68 (.66)	.87
g. First-year teacher professional development and learning communities (3 items)	5	3.87 (.38)	.35
h. Mentor role and responsibilities, selection, assignment, and assessment (10 items)	4	3.68 (.77)	.89
i. Mentor professional development and learning communities (3 items)	4	3.25 (.92)	.86
j. Focus on instructional practice (7 items)	5	3.71 (.56)	.85
k. Focus on equity and universal access (2 items)	5	3.40 (.42)	.00
Overall (62 items)	5	3.85 (.41)	.97

the case by passing over these two sections.

Overall, the five respondents generally agreed with the 62 Likert-scale items.

However, they were not in strong agreement. The mean for the five respondents to the 62 Likert-scale items on the Principal Survey was only 3.85. This mean falls between

“Agree” (4) and “Neutral” (3). The standard deviation for the overall mean was .41. This indicated that the principals were generally in agreement on the overall survey. The Cronbach’s Alpha for these 62 Likert-scale items was .97. This was above the .70 threshold. Therefore, this instrument was considered to have a sufficient internal consistency.

When the researcher disaggregated the 62 Likert-scale items into the 11 standards, a clearer picture emerged. The responses to the Principal Survey showed varying degrees of agreement with each of the 11 standards. The means for the 11 standards ranged from 4.30 to 3.07. The respondents rated their schools the highest on the first three standards: (a) *Program vision, goals, and institutional commitment* (4.30), (b) *Formation of the Ignatian educator* (4.08), and (c) *Program administration and communication* (4.12). The mean for those three standards was between “Strongly agree” (5) and “Agree” (4). For the remaining standards, the means for the responses were between “Agree” (4) and “Neutral” (3). The respondents rated their schools the lowest on the following standards: (e) *Program assessment, evaluation, and accountability* (3.07), (i) *Mentor professional development and learning communities* (3.25), and (k) *Focus on equity and universal access* (3.40).

The standard deviations for the means of the 11 standards varied, as well. Six of the standard deviations were below .50. The respondents had similar perceptions of their schools in those six areas. On the other end of the range of standard deviations, two of the 11 standards had standard deviations above .90: (e) *Program assessment, evaluation, and accountability* (1.03) and (i) *Mentor professional development and learning*

communities (.92). In other words, there was considerable disagreement among the respondents on items within these two standards.

The Cronbach's Alpha revealed varying degrees of reliability for each of the 11 standards. Eight of the 11 standards had a Cronbach's Alpha above .70. In other words, those eight subscales had a sufficient internal consistency. However, the three subscales with a Cronbach's Alpha below .70 should be examined further before this instrument is utilized again in the future.

School Comparison

To identify differences among the five respondents to the Principal Survey, the researcher disaggregated the data through SPSS. Table 4 provides an overall mean for how the five respondents completed the 62 Likert-scale items, as well as the breakdown of the means of items within the 11 standards. Since there was only one respondent for each mean, standard deviations were not needed.

In terms of the overall responses, four of the five respondents were near agreement. The means for the respondents from Manresa High School (3.61), Kolvenbach High School (3.62), Magis High School (3.68), and Francis High School (3.74) were very similar to one another. However, the respondent at Nicolás High School had the highest mean (4.58) by almost a whole point.

When the responses were disaggregated into the 11 standards, all five respondents had different perceptions of how their respective school met each standard. This provided insight into how the five schools vary in their approaches to inducting first-year teachers. The differences were especially pronounced in five standards.

Table 4

Principal Responses to Survey Subscales by Standard, Organized by School

Standard	Nicolás HS (n=1) M	Manresa HS (n=1) M	Kolvenbach HS (n=1) M	Magis HS (n=1) M	Francis HS (n=1) M
a. Program vision, goals, and institutional commitment (8 items)	5.00	4.25	3.88	4.25	4.13
b. Formation of the Ignatian Educator (15 items)	4.60	3.47	4.36	3.73	4.27
c. Program administration and communication (5 items)	4.80	3.80	3.60	4.20	4.20
d. Principal engagement (1 item)	4.00	4.00	3.00	4.00	4.00
e. Program assessment, evaluation, and accountability (3 items)	4.33	2.33	2.67	4.00	2.00
f. Assessing first-year teacher practice (5 items)	4.00	4.40	2.80	4.00	3.20
g. First-year teacher professional development and learning communities (3 items)	4.33	3.33	4.00	3.67	4.00
h. Mentor role and responsibilities, selection, assignment, and assessment (10 items)	4.80	-	3.30	3.10	3.50
i. Mentor professional development and learning communities (3 items)	4.33	-	3.67	2.67	2.33
j. Focus on instructional practice (7 items)	4.57	3.29	3.29	3.43	4.00
k. Focus on equity and universal access (2 items)	4.00	3.00	3.50	3.50	3.00
Overall (62 items)	4.58	3.61	3.62	3.68	3.74

The respondents had different perceptions for how their schools performed on items within (a) *Program vision, goals, and institutional commitment*. The respondent for Nicolás High School (5.00) gave the school a perfect score while the respondent for Kolvenbach High School (3.88) did not show strong agreement on those items. The other three schools showed general agreement (4.13-4.25).

For (b) *Formation of the Ignatian educator*, the breakdown was markedly different. The respondents for Nicolás High School (4.60) and Kolvenbach High School (4.36), as well as Francis High School (4.27), indicated a strong commitment to introducing first-year teachers to Ignatian spirituality and the Jesuit mission of their schools. However, the respondents for Manresa High School (3.47) and Magis High School (3.73) demonstrated less support for the items related to this topic.

The breakdown was also revealing for (e) *Program assessment, evaluation, and accountability*. The respondents for Manresa High School (2.33), Kolvenbach High School (2.67), and Francis High School (2.00) generally disagreed with those items. However, the respondents for Nicolás High School (4.33) and Magis High School (4.00) agreed with these items.

Two respondents assigned low marks to their schools for (f) *Assessing first-year teacher practice*. The respondents for Kolvenbach High School (2.80) and Francis High School (3.20) indicated that assessment of first-year teachers in the classroom was not a major part of their first-year teacher induction programs. However, the other three schools did focus on this area (4.00-4.40).

For items within (i) *Mentor professional development and learning communities*, two respondents indicated that their schools did not emphasize this topic. The

respondents for Magis High School (2.67) and Francis High School (2.33) disagreed with statements on whether their mentor teachers received professional development or worked with other mentor teachers. The respondents for Kolvenbach High School (3.67) and Nicolás High School (4.33) showed modest agreement with these items. The respondent for Manresa High School skipped this section, therefore indicating that mentor teachers were not present at the school.

Relationship Between Mentor Teachers and First-Year Teachers

After the 62 Likert-scale items, the five respondents to the Principal Survey were asked to complete a section on the nature of the relationship between mentor teachers and first-year teachers (item 72). The respondent was directed to skip this part if the school did not assign mentor teachers to first-year teachers. The principal of Manresa High school did not complete it, therefore indicating that Manresa did not assign mentor teachers. The other four respondents completed this section. The following data provide context on the nature of the relationship between mentor teachers and first-year teachers at these four schools.

According to the four respondents to this section, mentor teachers were teaching five classes in addition to being a mentor teacher. The respondents from Nicolás High School, Kolvenbach High School, Magis High School, and Francis High School indicated that their schools did not offer a reduced course load for its mentor teachers.

However, the principals had different expectations for the length of the relationship between the first-year teachers and the mentor teachers. Figure 9 shows Nicolás High School and Kolvenbach High School expected it to last more than nine

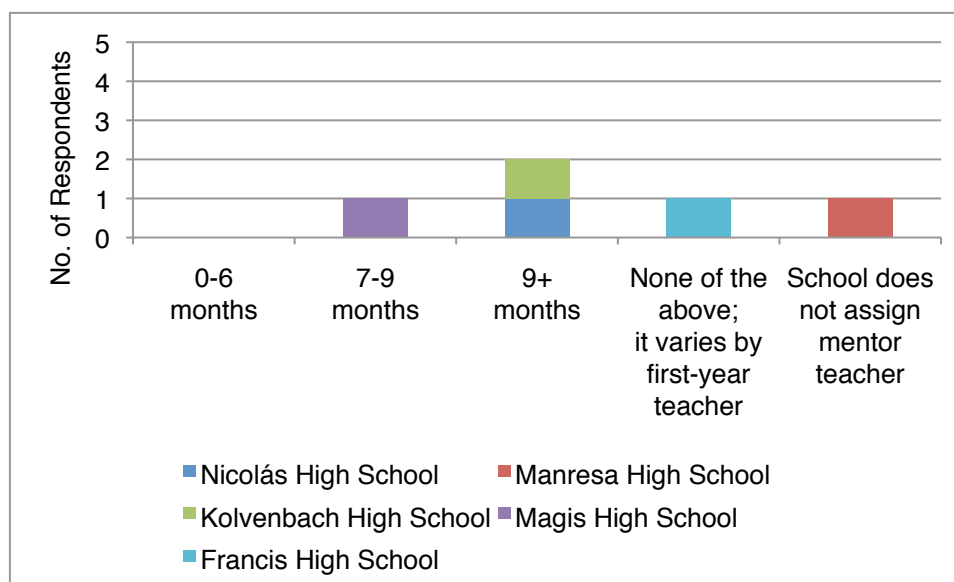


Figure 9. Expected length of formal relationship between the mentor teacher and the first-year teacher, according to respondents to Principal Survey.

months. Magis High School preferred 7-9 months. Francis High School, however, did not have a uniform expectation.

The four schools also displayed differences in their expectations for meetings between the mentor teachers and first-year teachers. The researcher inquired about both formal, as in planned meetings, and informal, as in unplanned meetings. Figure 10 shows the expected frequency of planned meetings, and Figure 11 illustrates the expected frequency of unplanned meetings. At Nicolás High School, planned meetings happened once a month or less and unplanned meetings varied depending on the first-year teacher. At Kolvenbach High School, planned meetings also occurred once a month or less, but unplanned meetings were never expected. At Magis High School, planned meetings were never expected, but unplanned meetings could occur depending on the first-year teacher. At Francis High School, there was no expected frequency of planned or unplanned meetings; such meetings varied by first-year teacher.

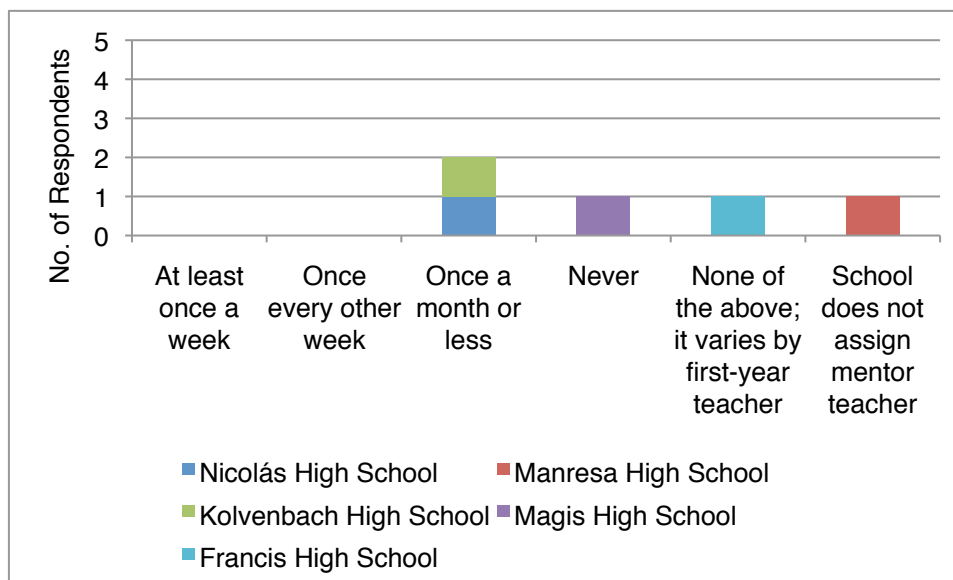


Figure 10. Expected frequency of formal meetings (i.e. planned meetings) between the mentor teacher and the first-year teacher, according to respondents to Principal Survey.

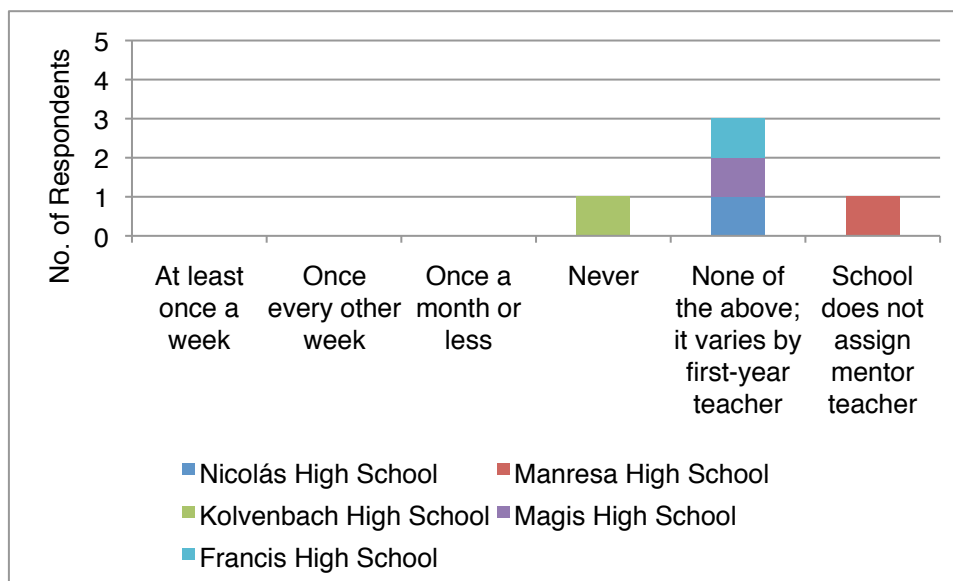


Figure 11. Expected frequency of informal meetings (i.e. unplanned meetings) between the mentor teacher and the first-year teacher, according to respondents to Principal Survey.

Figure 12 displays the expected frequency of classroom observations of the first-year teachers by the mentor teachers. They occurred once a month or less at Kolvenbach

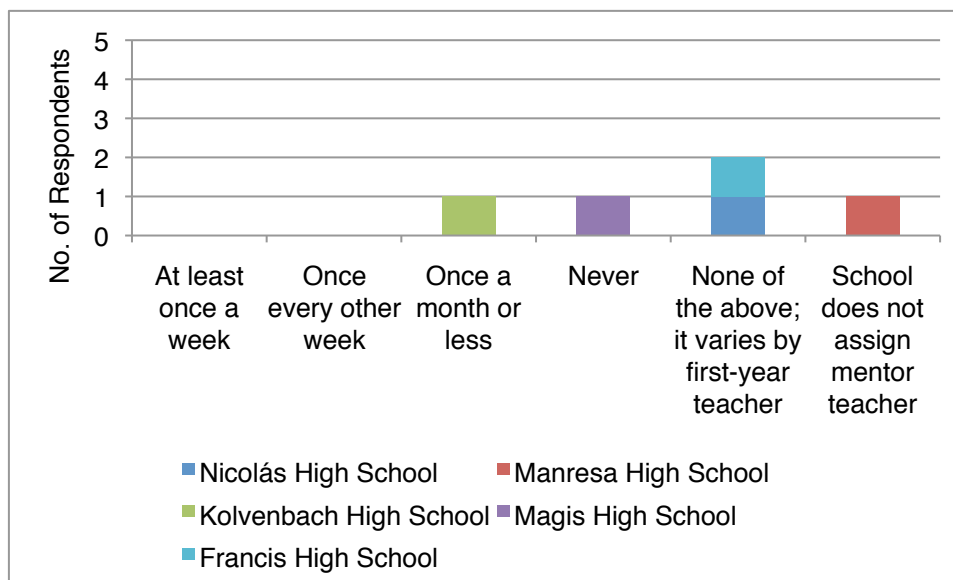


Figure 12. Expected frequency of classroom observations of the first-year teacher by the mentor teacher, according to respondents to Principal Survey.

High School, and they never happened at Magis High School. They may have occurred at Nicolás High School and Francis High School, depending on the first-year teacher.

Open-Ended Item Results

At the end of the Principal Survey, the respondents were asked to provide additional written feedback about how their respective schools inducted first-year teachers (item 71). The researcher asked four questions in this section. First, the researcher asked for “specific strategies, resources, and activities” used by the school to support first-year teachers. Second, the researcher inquired about whether the respondent thought the school should make any changes for how it supported first-year teachers. Third, the researcher sought to know whether the school offered a multi-year induction program. Fourth, the researcher gave the respondent the opportunity to provide any other feedback about his or her school’s induction program.

Furthermore, the five respondents were later invited to complete the Principal Follow-Up Interview. At the end of the Principal Survey, three respondents indicated

that they would be willing to participate. One respondent initially declined at that time, but reversed that decision when the researcher asked for another school administrator to respond to follow-up questions. The other respondent who declined the follow-up interview agreed to allow the researcher to invite an assistant principal to respond to the follow-up interview. With the Principal Follow-Up Interview, each of the five respondents received a customized set of six or seven open-ended items via SurveyGizmo. The construction of these open-ended questions was based upon the researcher's need to clarify the Principal Survey data from each school. The response rate was 100% as all five respondents answered their respective questions.

The following is a synthesis of the last section (item 71) of the Principal Survey and the Principal Follow-up Interview. The researcher will report the respondents' narrative feedback from the open-ended items on the various ways they did, or did not, support first-year teachers.

Orientations

The respondents from all five schools indicated that first-year teachers participated in a mandatory orientation or pre-service. These orientations occurred before the first day of classes. The lengths of the orientations ranged from one to three days. They were designed with the goal of giving first-year teachers what they needed to start the school year. The respondents reported that the orientations included varying elements, such as: an overview of the school procedures every teacher should know, a set of "survival skills" for the first weeks of school, an introduction to Ignatian spirituality, a training on technology in the classroom, and planning meetings with colleagues within their respective departments.

Observations

According to the respondents, the five schools used formal and informal observations to provide instructional feedback to first-year teachers. At Nicolás High School, the assistant principal and department chair each completed a summative formal observation and an informal drop-in visit once a semester. At Manresa High School, the assistant principal formally observed first-year teachers once a semester, and the department chair did the same once a quarter. At Kolvenbach High School, the administration observed first-year teachers formally at least twice a year and informally at least once a year. The respondent did not indicate who within the administration was responsible for these observations. In addition, the administration required first-year teachers to join in on observations of other teachers who were not in their first-year. At Magis High School, formal observations occurred once a year with the Director of Professional Development and once a semester with the Department Chair. These were supplemented by informal drop-in observations by the Principal, Assistant Principals, and Department Chair. At Francis High School, the assistant principal observed first-year teachers once during the school year. The assistant principal and the principal also informally observed the first-year teachers two or three times during the year.

The respondent from Nicolás High School also reported using “learning walks” with its first-year teachers. Based on an article from *Independent School Magazine* (Guild, 2012), the school adopted “learning walks” as a way for the assistant principal and department chairs to observe multiple classes during one period. The school modified the practice as a way to introduce first-year teachers to their respective department’s activities. When first-year teachers went on a “learning walk” with an

administrator, they observed each faculty member within the department for 5-8 minutes at a time during one period. Then, they debriefed the curriculum, pedagogy, student engagement.

Meetings

The five respondents also provided insight on how the schools differed in the frequency and type of meetings that occurred with first-year teachers. First-year teachers at Nicolás High School met with the assistant principal at least once a month. The meetings initially focused on the classroom and then moved onto discussion of Jesuit documents and other topics. First-year teachers at Manresa High School met with the assistant principal once a quarter to debrief observations and review recommendations. In addition, they met with the Director of Adult Spirituality approximately 12 times over the course of the year as part of Manresa High School's Ignatian Formation Program. The first-year teachers at Kolvenbach High School met as a group a few times during the year to share challenges and receive support. The respondent from Kolvenbach High School did not mention any other meetings with first-year teachers. The first-year teachers at Magis High School participated in a monthly group meeting with the two Assistant Principals and the Director of Professional Development. The respondent wrote:

The most substantial part of the monthly meetings is a check in--what are the high points and the low points of your experience at ...[Magis High School] since we last met. This practice of reflection on their experience functions as an introduction to the Examen and invites the new faculty to look for God as they look back over their experience. This results in some very real and significant conversation among the group. One of the most substantial results of these gatherings is the beginning of a genuine group of "friends in the Lord."

The meetings focused on providing helpful information to the first-year teachers, introducing them to Ignatian spirituality, and as well as supporting them with a nurturing community.

In addition, Magis High School School required its first-year teachers to submit weekly lesson plans to the Director of Professional Development and their respective department chairs. The first-year teachers then received feedback on how to develop lesson plans using the Ignatian Pedagogical Paradigm, an Ignatian methodology for curriculum design. The first-year teachers at Francis High School met with the assistant principal as a group once a month to check in and discuss upcoming events and deadlines.

Mentor Teachers

The written feedback from the respondents also revealed differences in how the five schools approached the topic of mentoring. At Nicolás High School, the respondent reported that every first-year teacher was assigned to a mentor teacher. The job description of the mentor teacher focused on serving as a person that the first-year teacher could turn to for counsel without the anxiety of asking a supervisor. The mentor teachers specifically did not play a supervisory role. First-year teachers were encouraged to meet with their mentor teachers as often necessary for support. The respondent explained that a veteran first-year teacher might not need much support from a mentor teacher. That teacher might “just ask the teacher next door for directions on how things are done.” The respondent posited that the physical distance between the classrooms of the first-year teacher and the mentor teacher might prevent them from meeting often.

At Manresa High School, the respondent indicated that the department chairs served as mentors to the first-year teachers. The school did not assign formal mentor teachers. However, department chairs did assign informal peer mentors to work with first-year teachers in their respective subject areas.

The respondent from Kolvenbach High School described its mentoring program as “very basic.” One person at the school was responsible for mentoring all eight of the first-year teachers. However, that person did not have a formal job description for the position of serving as a mentor teacher.

At Magis High School, the respondent shared that every first-year teacher was assigned a mentor teacher. The mentor teacher’s role was “to be a supportive presence on campus – to answer questions, to check in from time to time, to be a friendly presence.” The respondent added that the mentor teacher did not serve in a supervisory capacity. This created instances in which first-year teachers invited mentor teachers to visit their classes and give informal feedback that they knew would not be shared with their supervisors.

At Francis High School, the respondent reported that the school did not assign mentor teachers to first-year teachers. However, the school previously had a mentoring program. While the respondent “revered” the assistant principal who had created the program, s/he conducted his/her own assessment of the program and determined that the mentoring program was “a waste of money by and large.” S/he believed there was insufficient accountability, and s/he did not believe that the teachers who applied to be mentor teachers were qualified to serve in such a capacity. The respondent added, “This has forever colored my perception of mentor programs.” Instead of a formal mentoring

program, the respondent focused on supporting the school's first-year teachers in other ways. As soon as they were hired, they received the course materials and a computer, and they were introduced to the department chair and teachers who taught the same courses. This allowed them to have the summer to prepare for the new position.

Retreats

According to the five respondents, all five schools sent teachers to the New Teacher Retreat hosted by the California Province of the Society of Jesus. This retreat was a concrete way for the California Province to support the formation of first-year teachers at its Jesuit secondary schools. This was a three-day, two-night retreat at El Retiro San Inigo, the Jesuit retreat center located in Los Altos, CA. This retreat introduced first-year teachers to Ignatian spirituality, and it created a larger community among the first-year teachers at the Jesuit secondary schools in the province. According to the respondent from Nicolás High School, this retreat "helps educate and orient the new staff on Jesuit and Ignatian philosophies, etc. I hope you will hear the same 'message' from all the new teachers regardless of school."

Magis High School was the only school to provide an in-house retreat specifically for first-year teachers. In February, all first-year teachers participated in a day-long retreat. It consisted of four sessions. The first session, entitled "The Past," used a "Call of the King" meditation to invite first-year teachers to reflect on their calling to Jesuit education. The second session, entitled "The Present," led the first-year teachers on a guided Examen about their first semester at Magis High School. The third session, entitled "The Context," adopted an Ignatian contemplation with scripture on the washing of the feet. The last session, entitled "The Mission," was a reflection on the document

known as *Go Forth and Teach* (Jesuit Secondary Education Association, 1987). The retreat concluded with a mass for the first-year teachers.

Length

The five respondents also revealed that the length of the first-year teacher induction program varied by school. The induction programs at Manresa High School and Francis High School lasted one year. Those two schools did not have a specific program for their second-year teachers. First-year teachers at Nicolás High School and Magis High School, however, were only in the first year of a three-year induction program. Both schools plan to focus more on their Jesuit mission and on Ignatian spirituality in the second and third years. First-year teachers at Kolvenbach High School were part of a two-year induction program. However, the activities were expected to be the same during the second year because the former first-year teachers would be combined with the new first-year teachers. The respondent from Kolvenbach High School indicated that the administration realized they did a “poor to average job” in supporting first-year teachers. Therefore, the school planned to work closely with its first-year teachers for another year.

Program Assessment and Upcoming Changes

The responses of the five respondents also provided a range of answers when asked about how they assessed their first-year teacher programs and what upcoming changes they were considering. According to the respondent from Nicolás High School, the program was evaluated at the end of each semester in a meeting between the principal and the assistant principal. No major revisions were currently being considered for the next year. The respondent did mention one change that the administration team was

planning for the next year. It would devote one Thursday morning meeting a month to drop in on the classes of first-year teachers and, then, reconvene to report on what they saw.

According to the respondent from Manresa High School, the school evaluated its first-year teacher induction program in two ways. First, the assistant principal and the Director of Adult Spirituality met throughout the year regarding the Ignatian Formation Program component of its first-year teacher induction program. Second, the administrative team met at the end of year to evaluate the program. They decided upon one change for the upcoming year. The Ignatian Formation Program component, which focused on Ignatian spirituality, would be expanded to include second-year teachers.

The respondent from Kolvenbach High School demonstrated a strong desire to improve its first-year teacher induction program. S/he provided a critical self-assessment:

I think our biggest challenge is resources. Forming teachers is vital...and in our case it's been in tension with simply having to have every warm body doing 8 other things...the basics of teaching and coaching and perfecting tend to win out when that happens. You end up hoping you get little to no complaining from your parents and students...but it's not much for forming and growing good Ignatian educators. This tension is not unique to ...[Kolvenbach High School] by any stretch...and in some regards it's just a cop out...

This respondent provided an honest assessment, saying that it was challenging to manage a quality first-year teacher induction program with everything else that goes on within a school. To the respondent's credit, s/he sought to improve the program in terms of goals, follow-up, grading, and accountability. The respondent also believed that Kolvenbach needed a "more intensive" mentoring program. The school created and filled a new

position for the upcoming year to oversee curriculum and instruction. The respondent expressed hope that these improvements would better serve their first-year teachers.

The respondent from Magis High School shared that the administration would meet at the end of the year to evaluate the program. Before that, the administration would require all of its first-year teachers to complete an evaluation of the first-year teacher program. Of the five schools, Magis High School was the only one to indicate that it sought a formal evaluation from its first-year teachers. As for next year, the school was already planning to implement one change, seeking to deepen its focus on Ignatian spirituality and pedagogy during the second and third years of their three-year program.

The respondent from Francis High School stated that there were no plans to change its program. According to the respondent, the principal met with every first-year teacher at the end of the year. At that meeting, the principal collected informal feedback from every first-year teacher. The respondent recognized the limitations of this form of evaluation. When asked if the respondent was interested in bringing back a formal mentoring program, s/he wrote:

Regarding the mentor teacher idea - there is a very short list of people here that I'd assign as mentors. And they somehow find their way into relationship with new teachers without an institutional program. Sure people would like release time and money but I don't think the tradeoff is worth it. There is no sign that things are broken here. We have had some attrition of new teachers but that's more a function of bad hiring than deficient induction. I'm more and more convinced that good people need less bureaucracy and oversight, not more. So I'd rather invest our time and money into better recruitment and hiring practices.

The respondent did not believe a formal mentoring program was necessary at Francis High School. S/he believed that informal mentoring relationships are more valuable than any formal mentoring relationships imposed by the school. Instead, s/he wanted to focus the school's resources on recruitment and hiring.

Research Question 2

According to first-year teachers at Jesuit secondary schools in the California Province, to what extent do their schools induct them in the following standards:

Foundational Standards

- a. *Program Vision, goals, and institutional commitment*
- b. *Formation of the Ignatian educator*
- c. *Program administration and communication*
- d. *Principal engagement*
- e. *Program assessment, evaluation, and accountability*

Structural Standards

- f. *Assessing first-year teacher practice*
- g. *First-year teacher professional development and learning communities*
- h. *Mentor role and responsibilities, selection, assignment, and assessment*
- i. *Mentor professional development and learning communities*

Instructional Standards

- j. *Focus on instructional practice*
- k. *Focus on equity and universal access*

Overall

The First-Year Teacher Survey was nearly identical in design to the Principal Survey. In order to answer this research question, the respondents to the First-Year Teacher Survey were required to answer 59 Likert-scale items. The Principal Survey had 62 such items. The five possible Likert-scale responses for the First-Year Teacher Survey were also assigned the following point values: “Strongly agree” (5), “Agree” (4), “Neutral” (3), “Disagree” (2), and “Strongly disagree” (1). The researcher used SPSS to analyze the data.

As with the Principal Survey, the researcher performed three calculations with the overall data from the five respondents. Table 5 presents the findings. First, he calculated

Table 5

First-Year Teacher Responses to Survey Subscales by Standard

Standard	<i>N</i>	<i>M (SD)</i>	α
a. Program vision, goals, and institutional commitment (8 items)	18	4.05 (.60)	.82
b. Formation of the Ignatian educator (15 items)	18	4.37 (.51)	.90
c. Program administration and communication (5 items)	18	4.09 (.74)	.57
d. Principal engagement (1 item)	16	4.19 (.66)	n/a
e. Program assessment, evaluation, and accountability (2 items)	13	3.27 (1.25)	.77
f. Assessing first-year teacher practice (5 items)	17	3.61 (.91)	.81
g. First-year teacher professional development and learning communities (3 items)	18	3.46 (.94)	.75
h. Mentor role and responsibilities, selection, assignment, and assessment (10 items)	8	3.75 (.79)	.55
i. Mentor professional development and learning communities (1 item)	8	4.38 (.74)	n/a
j. Focus on instructional practice (7 items)	17	3.88 (.61)	.86
k. Focus on equity and universal access (2 items)	17	4.06 (.79)	.49
Overall (59 items)	18	4.01 (.53)	.89

the overall mean and standard deviation for the 59 Likert-scale items on the First-Year Teacher Survey. Second, he created subscales that allowed him to determine the means and standard deviations for each of the 11 standards. The following is a breakdown of the number of items within each standard: (a) *Program vision, goals, and institutional*

commitment (8 items), (b) *Formation of the Ignatian educator* (15 items), (c) *Program administration and communication* (5 items), (d) *Principal engagement* (1 item), (e) *Program assessment, evaluation, and accountability* (2 items), (f) *Assessing first-year teacher practice* (5 items), (g) *First-year teacher professional development and learning communities* (3 items), (h) *Mentor role and responsibilities, selection, assignment, and assessment* (10 items), (i) *Mentor professional development and learning communities* (1 item), (j) *Focus on instructional practice* (7 items), and (k) *Focus on equity and universal access* (2 items). Third, he calculated the Cronbach's alpha to measure the internal consistency of the overall group of items, as well as each of the 11 standards. If a Cronbach's alpha is .70 or higher, statisticians consider it to be internally consistent.

Eighteen respondents completed the First-Year Teacher Survey. However, the response rates varied by standard. All 18 respondents completed four of the 11 sections: (a) *Program vision, goals, and institutional commitment*, (b) *Formation of the Ignatian Educator*, (c) *Program administration and communication*, and (g) *First-year teacher professional development and learning communities*. Seventeen respondents answered the items within (f) *Assessing first-year teacher practice*, (j) *Focus on instructional practice*, and (k) *Focus on equity and universal access*. Sixteen respondents completed the items for (d) *Principal engagement*, and 13 respondents completed the items within (e) *Program assessment, evaluation, and accountability*. All 18 respondents were asked to complete the aforementioned sections. The researcher does not know why some respondents chose to skip certain sections.

As with the Principal Survey, the directions were different for the two sections related to mentoring in the First-Year Teacher Survey. Respondents were told to skip (h)

Mentor role and responsibilities, selection, assignment, and assessment and (i) *Mentor professional development and learning communities* if their school did not assign mentor teachers to first-year teachers. Ten respondents indicated that this was the case by passing over these two sections. In other words, only eight respondents completed items on mentoring, therefore indicating that they were assigned a mentor.

Overall, the 18 respondents agreed with the 59 Likert-scale items. However, they were not in strong agreement. The overall mean for the 18 respondents to the 59 Likert-scale items on the First-Year Teacher Survey was only 4.01 with a standard deviation of .53. This mean is almost exactly at “Agree” (4) with some variance as indicated by the standard deviation. The Cronbach’s Alpha for 59 Likert-scale items was .89. This is above the .70 threshold. Therefore, this is considered a reliable instrument with a sufficient internal consistency.

When the researcher used SPSS to group the 59 Likert-scale items into the 11 standards, a richer picture emerged as it did with the Principal Survey. The respondents showed differing degrees of agreement with each of the 11 standards. For example, the means for the 11 standards ranged from 4.37 to 3.27. Respondents showed the highest degree of agreement with items within (b) *Formation of the Ignatian educator* (4.37) and (i) *Mentor professional development and learning communities* (4.38). The respondents also rated their schools above “Agree” (4) on four other standards: (a) *Program vision, goals, and institutional commitment* (4.05), (c) *Program administration and communication* (4.09), (d) *Principal engagement* (4.19), and (k) *Focus on equity and universal access* (4.06). For the remaining standards, the means for the responses were between “Agree” (4) and “Neutral” (3): (e) *Program assessment, evaluation, and*

accountability (3.27), (f) *Assessing first-year teacher practice* (3.61), (g) *First-year teacher professional development and learning communities* (3.46), (h) *Mentor role and responsibilities, selection, assignment, and assessment* (3.75) and (j) *Focus on instructional practice* (3.88).

The standard deviations for the subscale means indicated the degree of agreement among the respondents for the standards. The responses of 18 respondents revealed the least range for (b) *Formation of the Ignatian educator* (.51). However, the standard deviations were above .90 for the following: (e) *Program assessment, evaluation, and accountability* (1.25), (f) *Assessing first-year teacher practice* (.91), and (g) *First-year teacher professional development and learning communities* (.94).

When the researcher calculated the Cronbach's Alpha for each of the 11 standards, he discovered varying degrees of internal consistency. Six of the 11 standards had a Cronbach's Alpha above .70. The Cronbach's Alpha could not be calculated for (d) *Principal engagement* and (i) *Mentor professional development and learning communities* because both of these subscales had only one item.

School Comparison

To identify differences among the five schools, the researcher used SPSS to group the 18 respondents to the First-Year Teacher Survey by school. Table 6 provides an overall mean for the respondents from each of the five schools that completed the 59 Likert-scale items. It also indicates the breakdown of the means of items within the 11 standards for each of the five schools.

The overall means of the respondents from each of the five schools indicate differing perceptions of how their respective school supported first-year teachers. Only

Table 6

First-Year Teacher Responses to Survey Subscales by Standard, Organized by School

Standard	Nicolás HS		Manresa HS		Kolvenbach HS		Magis HS		Francis HS	
	n	M (SD)	n	M (SD)	n	M (SD)	n	M (SD)	n	M (SD)
a. Program vision, goals, and institutional commitment (8 items)	2	3.45 (.43)	3	4.38 (.33)	6	3.77 (.75)	3	4.42 (.66)	4	4.22 (.12)
b. Formation of the Ignatian Educator (15 items)	2	4.07 (.00)	3	4.07 (.79)	6	4.46 (.44)	3	4.58 (.52)	4	4.48 (.55)
c. Program administration and communication (5 items)	2	3.50 (.14)	3	4.43 (.58)	6	3.74 (.95)	3	4.56 (.51)	4	4.31 (.75)
d. Principal engagement (1 item)	2	3.50 (.71)	3	4.33 (.58)	6	4.33 (.52)	2	4.50 (.71)	3	4.00 (1.00)
e. Program assessment, evaluation, and accountability (2 items)	2	2.75 (.35)	2	2.75 (1.06)	3	3.17 (2.02)	2	4.00 (1.41)	4	3.50 (1.29)
f. Assessing first-year teacher practice (5 items)	2	3.40 (.57)	3	3.24 (.93)	5	3.25 (.93)	3	4.67 (.58)	4	3.65 (.91)
g. First-year teacher professional development and learning communities (3 items)	2	3.00 (.00)	3	2.89 (1.02)	6	3.11 (.81)	3	4.00 (1.00)	4	4.25 (.83)
h. Mentor role and responsibilities, selection, assignment, and assessment (10 items)	2	3.19 (.58)	1	3.70 (-)	2	3.67 (1.09)	3	4.19 (.88)	0	-
i. Mentor professional development and learning communities (1 item)	2	4.00 (1.41)	1	4.00 (-)	2	4.50 (.71)	3	4.67 (.58)	0	-
j. Focus on instructional practice (7 items)	2	3.64 (.30)	3	3.67 (.46)	5	3.71 (.86)	3	4.02 (.46)	4	4.25 (.57)
k. Focus on equity and universal access (2 items)	2	3.25 (.35)	3	4.33 (.76)	5	4.00 (1.00)	3	4.33 (.58)	4	4.13 (.85)
Overall (59 items)	2	3.55 (.27)	3	3.91 (.50)	6	3.88 (.59)	3	4.37 (.56)	4	4.23 (.51)

respondents from two schools rated their schools above “Agree” (4) on the overall survey: Magis High School (4.37) and Francis High School (4.23). The responses from Nicolás High School (3.55), Manresa High School (3.91), and Kolvenbach High School (3.88) produced means between “Neutral” (3) and “Agree” (4).

The standard deviations indicated that the range of answers among the respondents from each school were fairly similar. With the exception of Nicolás High School (.27), the other four standard deviations were between .50 and .59. However, these standard deviations do not carry as much weight, given the small number of respondents from each school. For example, there were only two respondents from Nicolás High School.

When the responses were disaggregated into the 11 standards, the researcher gained greater clarity into how first-year teachers viewed their respective school’s efforts to support them. This provided insight into how the five schools varied in their approaches to inducting first-year teachers. Notable differences emerged within several subscales.

The respondents from the five schools indicated a difference on how each school performed on items within (a) *Program vision, goals, and institutional commitment*. The respondents from Magis High School (4.42), Manresa High School (4.38), and Francis High School (4.22) rated their schools between “Strongly Agree” (5) and “Agree” (4). The respondents from Nicolás High School (3.45) and Kolvenbach High School (3.77) showed less support for this standard.

While all five schools were rated above “Agree” (4) by first-year teachers on (b) *Formation of the Ignatian educator*, three schools received especially high marks.

Kolvenbach High School (4.46), Magis High School (4.58), and Francis High School (4.48) were all rated between “Strongly Agree” (5) and “Agree” (4). Support for this standard was lower for respondents from Nicolás High School (4.07) and Manresa High School (4.07).

Magis High School stood out among its peers in two standards. For (f) *Assessing first-year teacher practice*, the respondents from Magis High School (4.67) rated their school a full point higher than the other four schools (3.24-3.65). For (h) *Mentor roles and responsibilities, selection, assignment, and assessment*, Magis High School (4.19) was the only school to rated higher than “Agree” (4) compared to the other schools (3.19-3.70).

Other Demographic Comparisons

After disaggregating the data by the respondents’ school demographic group, the researcher also used SPSS to extract data by other demographic groups. He looked for other noteworthy ways of analyzing the response of the 18 first-year teachers to the 59 Likert-scale items. He uncovered three sets of data that should be reported.

First, the researcher disaggregated the data by years of prior teaching experience. For each of the four possible responses (Zero Years, 1-3 Years, 4-10 Years, and 11+ Years), he calculated the overall mean and standard deviation for the 59 Likert-scale items on the First-Year Teacher Survey, and he did this for each of the subscales for the 11 standards (Table 7). He discovered that the perceptions of respondents did not vary depending on whether they had taught before. For their overall responses, the first-year teachers with zero years (4.03), 1-3 years (4.08), 4-10 years (3.71), and 11+ years (4.13) all indicated that they generally indicated “Agree” (4) for the 59 Likert-scale items.

Table 7

First-Year Teacher Responses to Survey Subscales by Standard, Organized by Years of Prior Teaching Experience

Standard	Zero Years		1-3 Years		4-10 Years		11+ Years	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
a. Program vision, goals, and institutional commitment (8 items)	5	3.95 (.65)	8	4.28 (.47)	3	3.60 (.44)	2	4.00 (1.21)
b. Formation of the Ignatian Educator (15 items)	5	4.35 (.27)	8	4.40 (.65)	3	4.24 (.54)	2	4.54 (.66)
c. Program administration and communication (5 items)	5	4.09 (1.02)	8	4.13 (.74)	3	3.93 (.12)	2	4.20 (1.13)
d. Principal engagement (1 item)	4	4.00 (.00)	8	4.38 (.74)	3	4.33 (.58)	1	3.00 (-)
e. Program assessment, evaluation, and accountability (2 items)	4	2.88 (1.31)	5	3.40 (1.52)	2	3.25 (.35)	2	3.75 (1.77)
f. Assessing first-year teacher practice (5 items)	4	3.60 (1.30)	8	3.50 (.89)	3	3.64 (.34)	2	4.00 (1.41)
g. First-year teacher professional development and learning communities (3 items)	5	4.00 (.82)	8	3.13 (.83)	3	3.11 (1.02)	2	4.00 (1.41)
h. Mentor role and responsibilities, selection, assignment, and assessment (10 items)	1	3.70 (-)	3	4.13 (.46)	2	3.08 (.25)	2	3.89 (1.57)
i. Mentor professional development and learning communities (1 item)	1	4.00 (-)	3	5.00 (.00)	2	4.00 (.00)	2	4.00 (1.41)
j. Focus on instructional practice (7 items)	4	3.90 (.60)	8	4.01 (.61)	3	3.43 (.65)	2	3.96 (.76)
k. Focus on equity and universal access (2 items)	4	4.38 (.95)	8	3.88 (.69)	3	4.00 (1.00)	2	4.25 (1.06)
Overall (59 items)	5	4.03 (.55)	8	4.08 (.50)	3	3.71 (.44)	2	4.13 (1.10)

“Agree” had a value of 4. For their responses to each of the 11 subscales, the researcher uncovered the data on how first-year teachers with varying degrees of prior experience perceived different aspects of their respective school’s induction program. The researcher was especially interested in the responses of first-year teachers with zero or 1-3 years of experience, given that they may need more support as they enter the teaching profession. For example, they showed modest support for items (f) *Assessing first-year teacher practice*. Respondents with zero years (3.60) and 1-3 years (3.50) rated their schools between “Neutral” (3) and “Agree” (4) in that subscale.

Second, the researcher disaggregated the data by the expected future plans of the respondents. For each of the three possible responses (Expected to Return, Voluntarily Leave, and Involuntarily Leave), he calculated the overall mean and standard deviation for the 59 Likert-scale items on the First-Year Teacher Survey, as well as for each of the subscales for the 11 standards (Table 8). He hoped to determine whether those who expected to voluntarily or involuntarily leave expressed dissatisfaction with their respective school’s induction program. This turned out to not be the case. For the 59 Likert-scale items, first-year teachers responded with the following overall means: Expected to Return (3.97), Voluntarily Leave (3.94), and Involuntarily Leave (4.67). It should be noted that there were few respondents for the latter two groups. Only three reported that they expected to voluntarily leave, and only one expected to involuntarily leave.

Third, the researcher disaggregated the data for four demographic groups for (b) *Formation of the Ignatian educator*. He sought to calculate how respondents with various degrees of exposure to Catholic or Jesuit education rated their respective school’s

Table 8

First-Year Teacher Responses to Survey Subscales by Standard, Organized by Expected Future Plans

Standard	Expect to Return		Voluntarily Leave		Involuntarily Leave	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
a. Program vision, goals, and institutional commitment (8 items)	14	4.31 (.51)	3	4.53 (.59)	1	4.80 (-)
b. Formation of the Ignatian Educator (15 items)	14	4.11 (.63)	3	3.71 (.56)	1	4.14 (-)
c. Program administration and communication (5 items)	14	4.08 (.74)	3	3.87 (.81)	1	5.00 (-)
d. Principal engagement (1 item)	13	4.15 (.69)	3	4.33 (.58)	0	- (-)
e. Program assessment, evaluation, and accountability (2 items)	11	3.05 (1.21)	1	5.00 (-)	1	4.00 (-)
f. Assessing first-year teacher practice (5 items)	13	3.60 (.94)	3	3.18 (.33)	1	5.00 (-)
g. First-year teacher professional development and learning communities (3 items)	14	3.45 (.84)	3	3.11 (1.39)	1	4.67 (-)
h. Mentor role and responsibilities, selection, assignment, and assessment (10 items)	7	3.87 (.76)	1	2.90 (-)	0	- (-)
i. Mentor professional development and learning communities (1 item)	7	4.43 (.79)	1	4.00 (-)	0	- (-)
j. Focus on instructional practice (7 items)	13	3.76 (.40)	3	4.14 (1.24)	1	4.60 (-)
k. Focus on equity and universal access (2 items)	13	4.08 (.81)	3	3.67 (.58)	1	5.00 (-)
Overall (59 items)	14	3.97 (.52)	3	3.94 (.67)	1	4.67 (-)

efforts to introduce them to the concept of being an Ignatian educator. Table 9 presents the data on how various demographic groups responded to items within (b) *Formation of the Ignatian educator*.

More specifically, the data allowed the researcher to examine the responses of first-year teachers who were new to Jesuit education. He found the following demographic groups showed strong support for items within (b) *Formation of the Ignatian educator*: first-year teachers who had never taught in a Jesuit secondary school before (4.45), first-year teachers who did not attend a Jesuit high school (4.25), first-year teachers who were lay (4.40), and first-year teachers who were Non-Catholic Christian (4.02) or Non-Christian (4.43).

Table 9

First-Year Teacher Responses to Survey Subscale b. Formation of the Ignatian Educator (15 items), Organized by Demographic Groups

<i>Demographic</i>	<i>N</i>	<i>M (SD)</i>
Prior teaching experience in another Jesuit secondary school		
Yes	4	4.11 (.10)
No	14	4.45 (.55)
High schools attended		
Jesuit high school at which I work	4	4.72 (.28)
Another Jesuit high school	1	4.07 (-)
Not a Jesuit high school	12	4.25 (.54)
Did not respond	1	4.73 (-)
Jesuit/Lay background		
Jesuit	4	4.28 (.31)
Lay	14	4.40 (.55)
Religious identification		
Catholic	12	4.45 (.38)
Non-Catholic Christian	3	4.02 (.91)
Non-Christian	3	4.43 (.58)

Relationship Between Mentor Teachers and First-Year Teachers

As with the Principal Survey, the respondents to the First-Year Teacher Survey were also asked to complete a section with four questions about the nature of the relationship between mentor teachers and first-year teachers (item 68). The respondent was directed to skip this part if the school did not assign mentor teachers to first-year teachers. Of the 18 respondents, less than half completed this section. Only seven first-year teachers answered the four questions in this item. In other words, only seven of the 18 first-year teachers reported being assigned a mentor teacher by the school.

At least one first-year teacher from four of the five schools reported not being assigned a mentor teacher. Four of the six first-year teachers from Nicolás High School did not receive a mentor teacher. The same was true for two of the three first-year teachers from Manresa High School. At Kolvenbach High School, four out of six first-year teachers indicated that they were not assigned a mentor teacher. All three first-year teachers at Francis High School reported that they did not receive a mentor teacher. According to this data, only one high school did assign a mentor teacher to each of its first-year teachers. All three first-year teachers from Magis High School indicated that was the case.

The first question in this section inquired about the expected length of the relationship between the respondent and the mentor teacher. Figure 13 shows the breakdown of responses by school. The three respondents from Magis High School indicated that the relationship lasted at least nine months. The four respondents from Francis High School reported that they were not assigned a mentor teacher. For the other three schools, there was no uniformity among their respondents. For example, the six

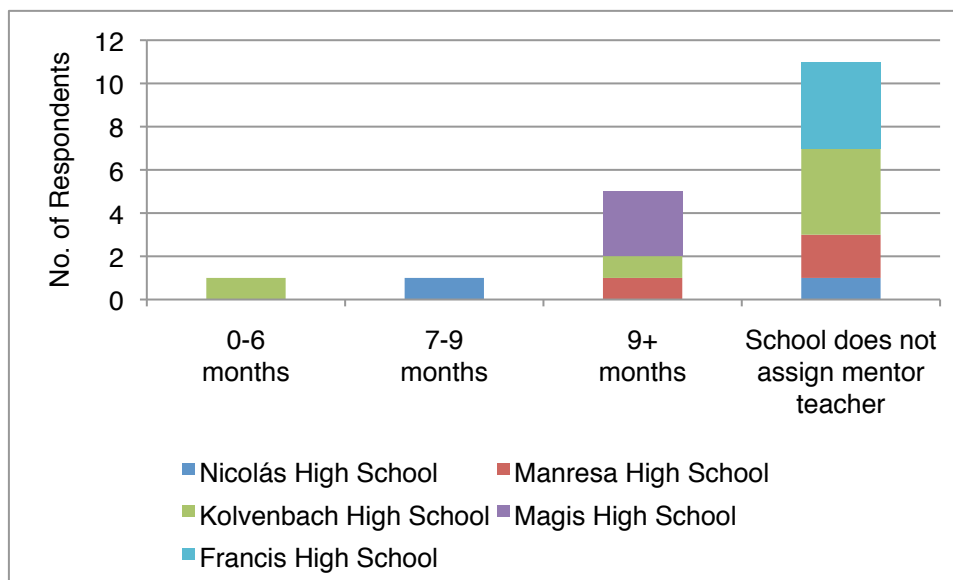


Figure 13. Expected length of formal relationship between the mentor teacher and the first-year teacher, according to respondents to First-Year Teacher Survey, as organized by school.

respondents from Kolvenbach High School answered the question three different ways.

One stated that the relationship lasted less than six months. One indicated that it endured past nine months. Four reported that they were not assigned a mentor teacher.

The second question in this section involved frequency of formal meetings. The data revealed that such planned meetings were uncommon (Figure 14). Only a first-year teacher from Magis High School reported formally meeting with his or her mentor teacher once a week. Four first-year teachers indicated that they had such meetings once a month or less, and three first-year teachers stated that they never met with their mentor teacher on a formal basis. The data also revealed differences among respondents from the same school. For example, the three respondents from Magis High School reported three different frequencies for formal meetings. There was one irregularity in the data for this question. Unlike the other three questions, in which 11 first-year teachers indicated that they were not assigned a mentor teacher, only 10 first-year teachers indicated that

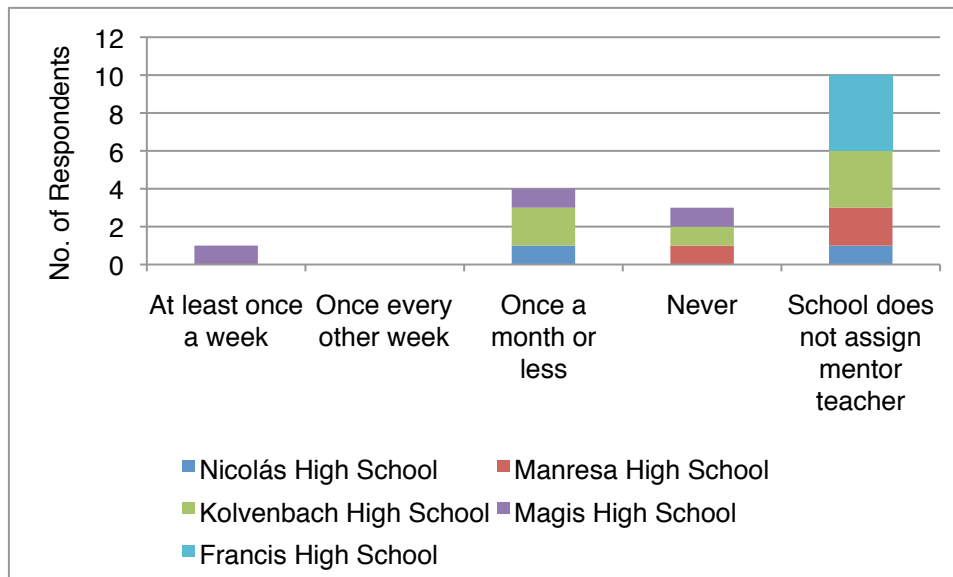


Figure 14. Expected frequency of formal meetings (i.e. planned meetings) between the mentor teacher and the first-year teacher, according to respondents to First-Year Teacher Survey, as organized by school.

they were not assigned a mentor teacher for the second question. It was unclear why one respondent answered this question, but did not answer the other three.

The third question in this section focused on the frequency of informal meetings. Compared with the second question, the data revealed that unplanned meetings were more common than planned meetings (Figure 15). Four first-year teachers reported that informal meetings occurred with their mentor teacher once every other week or more. When this data was disaggregated by school, it revealed that unplanned meetings were common for the three first-year teachers at Magis High School. It showed that only one teacher from Nicolás High School, Manresa High School, and Kolvenbach High School participated in unplanned meetings with their mentor teacher.

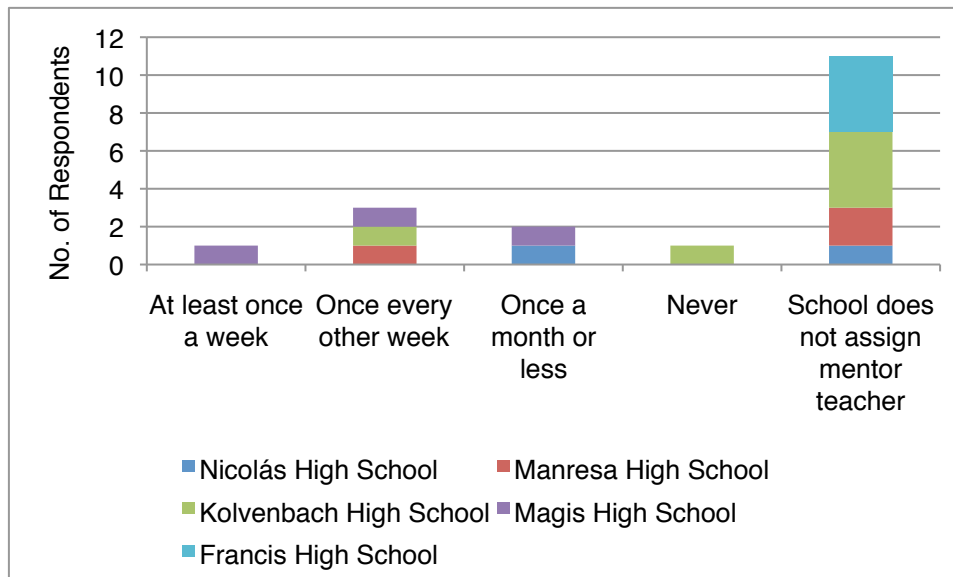


Figure 15. Expected frequency of informal meetings (i.e. unplanned meetings) between the mentor teacher and the first-year teacher, according to respondents to First-Year Teacher Survey, as organized by school.

The fourth question in this section sought to determine if first-year teachers were being observed in the classroom by their mentor teachers. The data showed that this was uncommon (Figure 16). Such observations occurred once a month or less.

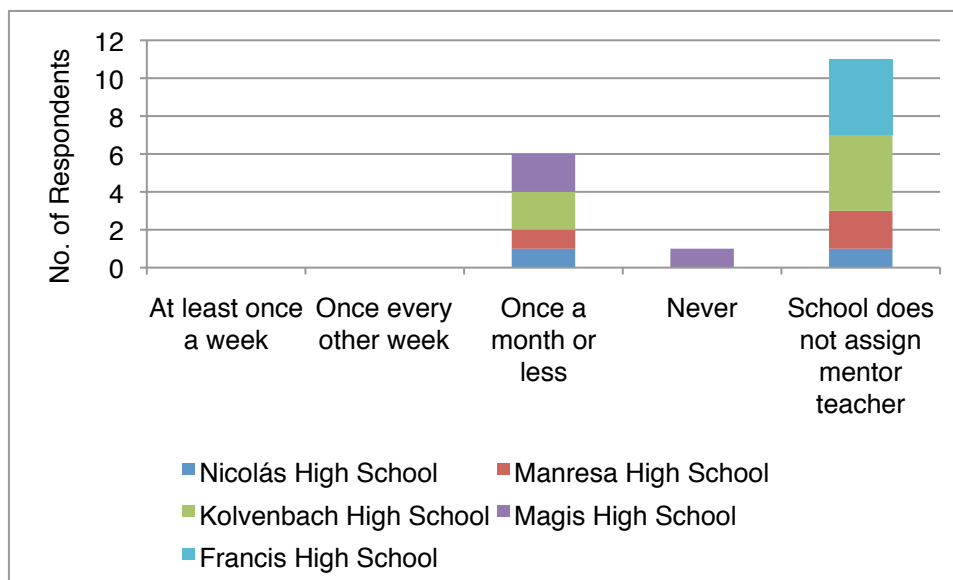


Figure 16. Expected frequency of classroom observations of the first-year teacher by the mentor teacher, according to respondents to First-Year Teacher Survey, as organized by school.

After disaggregating the data by school, as displayed above, the researcher also disaggregated the data for this section by years of prior teacher experience. He wished to uncover what first-year teachers with little prior teaching experience had to report about their mentor teachers.

The researcher discovered that first-year teachers with zero or 1-3 years of prior experience received little to no support from a mentoring program. Of the 11 teachers who reported not being assigned a mentor teacher, four had never taught before, six had only 1-3 years of experience, and one had 4-10 years of experience. In other words, only one of the five first-year teachers with no prior teaching experience was assigned a mentor teacher.

The following figures provide insight on how first-year teachers with varying degrees of prior teaching experience interacted with their mentor teachers. The researcher first disaggregated the data on the length of the relationship (Figure 17). It

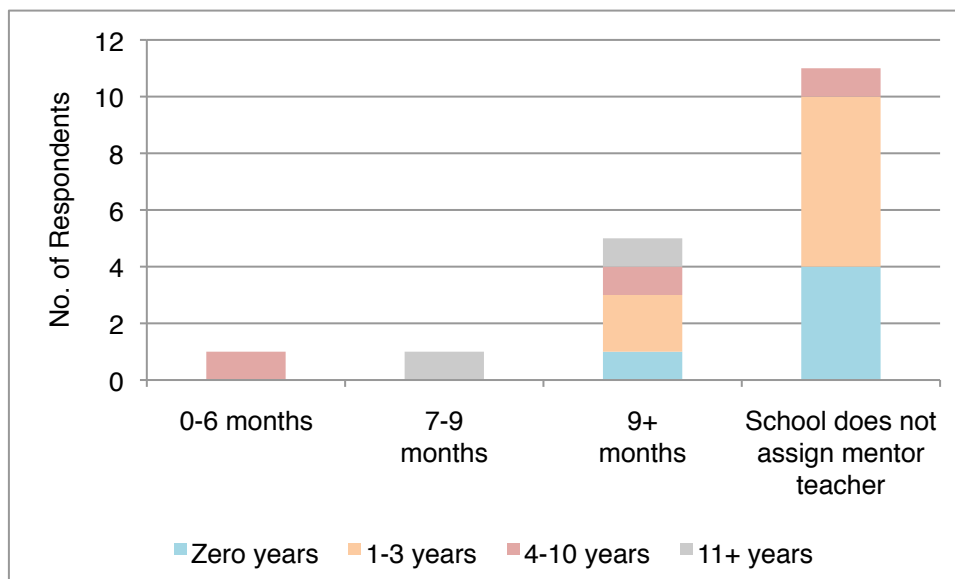


Figure 17. Expected length of formal relationship between the mentor teacher and the first-year teacher, according to respondents to First-Year Teacher Survey, as organized by years of experience.

revealed that the first-year teacher with no prior teaching experience who was assigned a mentor teacher had a professional relationship for more than nine months. The same was true for the two first-year teachers with 1-3 years of prior teaching experience.

When the researcher disaggregated the data for the second question by years of prior teaching experience, he gained further clarity about who benefited from frequent formal meetings. For example, the only first-year teacher with no prior experience who was assigned a mentor reported that he or she, in fact, never formally met with the mentor teacher (Figure 18). The two first-year teachers with 1-3 years of prior experience had formal meetings with their mentor teachers once a month or less. The data also showed frequent planned meetings were more common for first-year teachers with prior experience. The first-year teacher who met with a mentor teacher once a week had 11+ years of prior teaching experience.

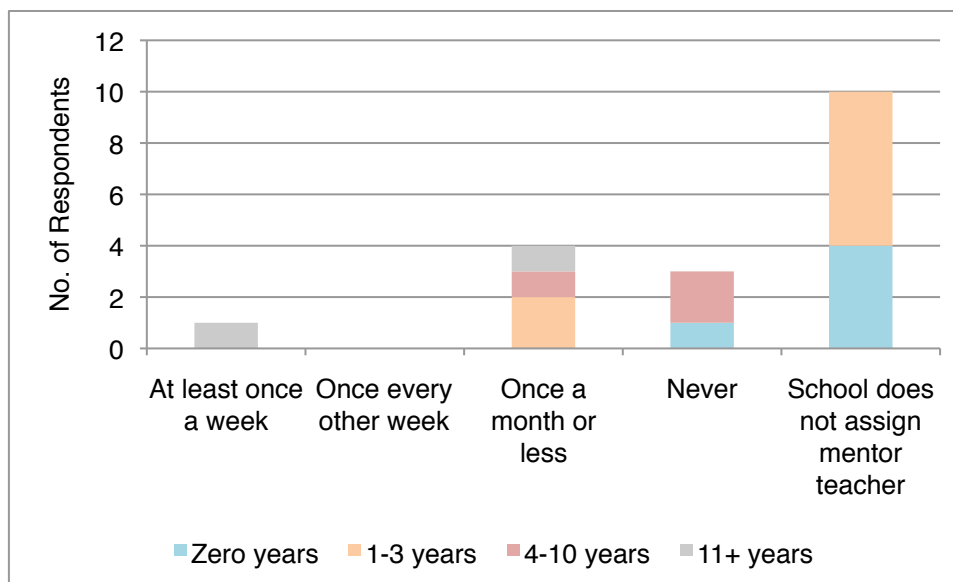


Figure 18. Expected frequency of formal meetings (i.e. planned meetings) between the mentor teacher and the first-year teacher, according to respondents to First-Year Teacher Survey, as organized by years of experience.

The researcher disaggregated the data for the third question by years of prior teaching experience. He discovered that the frequency of unplanned meetings for the first-year teacher with no prior experience was once every other week (Figure 19). The frequencies of informal meetings for two first-year teachers with 1-3 years of prior experience were varied. The only first-year teacher to meet on an unplanned basis with a mentor teacher at least once a week was a veteran with 11+ years of prior teaching experience.

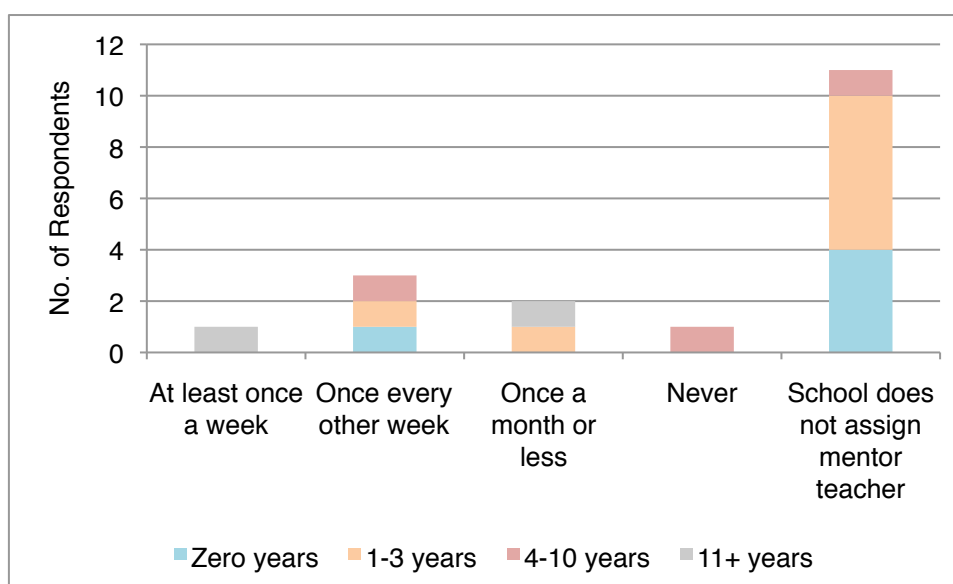


Figure 19. Expected frequency of informal meetings (i.e. unplanned meetings) between the mentor teacher and the first-year teacher, according to respondents to First-Year Teacher Survey, as organized by years of experience.

Lastly, the data for the fourth question on classroom observations were disaggregated by years of prior experience, as well (Figure 20). This provided insight on how often mentor teachers observed first-year teachers with little prior experience in the classroom. The only first-year teacher with a mentor teacher reported being observed once a month or less. One first-year teacher with 1-3 years of experience also indicated

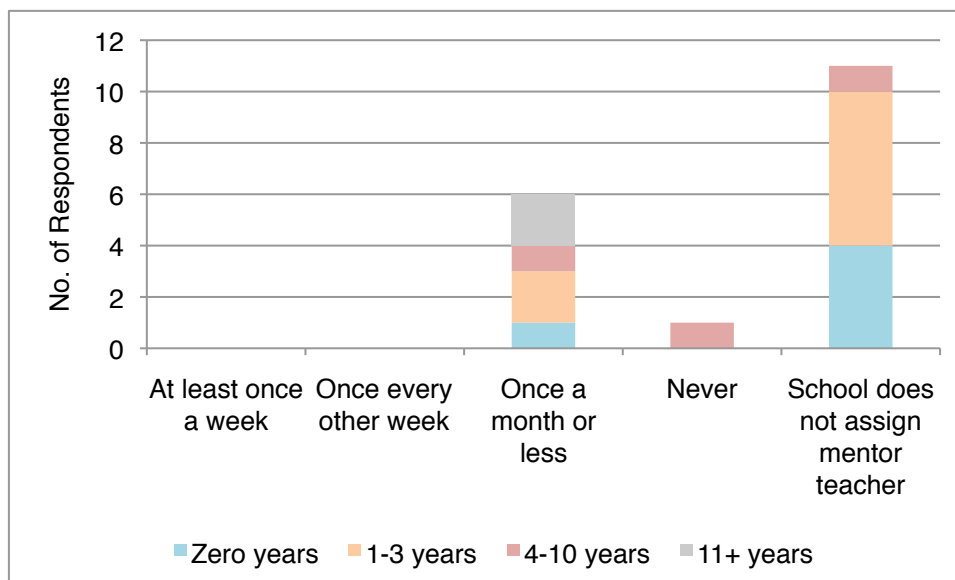


Figure 20. Expected frequency of classroom observations of the first-year teacher by the mentor teacher, according to respondents to First-Year Teacher Survey, as organized by years of experience.

being observed once a month or less, while the other first-year teacher with 1-3 years of experience stated that s/he was never observed by his/her mentor teacher.

Open-Ended Item Results

As with the Principal Survey, respondents to the First-Year Teacher Survey were asked to provide additional written feedback about how his or her respective school inducted first-year teachers (item 67). The 18 respondents to the First-Year Teacher Survey were asked three of the four open-ended questions that were also in the Principal Survey. Fourteen first-year teachers completed the first item about “specific strategies, resources, and activities” used by the school to support first-year teachers. Thirteen respondents answered the second item on whether the school should make any changes in how it supported its first-year teachers. Eleven respondents opted to answer the third item for providing additional feedback about his or her school’s induction program. The researcher did not include the fourth question from the Principal Survey about whether

the school offered a multi-year induction program because he did not expect first-year teachers to be able to answer that.

Furthermore, 12 first-year teachers were later invited to complete the First-Year Teacher Follow-Up Interview. At the end of the First-Year Teacher Survey, these 12 first-year teachers indicated that they would be willing to participate in a follow-up interview. They received four open-ended questions via SurveyGizmo. Unlike the Principal Follow-up Interview, the researcher did not create a different set of questions for each school. Instead, he created four open-ended questions for respondents from all schools. He designed these questions based upon his need to clarify the data from the First-Year Teacher Survey. The response rate was 58%, as seven respondents answered their respective questions. There was at least one respondent from each of the five schools. Manresa High School and Francis High School each had two respondents. Nicolás High School, Kolvenbach High School, and Magis High School each had one respondent.

The following is a combined summary of 18 responses to the last section (item 67) of the First-Year Teacher Survey and the seven responses to the First-Year Teacher Follow-up Interview. He will include quotes from the respondents that especially provide depth to the quantitative data.

Orientations

Respondents from all five schools stated that they were part of an orientation before the school year began. They expressed satisfaction with this element of their induction program. For example, a respondent from Francis High School wrote that it was designed “to show all of the new teachers the ropes.” One respondent from Nicolás

High School wrote that a longer and more thorough orientation would have been helpful. A respondent from Kolvenbach High School stated that the orientation was the only formal program at the school for inducting first-year teachers.

Observations

Similarly, first-year teachers from all five schools indicated that they were observed in the classroom. However, they reported different types and frequencies of observations.

At Nicolás High School, a respondent described “continual administrative observations of my classes followed by debriefing... affirmations of practices I’m doing well in the classrooms as well as suggestions (not criticisms).” The respondent added, “The feedback was excellent. I did not feel like my job was on the chopping block every time someone came into my classroom. All of their observations of my teaching proved to be helpful to future teaching.”

At Manresa High School, the respondents reported similar praise. They mentioned observations by the assistant principal and department chairs. One stated, “Jesuit high schools are very good at... following up the classwork with regular observations and feedback.” This respondent reported being observed by his department chair twice a semester and by his assistant principal once a semester. All observations involved a meeting before and after the observation. The feedback was “both formal and evaluative as well as formative.” This respondent also shared a positive experience with peer observations. Once a semester, all teachers at Manresa High School were required to observe another teacher. This was another way for the respondent to receive informal feedback, as well as learn from another teacher. The respondent suggested that the

school expand this program for its first-year teachers to encourage them to observe more teachers in the school. The respondent offered that perhaps first-year teachers could have a reduced prefecting load in exchange for completing more peer observations.

Another respondent from Manresa High School made similar statements about observations at that school. For example, this person also described a thorough observation protocol. However, the observations were described as more summative in nature:

I received feedback at least twice from the assistant principal and maybe four times from my department chair. I would fill out a pre-observation form about what I was planning to do and would meet with the evaluator about this, then he or she would observe me for a period, then we would meet afterwards and I would get verbal and written feedback. This was largely summative.

According to this respondent, there was a comprehensive system for providing summative assessments to first-year teachers. Such observations were not frequent, happening only six times. However, this respondent also described receiving ongoing informal observations from the department chair:

I also received some informal feedback from my department chair, but this was only because I happened to teach in a classroom through a door to his desk for three periods of the day, so he overheard my classroom a lot and then we would pass as he took over the classroom to teach his classes.

The department chair's proximity to the first-year teacher's classroom allowed for many informal conversations throughout the year. Such conversations are examples of formative feedback. In addition to summative and formative feedback, this respondent commended peer observations at Manresa High School, which were a faculty-wide requirement twice yearly.

Another picture of first-year teacher observations emerged from Kolvenbach High School. The first-year teachers from Kolvenbach High School mentioned being

observed, but did not do so with the same enthusiasm as those from Nicolás High School or Manresa High School. Of the six respondents from Kolvenbach High School to the First-Year Teacher Survey, only three teachers wrote about being observed. Unlike the other schools, their responses suggested that the observations were not conducted by the principal or assistant principal. Instead, two first-year teachers indicated that the observations were completed by one mentor teacher who oversaw all first-year teachers at the school. For example, one respondent wrote: “A veteran teacher was assigned to oversee the induction of all new teachers. He is open to conversation, but his formal involvement was just one classroom observation.” The third first-year teacher who wrote about being observed did not indicate who did the observation. If the principal or assistant principal did observations, they were not identified as doing so by the first-year teachers from Kolvenbach High School.

At Magis High School, formal observations were conducted. However, the researcher received a low response rate on the open-ended questions from first-year teachers at Magis High School. Only one of the three respondents completed the open-ended questions on the First-Year Teacher Survey. The same respondent also completed the First-Year Teacher Follow-up Interview. According to this respondent, the Director of Faculty Development and the Department Chair each did a “summative evaluation” after a classroom observation. In addition, the respondent indicated that the principal and assistant principal did a “formal assessment.” The researcher was not clear on the difference between the two labels used by the respondent. Nevertheless, the respondent praised them. The respondent wrote that the write-ups had “lots of kudos, some things to

work on for curriculum. Much like other evaluations I've had in the past. Each person looked for things I asked them to, which was helpful.”

The respondents from Francis High School reported that classroom observations were completed by the administration. One respondent indicated that the principal and assistant principal observed first-year teachers at least once a semester. They “offered more formative than summative feedback.” Another respondent shared that the principal observed a class “for a few minutes at the very beginning of the year. I received no feedback from this.” The same person wrote, “Our equivalent of assistant principal did sit in and give great feedback, which we then discussed in person at a meeting, once in the middle/end of the first semester.” However, this respondent reported that no observations had occurred yet in the second semester. This person added that s/he would have welcomed “more feedback from observations of my teaching, my assessments and lesson planning, and so on.” However, the principal and assistant principal did “have open doors when I need to reach out to them.”

Meetings

The two respondents from Nicolás High School indicated a desire for more meetings throughout the year. When asked to identify areas of improvement, a first-year teacher from Nicolás High School suggested that the school “provide some opportunity for first-year teachers to meet and reflect on successes and challenges together.” However, the respondent also indicated that the first-year teachers did talk with each other on an informal basis. The second respondent from Nicolás High School was vague on this topic. He indicated that there were “one-on-one meetings throughout the year,” while also suggesting that the school could improve in the area of “follow-up.”

At Manresa High School, the responses of the first-year teachers suggested that there were two types of meetings. First, the first-year teachers had monthly check-in meetings with the administration. It was unclear if they met as a group or one-on-one. Second, the first-year teachers met with the leader of Adult Spirituality. One teacher described it as “faith sharing” twice a semester, while another teacher called it a “monthly bookreading and discussion group.” The researcher recognized the conflicting frequencies of these two responses.

The respondents at Kolvenbach High School described minimal meetings with the administration. One respondent wrote the following: “Other than (the orientation), no formal programs are in place to induct first-year teachers.” This respondent called for more meetings for “resources on how to teach, different learning styles, the behaviors of different ages/grade levels, special needs teaching, and incorporating Jesuit ideals into every subject.” Another respondent asked for “more direct advisement and support as to the nuts and bolts of pedagogy, classroom management, and teaching a non textbook-driven curriculum.” A third respondent wanted more meetings for collaboration with teachers of the same subject. A fourth respondent indicated a desire for more professional development meetings, perhaps with senior members of the faculty.

According to the lone respondent to open-ended items from Magis High School, first-year teachers participated in monthly meetings. However, the meetings were “often unhelpful” because “a distinction between the needs of first-year teachers and teachers with experience in their first year at this particular school would be helpful.” The first-year teacher added, “Much of the first year is focused on community building. This is

great. However, being a busy new teacher, there were times when the meetings seemed to lack focus and I would have rather been at home.”

The responses of the first-year teachers from Francis High School did not mention any standing meetings. One wrote that meetings would have been helpful, but defended the school by saying they were “not as worthwhile an option” due to the small cohort of first-year teachers.

Mentor Teachers

Only one of the two first-year teachers from Nicolás High School mentioned mentoring in the open-ended responses. This first-year teacher stated, “I had a formal mentor and he was great.” The respondent did not provide any further details about this relationship. However, this first-year teacher also identified informal mentors around him/her. S/he wrote, “I also had a lot of informal mentors as well. People were more than willing to accompany me in my first year of teaching.” The other first-year teacher from Nicolás High School never referred to the presence of a mentor in any of the responses.

At Manresa High School, only one of the three first-year teachers reported being assigned to a mentor teacher. However, this respondent did not list it as a “strategy, resource, or activity” used by the school in the First-Year Teacher Survey. The respondent only revealed the presence of a mentor teacher in the First-Year Teacher Follow-up Interview when the researcher specifically asked about mentoring. The first-year teacher was assigned a mentor teacher for summer school and the ensuing academic school year. The first-year teacher wrote that the mentor teacher’s “main responsibility was to help clarify any question I had regarding planning, class management, grading,

etc.” This respondent also mentioned developing relationships with other helpful colleagues who served as informal mentors.

Another respondent at Manresa High School reported being satisfied with not having a formal mentor because it opened the door for informal mentors. This first-teacher explained:

I naturally gravitated towards mentors with whom I could communicate well and with whom I had things in common. The two relationships I am thinking of developed differently. One came out of teaching the same class, so I was asking this person questions about what materials we had for activities and what previous tests we had to work from. The other relationship came about from sharing dinner a few times a week because the other teacher and I were both staying late many nights.

This first-year teacher was able to develop meaningful informal mentoring relationships with veteran teachers at the school.

The respondents from Kolvenbach High School described a limited mentoring program. According to one respondent, one veteran teacher was responsible for the induction of all first-year teachers. The respondent added, “He is open to conversation, but his formal involvement was just one classroom observation.” When asked to expand on this in the First-Year Teacher Follow-up Interview, this respondent wrote:

We had a 40-year veteran teacher/administrator assigned to that role, but his involvement with me was minimal. He came into observe me once during the first semester. His presence was helpful and constructive, and our interactions were helpful. However, I wasn't very interested in discussion of pedagogy and strategies, and his background was in science and administration, while I was teaching (another subject).

This respondent did not have an ongoing relationship with his formal mentor. Instead, s/he forged valuable relationships with informal mentors at the school:

I typically exchanged ideas and sought input from my partner teacher, a one-year veteran teaching the same course as me, and my department chair, a ten-year veteran with experience in many courses. Their input and dialogue was hugely

helpful, and we worked well together to confront the issues that arose in attempting to walk the students down the curriculum path.

For this respondent, the teacher's immediate colleagues were more helpful as informal mentors than the formal mentor assigned by the school.

Another first-year teacher at Kolvenbach High School confirmed that one mentor teacher oversaw all first-year teachers. This respondent indicated that there was a "mandatory meeting with one mentor teacher for all first-year teachers only twice a year. This includes only two classroom observations and the meeting after each observation." This respondent suggested that Kolvenbach High School should assign every first-year teacher to a "one-on-one mentor teacher from the same subject area."

One first-year teacher at Kolvenbach High School did not mention any formal mentoring program, but hinted that it would have been helpful. S/he wrote:

I had never even considered being a teacher until a month before I started. I had no formal training, and starting here was a "sink or swim" experience. That being said, the faculty and staff were incredibly kind, faith-filled, and creative. I was able to rely on their willingness to help, but I had to seek out the help.

While this respondent found support from his colleagues, s/he would have welcomed a comprehensive induction program.

One respondent from Magis High School provided written feedback on the mentoring program at the school. The first-year teacher explained:

My formal mentor is a great person and a great teacher, but there were no formal elements of the program. He lunch (*sic*) one day and that was the last time I saw her in a formal capacity. I sought her experience throughout the year, but only on my initiative. Informal mentor relationships happened throughout the year in the way that any friendship develops, with time and trust.

While Magis High School did assign this respondent a mentor teacher, their relationship was largely undeveloped. Conversations during the year had to be initiated by the first-

year teacher. Meanwhile, this first-year teacher developed informal mentoring relationships with others at the school.

The first-year teachers from Francis High School expressed a desire to have a mentor teacher. Three of the four respondents to the First-Year Teacher Survey completed the open-ended items. One respondent wrote, “It would be nice to be assigned a mentor teacher.” Another respondent recommended the “implementation of a mentor program” and “some partnership with a current teacher on equal footing in a department.” The third respondent stated, “I would have liked... having a mentor teacher assigned.” All three indicated that they were not assigned a mentor teacher, and specifically suggested that the school consider assigning mentor teachers in the future.

Two respondents from Francis High School expanded on their thoughts on mentoring in the First-Year Teacher Follow-up Interview. One added that “several teachers helped me through my first year as mentors.” Another wrote:

However, there is only one other teacher who teaches my subject and we work closely together and she was definitely an invaluable informal mentor to me (and perhaps the school assumed that that would be the case). However I would have appreciated an official mentor, regardless of subject, as someone to help coach and mentor me and be a confidant and someone I felt comfortable going to with questions throughout the year, or to sit in on my class sometimes.

While this respondent had a valuable informal mentor, s/he still had a clear desire for a formal mentor.

Retreats

Due to the infrequent references to the California Province’s New Teacher Retreat in the open-ended item in the First-Year Teacher Survey, the researcher added a question to the First-Year Teacher Follow-up Interview that specifically asked about the retreat.

When the researcher discovered that no respondents from Kolvenbach High School

mentioned the retreat in either the First-Year Teacher Survey or the First-Year Teacher Follow-up Interview, he contacted Fr. Edwin Harris, S.J., the Provincial Assistant for Secondary and Pre-Secondary Education from the California Province, who then provided a roster of the teachers that were expected to attend from each school (personal communication, October 10, 2013).

When the researcher compared the roster of teachers at the New Teacher Retreat with the list of teachers who responded to the First-Year Teacher Survey, he discovered that some respondents were not listed. For example, the six respondents from Kolvenbach High School were not on the list. Kolvenbach High School had four different teachers on the retreat roster, but they were not on the list of first-year teachers provided to the researcher for the study. Therefore, those four were presumably not first-year teachers. However, both respondents from Nicolás High School and all three respondents from Manresa High School were on the retreat roster. Similarly, two of the three respondents from Magis High School and two of the four respondents from Francis High School were on the roster. The two respondents from Francis High School who did not attend only taught one class.

The following is a summary of how many attended the retreat and what they wrote about it. One first-year teacher from Nicolás High School offered a subtle criticism of the retreat:

I felt like the retreat was fairly effective. It sometimes seems like there are some people in the school that understand what a[n] Ignatian education is and some people who think of it as just another job. I think that it is also an issue of locality versus the broader perspective. At Nicolás High School, we pride ourselves in being who we are. This is necessary but often I wonder if we stress who WE ARE over what we are a part of.

This respondent suggested the retreat could help new teachers learn more about the history and mission of Jesuit education.

The respondents from Manresa High School commended the New Teacher Retreat. One stated, “The retreat was very helpful for me, it gave me a broader perspective of our Jesuit mission, knowing the stories and expectations of everyone.” Another respondent from Manresa gave a more muted endorsement: “I think the New Teacher Retreat was effective, but I'll admit that I don't remember anything as being learned specifically at the retreat. I would say it was a good broad background that then served as a base for the further reading [back at school].” Both found value in the retreat.

A first-year teacher from Magis High School also praised the New Teacher Retreat. This respondent wrote:

The New Teacher Retreat sponsored by calprov [*sic*] was actually extremely helpful in introducing people familiar with Catholicism, but possibly not with the Jesuits, to Ignatius. Being an Ignatian educator means caring for the whole student, accepting ones (*sic*) role as part of a community and seeking the Magis in all things for yourself and your students.

This first-year teacher found the retreat to be especially helpful with introducing what it means to be an Ignatian educator.

Two first-year teachers from Francis High School also praised the retreat. One especially praised the retreat as a pivotal opportunity to both learn about Jesuit education and a chance to develop new daily habits:

I feel that what I learned specifically about being an Ignatian educator began primarily at the New Teacher Retreat, which was played a crucial role in my learning about St. Ignatius of Loyola and the Jesuit mission in general. I also learned a great deal about the role of community service at our schools at the NTR. I do feel that these are things I didn't simply learn about and then never hear about again, but that they are genuinely a part of my daily work life.

Another first-year teacher from the school summarized it this way: “It was a great way to network with other new teachers and learn about our shared experiences.” Both first-year teachers from Francis High School found the retreat to be a great resource.

Summary of Results

This chapter presented the data from four sources: the Principal Survey, the First-Year Teacher Survey, the Principal Follow-up Interview, and the First-Year Teacher Follow-up Interview. The bulk of the results came from the Principal Survey and the First-Year Teacher Survey. The two follow-up interviews were only designed to provide depth to the quantitative data from the two surveys. This section will summarize the results for each standard on the Principal Survey and the First-Year Teacher Survey. The five possible Likert-scale responses were assigned the following point values: “Strongly agree” (5), “Agree” (4), “Neutral” (3), “Disagree” (2), and “Strongly disagree” (1).

The respondents to the Principal Survey and the First-Year Teacher Survey showed general agreement with items within the five Foundational standards. For (a) *Program vision, goals, and institutional commitment*, the respondents to the Principal Survey (4.30) and the First-Year Teacher (4.05) showed general agreement with the items within that standard. Of the 11 standards, the respondents to the Principal Survey rated their schools the highest on this particular standard. The respondents also showed support for items within (b) *Formation of the Ignatian educator*. The means for that standard on Principal Survey (4.08) and the First-Year Teacher Survey (4.37) were both above “Agree” (4). Compared to the other standards, the first-year teachers demonstrated especially strong enthusiasm for this standard. For the First-Year Teacher Survey, the mean for this standard was higher than any of the other 10 standards. For (c) *Program*

administration and communication, the respondents to the Principal Survey (4.12) and the First-Year Teacher Survey (4.09) were supportive of their respective school's efforts in this area. On (d) *Principal engagement*, the respondents to the Principal Survey (3.80) were more critical of themselves than the respondents to the First-Year Teacher Survey (4.19). Of the five Foundational standards, the respondents were markedly less supportive on (e) *Program assessment, evaluation, and accountability*. The means for the Principal Survey (3.07) and the First-Year Teacher Survey (3.27) were closer to "Neutral" (3). In fact, those were the lowest means of the 11 standards on both surveys.

The respondents reported modest support for items within the four Structural standards. For (f) *Assessing first-year teacher practice*, the means for the Principal Survey (3.68) and the First-Year Teacher Survey (3.61) were nearly identical. However, the responses to items under (g) *First-year teacher professional development and learning communities* revealed a slight disagreement between the respondents to the Principal Survey (3.87) and the First-Year Teacher Survey (3.46) on this topic. Both surveys included items for the two Structural standards on mentor teachers. For (h) *Mentor role and responsibilities, selection, assignment, and assessment*, the respondents to the Principal Survey (3.68) and the First-Year Teacher Survey (3.75) were in general agreement. However, that was not the case for (i) *Mentor professional development and learning communities*. The respondents to the Principal Survey (3.25) were less supportive of items within this standard than the respondents to the First-Year Teacher Survey (4.38).

Responses to the two standards on mentor teachers painted conflicting reports of the role of mentor teachers in the five schools. Four of the five respondents to the

Principal Survey completed the items for those two standards, therefore indicating that their schools assigned mentor teachers to first-year teachers. These responses conflicted with the responses of the first-year teachers to the First-Year Teacher Survey from four schools. The respondent from Nicolás High School to the Principal Survey reported that the school assigned mentor teachers. However, only one of two respondents to the First-Year Teacher Survey from Nicolás High School confirmed that to be the case. Similar conflicting pictures emerged from Kolvenbach High School and Francis High School. The respondents from both high schools to the Principal Survey suggested that their schools assigned mentor teachers. Yet only two of the six first-year teachers from Kolvenbach and none of the three first-year teachers from Francis High School indicated that was true. The opposite occurred at Manresa High School. The respondent from Manresa High School to the Principal Survey indicated that the school did not assign mentor teachers. Yet one of the three respondents from Manresa High School did indicate that s/he was assigned a mentor teacher. Only the respondents from Magis High School were in agreement on their answers to items on mentor teachers in the Principal Survey and the First-Year Teacher Survey. The respondent to the Principal Survey reported that Magis High School assigned mentor teachers, and the three respondents to the First-Year Teacher Survey indicated that was the case. Unfortunately, the Principal Survey and the First-Year Teacher Survey yielded unclear data on if and how mentor teachers supported first-year teachers.

The Principal Follow-up Interview and the First-Year Teacher Follow-up Interview were able to clarify how exactly each school handled the topic of mentor teachers. Their responses indicated that all five schools had different approaches to

mentoring. At Nicolás High School, first-year teachers were assigned mentor teachers. However, the relationship was limited in nature, and first-year teachers were allowed to determine how to use their mentor teachers. Manresa High School had its department chairs serve as mentor teachers. At Kolvenbach High School, one mentor teacher was assigned to oversee all eight first-year teachers. Magis High School assigned a mentor teacher to every first-year teacher. Lastly, Francis High School did not run a formal mentoring program.

Overall, the responses to the follow-up interviews also indicated that informal mentoring relationships frequently emerged. While respondents at all five schools had different approaches to formal mentor teachers, they all reported the use of informal mentor teachers.

Lastly, both surveys contained items designed to assess how each school met two instructional standards. For (j) *Focus on instructional practice*, the respondents to the Principal Survey (3.71) and the First-Year Teacher Survey (3.88) were in general agreement. For (k) *Focus on equity and universal access*, the respondents to the Principal Survey (3.40) showed less support than the respondents from the First-Year Teacher Survey (4.06).

In summary, the data indicated that the five Jesuit secondary schools made efforts to support their first-year teachers. The overall means for all the Likert-scale items on the Principal Survey (3.85) and the First-Year Teacher Survey (4.01) suggested that the respondents to both surveys recognized the presence of elements of an induction program. However, a closer look at the data will yield important conclusions, implications, and recommendations for future research.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary of the Study

In the past three decades, the research has demonstrated a growing need for quality induction programs to support new teachers in the classroom. Such programs seek to address two problems. First, reform efforts have overlooked the importance of developing effective teachers. Teacher effectiveness may be the single best predictor of student achievement (Hanushek, 2010; Sanders & Horn, 1992). Induction programs have been shown to be a systematic way of providing new teachers with ongoing formative feedback designed to promote teacher effectiveness (Ingersoll & Strong, 2011; Villar & Strong, 2007). Second, new teacher attrition has been well-documented. Between 30% to 50% of new teachers leave the classroom within the first five years. Of those who left, 40% of teachers indicated that they would have stayed if they received more support (Markow & Martin, 2005). Another landmark study found that the more induction support a teacher received, the more likely s/he was to stay in the profession (Ingersoll & Smith, 2004).

However, there is a gap in the literature on induction programs in Jesuit secondary schools. The Society of Jesus, an order of the Catholic Church, sponsors Jesuit schools around the world, 55 of which are in the United States. Due to the decline in the number of Jesuits available to staff their schools, Jesuit schools have embraced a rich partnership with lay administrators and teachers to ensure such schools maintain their Jesuit charism in the 21st century (Jesuit Conference, 2007). Given that Jesuit secondary schools hire teachers who may not have had prior experience with Catholic or Jesuit education, such

schools need quality induction programs that introduce their first-year teachers to the mission of Jesuit education (R. Metts, personal communication, September 12, 2012). However, there is scarce research on what, if any, induction-related activities are currently used by Jesuit secondary schools.

The purpose of this study was to investigate the extent to which Jesuit secondary schools in the California Province induct first-year teachers. The researcher surveyed the perceptions of principals and first-year teachers at five Jesuit secondary schools in the California Province of the Society of Jesus. In addition, the researcher conducted follow-up online interviews with principals and first-year teachers to provide depth to the survey data. The survey data and follow-up interviews were used to investigate the degree to which the five schools met the New Teacher Center's (NTC) *Induction Program Standards* and the Jesuit Secondary Education Association's (JSEA) *Profile of an Ignatian Educator*.

This study adapted both documents to create its conceptual framework. The researcher combined the four Foundational standards, four Structural standards, and the two Instructional standards from the *Induction Program Standards* with an additional Foundational standard based on the *Profile of an Ignatian Educator*. Those 11 standards exemplified the conceptual framework for how Jesuit secondary schools should develop induction programs to support their first-year teachers. The NTC provided consent to the researcher for the use of its *Induction Program Standards*. Consent from the JSEA was not needed because the *Profile of an Ignatian Educator* was publicly available online.

The researcher designed two online surveys to measure the respondents' perceptions of how their respective schools met the 11 standards outlined in the

conceptual framework. He created 62 and 59 Likert-scale items for the Principal Survey and the First-Year Teacher Survey, respectively. In addition, both surveys solicited information on the demographics of the first-year teachers. Given that the five principals knew one another, the researcher did not collect demographic data on the principals to promote a sense of confidentiality. Both surveys also collected data on the nature of the relationship between first-year teachers and mentor teachers. Lastly, the surveys had several open-ended items at the end to solicit written feedback on their induction programs.

In April of 2013, the researcher distributed the surveys to five principals and 25 first-year teachers at five Jesuit schools in the California Province. He used SurveyGizmo, an online survey website, to administer the surveys and collect the data. Five respondents completed the Principal Survey for a response rate of 100%. One principal designated the task to an assistant principal. The other four principals completed the survey themselves. Nineteen respondents completed the First-Year Teacher Survey for a response rate of 76%. When one respondent revealed that s/he was not a classroom teacher, the researcher dropped this respondent from the study. This resulted in a total of 18 first-year teachers who completed the First-Year Teacher Survey.

Of the 18 first-year teachers, most were relatively new to both teaching and Jesuit education. Five and eight first-year teachers had zero and 1-3 years of prior teaching experience, respectively. Fourteen had never taught in a Jesuit secondary school before, and 13 had not graduated from a Jesuit high school, respectively. While the first-year teacher respondents were generally new to the classroom and to Jesuit education, many of them did indicate that they were familiar with the Catholic faith. In fact, four first-year

teachers were members of the Society of Jesus, a testament to the continued presence of Jesuits in Jesuit secondary schools. As for retention, 14 first-year teachers expected to return for a second year.

The researcher, then, designated the month of May to create the Principal Follow-up Interview and the First-Year Teacher Follow-up Interview. After analyzing the data from the Principal Survey and the First-Year Teacher Survey, he identified areas that needed further information and clarification. For the Principal Follow-up Interview, he created a unique set of questions for each school pertaining to the particular school's efforts to induct first-year teachers. For the First-Year Teacher Follow-up Interview, he developed a general set of questions for all the first-year teachers.

In June of 2013, the researcher distributed the Principal Follow-up Interview and the First-Year Teacher Interview via SurveyGizmo. He received five responses to the Principal Follow-up Interview for a 100% response rate. Three principals completed it themselves, while two assistant principals completed it at the request of their principals. He received seven responses to the First-Year Teacher Follow-up Interview. Twelve first-year teachers had consented to receive an invitation to provide further information. Therefore, the First-Year Teacher Follow-up Interview had a response rate of 58%.

The researcher used SPSS to analyze the responses to the 62 and 59 Likert-scale items on the Principal Survey and the First-Year Teacher Survey, respectively. The five possible Likert-scale responses were assigned the following point values: "Strongly agree" (5), "Agree" (4), "Neutral" (3), "Disagree" (2), and "Strongly disagree" (1). The overall means for the Principal Survey (3.85) and the First-Year Teacher Survey (4.01) indicated that respondents to both surveys showed general agreement with the items. The

standard deviations for the Principal Survey (.41) and the First-Year Teacher Survey (.53) demonstrated general agreement among the respondents. The Cronbach's alpha for the Principal Survey (.97) and the First-Year Teacher Survey (.89) were above .70, signifying that both instruments had sufficient internal consistency.

Respondents to the Principal Survey and the First-Year Teacher Survey expressed support for four of five Foundational standards. The responses to items within these five standards on the Principal Survey and the First-Year Teacher Survey revealed the following means, respectively: (a) *Program vision, goals, and institutional commitment* (4.30/4.05), (b) *Formation of the Ignatian educator* (4.08/4.37), (c) *Program administration and communication* (4.12/4.09), (d) *Principal engagement* (3.80/4.19), and (e) *Program assessment, evaluation, and accountability* (3.07/3.27). The respondents showed strong enthusiasm for the first two standards regarding vision and Ignatian formation. However, they were markedly neutral on the topic of program assessment.

While respondents registered a mean above "Agree" (4) for most of the foundational standards, they never did so for the four Structural standards. The respondents to the Principal Survey and the First-Year Teacher Survey demonstrated reticent support for items within the four structural standards, respectively: (f) *Assessing first-year teacher practice* (3.68/3.61), (g) *First-year teacher professional development and learning communities* (3.87/3.46), (h) *Mentor role and responsibilities, selection, assignment, and assessment* (3.68/3.75), and (i) *Mentor professional development and learning communities* (3.25/4.38).

The respondents also demonstrated modest support for the two Instructional standards. The researcher calculated the means for both standards on the Principal Survey and the First Year-Teacher Survey, respectively: (j) *Focus on instructional practice* (3.71/3.88) and (k) *Focus on equity and universal access* (3.40/4.06).

The researcher used the Principal Follow-up Interview and the First-Year Teacher Follow-up Interview to clarify the survey data. For example, the responses to the surveys painted conflicting pictures of how each school approached the topic of mentor teachers. The follow-up interviews were able to distinguish that Nicolás High School, Kolvenbach High School, and Francis High School had some presence of a formal mentoring program. Manresa High School and Francis High School only relied on their department chairs and colleagues to provide mentoring to their first-year teachers. All five schools reported that informal mentoring relationships frequently developed during the school year. Whether mentors were serving in a formal or informal capacity, they rarely observed the classes of first-year teachers.

After collecting the survey data and the follow-up interview data, the researcher was in a position to report on how the five Jesuit secondary schools inducted first-year teachers. The following conclusions and implications emerged from the data.

Conclusions and Implications

The previous section summarized the findings for each of the 11 standards used as the conceptual framework for this study. In addition, Chapter Four provided a full picture of the data collected by the researcher. The major conclusions will be presented below. The implication of each conclusion will be discussed, as well.

Demographics

The demographic data on the 18 respondents to the First-Year Teacher Survey indicated that most did not have extensive experience in the classroom. Five had never taught before, and eight had 1-3 years of experience. The implications of this finding are twofold. First, these teachers need to be part of a quality induction program that provides them with formative feedback towards the goal of becoming an effective teacher (Ingersoll & Strong 2011; Villar & Strong 2007). Second, they are more likely to stay in the profession if they are part of a robust induction program (Ingersoll & Smith, 2004).

The demographic data also revealed that the 18 respondents were mostly new to Jesuit education. Fourteen had not taught in a Jesuit high school, and 13 did not graduate from a Jesuit high school. While 12 did self-identify as Catholic, they were new to Jesuit secondary education. The implications of these data are clear. According to Metts (personal communication, September 12, 2012), administrators at Jesuit secondary schools must focus on introducing first-year teachers to the Jesuit mission of the school.

Foundational Standards

The survey data, as well as the follow-up online interviews, indicated that the five Jesuit secondary schools in the California Province had some sort of formal induction program for first-year teachers. For Foundational standard (a) *Program vision, goals, and institutional commitment*, the respondents to the Principal Survey (4.30) and the First-Year Teacher Survey (4.05) showed general agreement with items that asked about how the school planned to induct first-year teachers. This was confirmed with the Principal Follow-up Interview and the First-Year Teacher Interview. Administrators at the five schools developed and executed a plan for supporting first-year teachers. The

means for responses to items within this standard were closer to “Agree” (4) than “Strongly Agree” (5). In addition, respondents to various open-ended items wrote that schools could improve in this area. One principal wrote, “Our biggest challenge is resources. Forming teachers is vital... In our case it's been in tension with simply having to have every warm body doing 8 other things. This tension is not unique to [our school].” According to the *Induction Program Standards* (New Teacher Center, 2011), which constituted the conceptual framework of this study, schools with a quality induction program must have a clear vision for the program, identify goals for the program, and marshal the resources of the school to support the program.

Furthermore, all five schools demonstrated a commitment to incorporating their Jesuit identity into their respective induction programs. For Foundational standard (b) *Formation of the Ignatian educator*, respondents to the Principal Survey (4.08) and the First-Year Teacher Survey (4.37) displayed support for the items within this standard. The first-year teachers indicated that this was the strongest area of their induction programs. The support was especially pronounced among first-year teachers who had never taught in a Jesuit secondary school before (4.45), first-year teachers who did not attend a Jesuit high school (4.25), first-year teachers who were lay (4.40), and first-year teachers who were Non-Catholic Christian (4.02) or Non-Christian (4.43). The follow-up interviews also revealed strong enthusiasm for this area. Several first-year teachers commented on the value of the New Teacher Retreat offered by the California Province. One respondent wrote, “I feel that what I learned specifically about being an Ignatian educator began primarily at the New Teacher Retreat, which was played a crucial role in my learning about St. Ignatius of Loyola and the Jesuit mission in general.” While there

is always room for improvement, this finding suggests that the five schools are forming their first-year teachers to become Ignatian educators, as defined by the *Profile of an Ignatian Educator* (Jesuit Secondary Education Association, 2011).

However, the collected data also revealed that the five schools need to improve in the area of program assessment. For Foundational standard (e) *Program assessment, evaluation, and accountability*, both respondents to the Principal Survey (3.07) and the First-Year Teacher Survey (3.27) rated this as the weakest area of their respective programs. This finding was confirmed by the follow-up interviews, as well. According to the New Teacher Center (2011), induction programs must establish robust assessment procedures to ensure their continual improvement.

Structural Standards

The five schools could do more to provide feedback to their first-year teachers. For Structural standard (f) *Assessing first-year teacher practice*, the respondents to the Principal Survey (3.68) and First-Year Teacher Survey (3.61) communicated a need for more observations that serve as formative assessments. While the follow-up interviews confirmed that formal classroom observations of first-year teachers did occur, such observations were more summative in nature. This revealed that the schools have not established ongoing comprehensive formative assessment systems for their first-year teachers. The *Induction Program Standards* (New Teacher Center, 2011) identify formative assessment as an essential component for any first-year teacher induction program.

Similarly, the five schools could improve their efforts to ensure that first-year teachers do not work in isolation. For Structural standard (g) *First-year teacher*

professional development and learning communities, respondents to the Principal Survey (3.87) and the First-Year Teacher Survey (3.46) showed a need for more formal ways for first-year teachers to interact with others as they seek to improve their practice. One school did report the use of “learning walks,” an innovative way of having first-year teachers walk through a variety of classes within the department in one class period. This encouraged their first-year teachers to learn from colleagues in the same department. According to the New Teacher Center (2011), first-year teachers should be able to reap the benefits of receiving quality professional development opportunities and participating in formal learning communities with other teachers.

Perhaps this study’s most important findings focus on the topic of mentoring. Only seven of the 18 first-year teachers reported being assigned a mentor teacher by the school. Due to conflicting information from the surveys, the follow-up interviews were necessary to clarify if and how mentor teachers supported first-year teachers.

The researcher found that three of the five schools formally assigned mentor teachers to first-year teachers, yet these relationships were largely undeveloped. Two schools assigned a mentor teacher to every first-year teacher, while the third school only assigned one mentor teacher to work with all eight of its first-year teachers. The role of mentor teachers in all three schools was limited in nature. The mentor teachers primarily served as a resource for first-year teachers. Contact during the school year was to be initiated by the first-year teachers. Mentor teachers were not expected to observe first-year teachers or provide formative feedback on an ongoing basis.

The two schools that did not have a formal mentoring program relied on other means to support their first-year teachers. For example, department chairs and colleagues

were expected to serve as resources. One principal indicated that s/he believed it was better to allow first-year teachers to establish informal mentoring relationships that developed organically. Nevertheless, first-year teachers often still reported a desire for formal mentoring relationships. For example, a first-year teacher without a formal mentor teacher indicated that s/he also would have welcomed “an official mentor, regardless of subject, as someone to help coach and mentor me and be a confidant and someone I felt comfortable going to with questions throughout the year, or to sit in on my class sometimes.”

While the five schools differed with regard to formal mentoring programs, the Principal Follow-up Interview and the First-Year Teacher Follow-up Interview reported that informal mentoring relationships developed within all five Jesuit schools. One first-year teacher wrote, “I naturally gravitated towards mentors with whom I could communicate well and with whom I had things in common.” A first-year teacher from another school wrote, “I typically exchanged ideas and sought input from my partner teacher, a one-year veteran teaching the same course as me, and my department chair, a ten-year veteran with experience in many courses. Their input and dialogue was hugely helpful.”

None of the administrators from the five schools indicated plans to change their approach to mentoring for the following year. For example, one wrote, “There is no sign that things are broken here. We have had some attrition of new teachers but that's more a function of bad hiring than deficient induction.” The researcher did not identify a desire by any of the administrators to introduce a robust formal mentoring program.

These findings on mentoring have major implications for the future of first-year teacher induction programs in Jesuit secondary schools. Administrators at these schools would benefit from learning about the role of mentoring as envisioned by the New Teacher Center. These five schools did not have robust formal mentoring programs as defined by the New Teacher Center. Mentor teachers should be carefully selected, trained, and assigned to all first-year teachers, especially those who are relatively new to the classroom. Then they should have a comprehensive list of responsibilities including, but not limited to, observing classes, discussing curriculum design, facilitating progress toward a set of standards, and providing confidential and formative feedback throughout the year (New Teacher Center, 2011).

Instructional Standards

The five Jesuit secondary schools in the California Province could also consider providing more feedback on the many roles that teachers must play today. For (j) *Focus on instructional practice*, the respondents to the Principal Survey (3.71) and the First-Year Teacher Survey (3.88) expressed modest support for items within this standard. These items investigated how schools developed first-year teachers' ability to reflect on a set of professional teaching standards, expanded their knowledge of both subject content and pedagogical skills, supported their ability to monitor the well-being of students, enhanced their effective use of technology in the classroom, and focused on their communication with parents and colleagues. According to the New Teacher Center (2011), a high quality induction program ensures that first-year teachers receive feedback on all of these topics.

The data also demonstrated a need for the five schools to expand their focus on equity and inclusion with first-year teachers. For Instructional standard (k) *Focus on equity and universal access*, the respondents to the Principal Survey (3.40) and the First-Year Teacher Survey (4.06) indicated the need for improvement in this area. These survey items explored the extent to which school leaders supported first-year teachers in developing equitable classrooms for all students, regardless of special needs or their “ethnicity, race, socio-economic, cultural, academic, linguistic, or family background, gender, gender identity, sexual orientation, disability, or giftedness.” According to the New Teacher Center (2011), school leaders must ensure that all first-year teachers are proficient with creating inclusive classrooms for students of all backgrounds.

Recommendations

Based on the results of this study, the following recommendations are designed to offer guidance to researchers in the field of new teacher induction and administrators in Jesuit secondary schools.

Recommendations for Future Research

- Conduct a similar quantitative study with Jesuit secondary schools in other provinces in the United States utilizing the Principal Survey and the First-Year Teacher Survey. This would allow for a comparison between the California Province and other provinces.
- Conduct a similar quantitative study that includes the development of a Mentor Teacher Survey to supplement the Principal Survey and the First-Year Teacher Survey. This would allow for the collection of perception data from the mentor teachers who work with the first-year teachers.

- Conduct a similar quantitative study that includes the development of an Assistant Principal Survey to supplement the Principal Survey and the First-Year Teacher Survey. This would allow for the collection of perception data from the assistant principals who directly supervise the first-year teachers.
- Conduct a qualitative study using focus groups with principals, assistant principals, recent mentor teachers, and recent first-year teachers to explore best practices for supporting first-year teachers. This would yield rich data that may not be easily uncovered with a quantitative study.
- Conduct a qualitative study of first-year teacher induction programs in Jesuit secondary schools in the California Province. This would yield rich data that may not be easily uncovered with a quantitative study.
- Conduct a qualitative study of a select group of Jesuit secondary schools in the United States that are identified as having a robust first-year teacher induction program. This would yield rich data that may not be easily uncovered with a quantitative study.
- Conduct a quantitative and/or qualitative study on how Jesuit secondary schools support first-year teachers in fulfilling responsibilities outside the classroom. Teachers at Jesuit secondary schools are commonly expected to support the school's mission by interacting with students in other settings such as athletics or retreats. This study did not specifically look at how first-year teachers were inducted in these settings.

Recommendations for Future Practice

- Share findings of this study with the Jesuit Secondary Education Association (JSEA) and the National Catholic Educational Association (NCEA) to encourage the development of a set of best practices for first-year teacher induction programs in Jesuit and Catholic secondary schools.
- Offer workshops through the JSEA, NCEA, and other Catholic leadership programs for Catholic school administrators and teachers on best practices for supporting first-year teachers.
- Forge a partnership between the JSEA and the New Teacher Center to connect Jesuit secondary school administrators with experts in the field of new teacher induction. For example, Jewish day schools collaborated with the NTC to create the Jewish New Teacher Project with the intent of supporting new teachers within their schools. Perhaps Jesuit secondary schools could work with the NTC to form a Jesuit New Teacher Project.
- Reinstate the New Teacher Retreat. Currently, the Retreat has been suspended until the completion of the merger of the California and Oregon Provinces. Respondents to this study praised its role in introducing first-year teachers to the history and characteristics of Jesuit education.

Closing Remarks

This study was borne out of a ripening interest in the field of first-year teacher induction in Jesuit secondary schools. Now in his 10th year at a Jesuit secondary school in the California Province (that was excluded from this study), the researcher has worn the hat of a first-year teacher once, as well as the hat of a mentor teacher three times.

Prior to joining the faculty, he fit the profile of many respondents to this study's First-Year Teacher Survey. He had never taught before, let alone in a Jesuit setting. Nor had he attended a Jesuit high school. Thanks to a variety of formal and informal relationships with administrators and colleagues, he quickly fell in love with Jesuit education. This soon left him with a question that would become the basis of this study's research questions: How can Jesuit secondary schools create formal and informal ways to introduce all first-year teachers to the vocation of Jesuit education?

Through the use of online surveys and online follow-up interviews, this study shed light on how five other Jesuit secondary schools inducted their first-year teachers in the 2012-2013 academic year. All five schools should be commended for having some type of a formal first-year teacher induction program that sought to prepare teachers for their immediate roles as classroom teachers and their larger roles as Ignatian educators. The schools did not just give first-year teachers a set of classroom keys and textbooks. Each school had a strategy for supporting first-year teachers.

At the same time, the researcher hopes that this study yields more questions than answers for administrators at Jesuit secondary schools. While each school did have a first-year teacher induction program, this study also revealed significant differences among the five programs. This study was only designed to be an investigation into how Jesuit secondary schools induct first-year teachers. These variations raise important questions for administrators to discuss going forward.

For example, the results of this study pose questions regarding the presence and effectiveness of mentoring programs within Jesuit secondary schools. How may administrators develop and assign well-trained mentor teachers? How may they create

conditions for successful relationships between mentor teachers and first-year teachers? How may they ensure that mentor teachers provide ongoing formative feedback to first-year teachers about instructional practice? How may they effectively assess their mentoring programs?

In addition to questions about formal mentor teachers, this study indicates that administrators at Jesuit secondary schools might consider questions about the overall design of their first-year teacher induction programs. How may such administrators work effectively with department chairs to provide ongoing feedback to first-year teachers? How may they ensure that first-year teachers belong to learning communities? How may they offer professional development to first-year teachers in areas, such as equity and inclusion, curriculum design, and Jesuit education? How may they establish multi-year induction programs?

These are likely not new questions for administrators at Jesuit secondary schools. Yet, such programmatic questions may get overshadowed by the day-to-day questions involved in operating a school. The researcher hopes that the results of this study will invite administrators at Jesuit secondary schools to carve out time to discuss these questions with their administrative teams, department chairs, and, most importantly, recent first-year teachers.

It is the researcher's prayer that this study can further promote dialogue between Jesuit schools and their recent first-year teachers. At their core, relationships within Jesuit schools must be grounded in the virtue of companionship (Jesuit Conference, 2007). When St. Ignatius founded the Society of Jesus, the first Jesuits were "companions of Jesus" (Xavier University Center for Mission and Identity, 2010).

Together, they laid the groundwork for an educational system that continues to evolve to serve God's people. Today, administrators in Jesuit secondary schools are called to ensure that every first-year teacher personally experiences companionship as s/he engages in the work of Jesuit education.

As the researcher neared the end of his dissertation journey, Pope Francis gave his first extended interview in which he laid out his vision for the Catholic Church. As the first pope to be formed by the Society of Jesus, Pope Francis has quickly become beloved by those who work in Jesuit education. In the landmark interview, he gave a vision for the church.

I dream of a church that is a mother and shepherdess. The church's ministers must be merciful, take responsibility for the people and accompany them like the good Samaritan, who washes, cleans and raises up his neighbor. This is pure Gospel. God is greater than sin. The structural and organizational reforms are secondary—that is, they come afterward. The first reform must be the attitude. The ministers of the Gospel must be people who can warm the hearts of the people, who walk through the dark night with them, who know how to dialogue and to descend themselves into their people's night, into the darkness, but without getting lost... But they must also be able to accompany the flock that has a flair for finding new paths. (Spadaro, 2013, n.p.)

While his words were originally meant for the clergy, the researcher believes his message applies to principals, assistant principals, department chairs, mentor teachers, and faculty. They, too, are the church's ministers. They must serve as shepherds to the first-year teachers who have joined the flock of Catholic education. At the same time, they must be able to learn from the new paths carved out by first-year teachers. Pope Francis' words are an invitation to everyone who works within a Jesuit school: to walk as companions with their first-year teachers.

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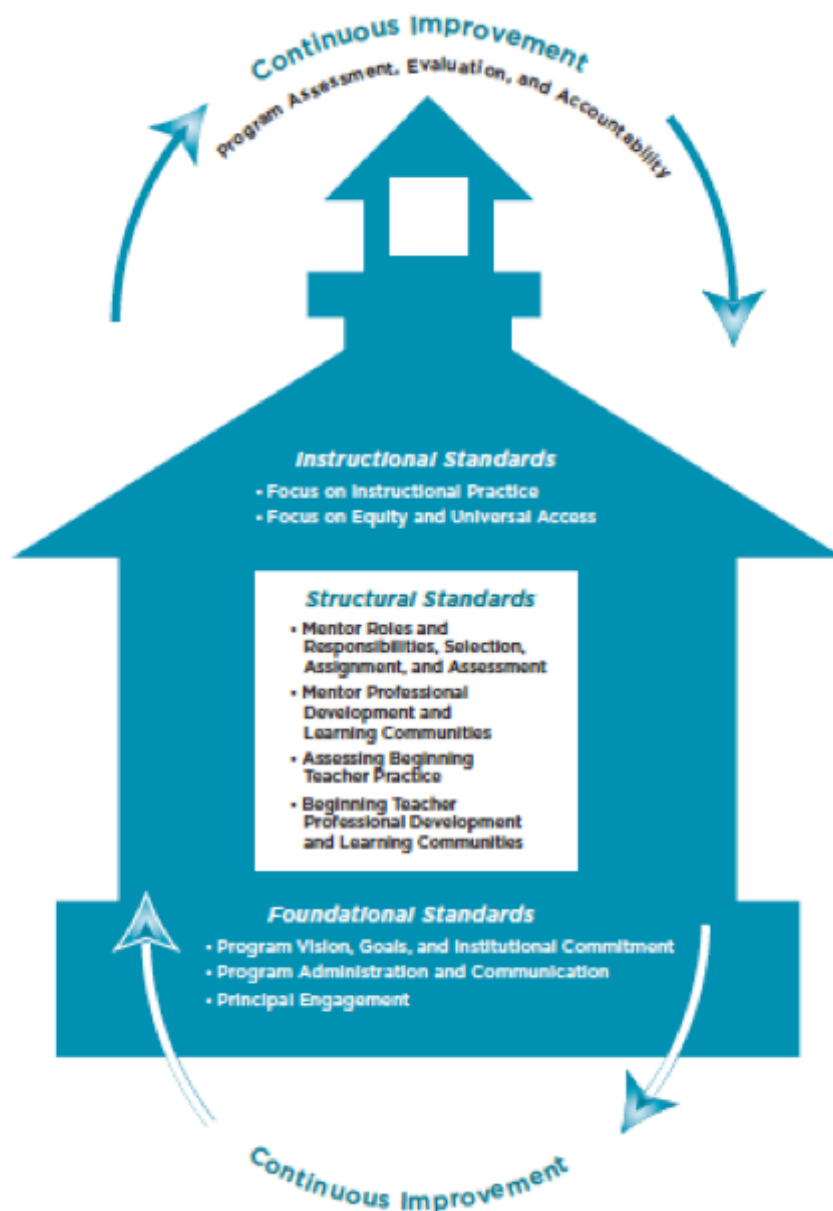
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APPENDICES

APPENDIX A

Induction Program Standards by the New Teacher Center



The Induction Program Standards document is shared with the express permission of NTC, and is subject to NTC's copyright regulations. The work may not be duplicated or revised, in any media, without prior approval.

The New Teacher Center (NTC) is a national non-profit, dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. Find out more about NTC at www.newteachercenter.org.

APPENDIX B

Permission Letter from the New Teacher Center



Justin James Christensen, a graduate student at USFCA, wishes to license the NTC Induction Program standards for use in his dissertation. He plans to publish the figure on Page 4 of the Induction Program Standards guide, in the Appendix section of this dissertation publication. Further, Mr. Christensen would like to include an additional standard involving Jesuit education. This additional standard was reviewed by Wendy Baron and approved by her for use in Mr. Christensen's graduate work.

The university will store one hard copy of the dissertation in the USF library and will be electronically archived in University Microfilms International. It will also be available to anyone with access to the ProQuest Microfilm vault.

NTC agrees to the following:

- NTC will provide Mr. Christensen with the right to use the Induction Program standards
- NTC will allow Mr. Christensen to alter the standards to add the additional program standard, which has previously been vetted and approved by NTC.
- Mr. Christensen can use this material, free of charge, in perpetuity.
- NTC continues to own the copyright to these materials. Mr. Christensen cannot use the standards in any other publication or for any purpose outside of the publication of his dissertation.
- Mr. Christensen agrees to share his research with NTC.
- Mr. Christensen will provide a citation for NTC in his work.

This language of this citation can be modified but should retain the spirit of the paragraph, as well as retain the NTC url, or a link to the NTC web site if the dissertation is published on the Internet.

The New Teacher Center (NTC) is a national non-profit, dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. Find out more about NTC at www.newteachercenter.org.

The Induction Program Standards document is shared with the express permission of NTC, and is subject to NTC's copyright regulations. The work may not be duplicated or revised, in any media, without prior approval.

This document will constitute the entirety of this agreement.

www.newteachercenter.org

If you have any questions, please contact Anne Schreiber, Senior Vice President of Product at New Teacher Center by email at aschreiber@newteachercenter.org or by phone at 917-488-7331.

Thank you for your interest in New Teacher Center.

APPENDIX C

Profile of an Ignatian Educator by the Jesuit Secondary Education Association



JSEA Profile of an Ignatian Educator

An Ignatian Educator serves as a guide with and for students on their formational journeys in a Jesuit school. In collaboration with colleagues, the Ignatian Educator engages in ongoing personal, professional and religious development in order to sustain a vibrant community committed to the mission of Jesuit education.

Caring for the Individual, an Ignatian Educator:

- Helps students to be conscious of their well-rounded growth as men and women for others.
- Values students as individuals and treats them with empathy.
- Demonstrates the willingness and ability to listen, developing mutual trust with students and colleagues.
- Seeks to understand adolescent psychology/behavior and the world of the adolescent.
- Holds students, others and oneself accountable to reasonable academic and behavioral expectations.

Discerning Ways of Teaching and Learning, an Ignatian Educator:

- Collaborates with educators in and beyond the school community to enrich teaching and learning.
- Engages in ongoing development as an educator in light of new research, best practices, and social and cultural changes.
- Solicits feedback from student and colleagues on the teaching-learning process.
- Strives to be a critically reflective teacher.
- Evaluates curricular and instructional programs in light of department goals and the overall mission of the school.

Modeling Ignatian Pedagogy, an Ignatian Educator:

- Creates conditions and provides the opportunities for the continual interplay of experience, reflection and action.
- Helps students gain the skills to become life-long learners, including fostering creative and imaginative thinking.
- Uses a variety of assessments to evaluate a student's holistic growth.
- Guides inquiry into subject matter for an awareness and a deeper understanding of significant issues and complex values that impels to action.
- Incorporates into the teaching-learning process the advances in technology, the expanding knowledge of how the brain works and the increasing awareness of students' health/physical well-being.

Building Community and Fostering Collaboration, an Ignatian Educator:

- Works in partnership with Jesuit and lay colleagues in planning the educational and formational program to ensure the future of Jesuit education.
- Engages in honest and respectful dialogue with colleagues on important issues of Jesuit education and professional development.
- Earns the trust of others and draws upon the work and wisdom of others in decision-making.
- Partners with parents/guardians in achieving the school's educational mission (as a Jesuit work and ministry).
- Recognizes and works to overcome prejudices that impede the building of an Ignatian learning community.
- Inspires students and colleagues to collaborate with others in seeking the greater good for all.

Animating the Ignatian Vision, an Ignatian Educator:

- Shares and helps to shape the school's vision and mission.
- Ensures the continual renewal of the institution.
- Responds to Christ's call to be a woman or man with and for others.
- Is knowledgeable of the foundational documents of Jesuit education.
- Values his/her work as a vocation to the ministry of teaching and works to promote a faith that does justice
- Is open to the experience of the Spiritual Exercises and engages in ongoing learning and development in the principles of Ignatian spirituality and pedagogy.

APPENDIX D

Formal Letter to Principal to Request School Participation

AMDG

Justin Christensen
 [Mailing Address]
 [E-mail Address]
 [Phone Number]

03/05/2013

[Principal]
 [High School]
 [Address]

Dear [Principal],

I am a doctoral student in the School of Education at the University of San Francisco, as well as a teacher at St. Ignatius College Preparatory in San Francisco, CA. After completing three years of doctoral coursework in the Catholic Educational Leadership Program at USF, I have spent the past year developing my research proposal. In December 2012, my dissertation committee approved the proposal and authorized me to conduct original research on how Jesuit secondary schools in the California Province induct first-year teachers.

In March 2013, I hope to administer two online survey instruments – a Principal Survey and a First-Year Teacher Survey – at the following schools: [Nicolas High School], [Loyola High School], [Kolvenbach High School], [Magis High School], and [Francis High School].

I am mailing this letter to formally invite your school's participation in the study. This would entail a 15-minute online survey to be completed by you. In addition, I would invite all of your first-year teachers to complete a similar 15-minute online survey as well. (Note: A first-year teacher is a teacher in his/her first year at the school, not necessarily in the profession.)

Your responses as well as those of your first-year teachers will be kept confidential. The results will be reported in the aggregate so that no individual participant or school data will be disclosed to anyone. Schools will be assigned a pseudonym and no descriptive information will be included that could reveal their identities.

If you have questions about the study, you may contact me at jjchristensen@usfca.edu. Please know that the Institutional Review Board for the Protection of Human Subjects, which is concerned with protection of volunteers in research projects, has formally approved my research design.

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of how Jesuit secondary schools support teachers in their first year. The quality of my research would be significantly enhanced with your school's participation.

If you would be willing to support my research, please contact me by email at jjchristensen@usfca.edu. With your permission, I would then begin disseminating the Principal Survey and the First-Year Teacher Survey.

This study marks the culmination of my studies at USF. Thank you for your consideration. I would be deeply grateful for your support. I hope to hear from you soon.

With gratitude,

Justin Christensen

APPENDIX E

Follow-up E-mail to Principal to Request School Participation

SUBJECT: Invitation to participate in my study

Dear [Principal],

I recently sent you a letter in the US Postal Service regarding my research study at the University of San Francisco. I have attached a .pdf of it to this e-mail in case it did not reach you.

I would like to follow up with you regarding your school's participation in my research. Would it be possible for us to correspond over e-mail or talk over the phone at your convenience? I would appreciate the opportunity to explain the purpose of my study and answer any questions you may have.

With gratitude,

Justin Christensen

APPENDIX F

Formal Letter to First-Year Teacher to Introduce the Study

AMDG

Justin Christensen
[Mailing Address]
[E-mail Address]
[Phone Number]

04/08/2013

[First-Year Teacher]
[High School]
[Address]

Dear [First-Year Teacher],

I am a doctoral student in the School of Education at the University of San Francisco, as well as a teacher at St. Ignatius College Preparatory in San Francisco, CA. After completing three years of doctoral coursework in the Catholic Educational Leadership Program at USF, I have spent the past year developing my research proposal. In December 2012, my dissertation committee approved the proposal and authorized me to conduct original research on how Jesuit secondary schools in the California Province induct first-year teachers.

In April 2013, I hope to administer two online survey instruments – a Principal Survey and a First-Year Teacher Survey – at the following schools: [Nicolas High School], [Loyola High School], [Kolvenbach High School], [Magis High School], and [Francis High School].

Your principal, [Principal], has authorized me to invite all first-year teachers at your school to participate in my study. This would entail a 15-minute online survey to be completed by you. (Note: A first-year teacher is a teacher in his/her first year at the school, not necessarily in the profession.)

Your responses will be kept as confidential. The results will be reported in the aggregate so that no individual participant or school data will be disclosed to anyone. Schools will be assigned a pseudonym and no descriptive information will be included that could reveal their identities.

If you have questions about the study, you may contact me at jjchristensen@usfca.edu. Please know that the Institutional Review Board for the Protection of Human Subjects, which is concerned with protection of volunteers in research projects, has formally approved my research design.

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of how Jesuit secondary schools support teachers in their first year. The quality of my research would be significantly enhanced with your participation.

Within the next week, you will receive an e-mail from me with the link to First-Year Teacher Survey.

If you have any questions, please contact me by email at jjchristensen@usfca.edu.

This study marks the culmination of my studies at USF. Thank you for your consideration. I would be deeply grateful for your support. I hope to hear from you soon.

With gratitude,

Justin Christensen

APPENDIX G
Principal Survey

Principal Survey

Welcome (Page 1)

Introduction

Hello, my name is Justin Christensen. I am a doctoral student in the School of Education at the University of San Francisco, as well as a teacher at St. Ignatius College Preparatory in San Francisco, CA. After completing three-and-a-half years of doctoral coursework at USF, I have spent the past year designing this survey instrument. In December 2012, my dissertation committee approved my research proposal and the use of this survey. I would be deeply grateful for your participation.

Purpose of the Study

I am conducting original research on how Jesuit secondary schools in the California Province induct teachers in their first year at the school.

You are being asked to participate in this research study because you are the principal of your Jesuit secondary school.

Expected Time Length

This survey should take approximately 15-20 minutes. If you are unable to finish in one sitting, your responses will be saved for when you return.

Survey Design

If you agree to be in this study, you will complete the following online survey that investigates your perceptions of how your Jesuit secondary school inducts teachers in their first year at the school. This survey is adapted from two documents:

1. The New Teacher Center's (NTC) *Induction Program Standards*: "Over more than a dozen years, the New Teacher Center (NTC) has worked with state agencies, school districts, policy-making organizations, and a range of educational institutions to define the characteristics and fundamental elements of high quality induction programs that accelerate the development of teacher effectiveness, improve teacher retention, strengthen teacher leadership, and increase student learning. NTC's Induction Program Standards (IPS) build upon and are informed by those many years of study, consultation, collaboration, and program implementation across many contexts throughout the United States and abroad."
2. The Jesuit Secondary Education Association's (JSEA) *Profile of an Ignatian Educator*: "An Ignatian Educator serves as a guide with and for students on their formational journeys in a Jesuit school. In collaboration with colleagues, the Ignatian Educator engages in ongoing personal, professional and religious

development in order to sustain a vibrant community committed to the mission of Jesuit education."

Confidentiality

Your response records will be kept as confidential. No school identities or individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in a locked computer at all times. Only the researcher will have access to the files. The results will be reported in the aggregate so that no individual participant or school data will be disclosed to anyone, including your school, the Jesuit Secondary Education Association (JSEA), the New Teacher Center (NTC), or any other organization. Schools will be assigned a pseudonym and no descriptive information will be included that could reveal their identities.

Anticipated Benefits

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of how Jesuit secondary schools support teachers in their first year.

Voluntary Nature of the Study

The quality of this research is dependent on a high response rate from its participants. There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study. You are free to decline to answer any questions as well as stop participation at any time.

If you have questions about the research, you may contact me at jjchristensen@usfca.edu. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Counseling Psychology Department, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1071.

Desired Date of Completion

Please complete the survey by (insert date).

Thank You

This study marks the culmination of my studies at USF. Thank you for your consideration. I would be deeply grateful for your support.

With gratitude,
Justin Christensen

Demographics of First-Year Teachers (Page 2)

Please provide demographic information about first-year teachers at your school.

A "first-year teacher" is a classroom teacher who is in his/her first year at a school, not necessarily his/her first year in the profession.

Please remember that your responses for the entire survey will be kept confidential.

1) At what school do you work? (This will be kept confidential. Your school will be given a pseudonym. No school characteristics will be mentioned that could reveal the identity of your school.)

(Drop-down menu)

- [Nicolás High School]
- [Manresa High School]
- [Kolvenbach High School]
- [Magis High School]
- [Francis High School]

2) How many classroom teachers (both full-time and part-time) are in their first year at your Jesuit secondary school?

(Drop-down menu) 1-100

Please provide additional demographic information about the group of teachers in their first year at your Jesuit secondary school. If you are unsure, please make an estimate.

3) Years of Prior High School Teaching Experience of First-Year Teachers

have zero years of experience teaching in any high school setting.

(Drop-down menu) 1-100

have 1-3 years of experience teaching in any high school setting.

(Drop-down menu) 1-100

have 4-10 years of experience teaching in any high school setting.

(Drop-down menu) 1-100

have 11+ years of experience teaching in any high school setting.

(Drop-down menu) 1-100

4) Prior Jesuit High School Teaching Experience of First-Year Teachers

previously taught in another Jesuit high school.

(Drop-down menu) 1-100

have not previously taught in another Jesuit high school.
(Drop-down menu) 1-100

5) High School Attended by First-Year Teachers

graduated from the Jesuit high school of which you are the principal.
(Drop-down menu) 1-100

graduated from another Jesuit high school.
(Drop-down menu) 1-100

graduated from a non-Jesuit high school.
(Drop-down menu) 1-100

6) Jesuit-Lay Breakdown of First-Year Teachers

are Jesuits.
(Drop-down menu) 1-100

are lay teachers.
(Drop-down menu) 1-100

7) Religious Identification of First-Year Teachers

self-identify as Catholic.
(Drop-down menu) 1-100

self-identify as non-Catholic Christian.
(Drop-down menu) 1-100

self-identify as not Christian.
(Drop-down menu) 1-100

8) Future Plans of First-Year Teachers

are expected to return for a second year.
(Drop-down menu) 1-100

are expected to voluntarily leave because of a personal decision or retirement.
(Drop-down menu) 1-100

are expected to involuntarily leave because the school declined to renew their contract.
(Drop-down menu) 1-100

Survey Layout (Page 3)

You will be asked the extent to which you currently agree or disagree with statements about how your school inducts first-year teachers. At the end, you will be asked a few additional questions about the topic as well.

For the purposes of this study, please use the following definitions:

- A "**first-year teacher**" is a classroom teacher who is in his/her first year at a school, not necessarily his/her first year in the profession.
- "**School leaders**" are any individuals charged with supporting a first-year teacher including (but not limited to) a principal, an administrator, a department chair, an instructional coach, and/or a mentor teacher.
- A "**mentor teacher**" is an in-house teacher who is formally assigned by school leaders to mentor a first-year teacher.

Please click "Next" to begin.

Part I: Foundational Standards for First-Year Teacher Induction (Page 4)

Program Vision, Goals, and Institutional Commitment

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

9) School leaders manage a formal induction program for first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

10) School leaders have a vision for how to induct first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

11) School leaders are focused on teacher retention with its first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

12) School leaders give appropriate teaching assignments (subject and grade level) to first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

13) School leaders give appropriate teaching loads (number of sections) to first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

14) School leaders provide an orientation that effectively prepares first-year teachers for the first week of school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

15) School leaders allocate collaboration time for first-year teachers to work with other teachers throughout the year.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

16) School leaders provide resources and support for first-year teachers in challenging situations throughout the year.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Formation of the Ignatian Educator

Based on the *Profile of the Ignatian Educator* by the Jesuit Secondary Education Association.

17) School leaders encourage first-year teachers to care for the individual student.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

18) School leaders encourage first-year teachers to be critically reflective teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

19) School leaders encourage first-year teachers to help students reflect on their growth as men and women for others.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

20) School leaders encourage first-year teachers to evaluate curricular and instructional programs in light of department goals and the overall mission of the school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

21) School leaders encourage first-year teachers to provide students with opportunities for the continual interplay of experience, reflection, and action.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

22) School leaders encourage first-year teachers to help students gain the skills to become life-long learners, including fostering creative and imaginative thinking.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

23) School leaders encourage first-year teachers to work in partnership with Jesuit and lay colleagues in planning the educational and formational program.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

24) School leaders encourage first-year teachers to partner with parents/guardians in achieving the school's educational mission as Jesuit ministry.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

25) School leaders encourage first-year teachers to respond to Christ's call to be a woman or man with and for others.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

26) School leaders encourage first-year teachers to be knowledgeable about the Profile of the Graduate at Graduation ("The Grad at Grad").

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

27) School leaders encourage first-year teachers to be knowledgeable of the school's mission statement.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

28) School leaders encourage first-year teachers to be knowledgeable about the history and teachings of St. Ignatius of Loyola.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

29) School leaders encourage first-year teachers to promote a faith that does justice.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

30) School leaders encourage first-year teachers to be open to the experience of the Spiritual Exercises.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

31) School leaders encourage first-year teachers to engage in ongoing learning and development in the principles of Ignatian spirituality and pedagogy.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Administration and Communication

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

32) School leaders have a systematic plan for communication with all stakeholders regarding the induction of first-year teachers into the Jesuit secondary school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

33) School leaders articulate clear roles with regard to supervision and evaluation of first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

34) School leaders have the knowledge and experience required to induct first-year teachers into the Jesuit secondary school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

35) School leaders have the interest required to induct first-year teachers into the Jesuit secondary school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

36) School leaders collaborate with the California Province of the Jesuits or the Jesuit Secondary Education Association (JSEA) on the induction of first-year teachers into the Jesuit secondary school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Principal Engagement

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

37) The principal implements policies that promote first-year teacher success.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Program Assessment, Evaluation, and Accountability

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

38) School leaders use a set of goals or standards to measure the effectiveness of how the school inducts first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

39) School leaders collect data from multiple sources to assess how it inducts first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

40) School leaders ask first-year teachers to assess how the school inducts first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Part II: Structural Standards for First-Year Teacher Induction (Page 5)

Assessing First-Year Teacher Practice

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

41) School leaders utilize a formative assessment system (i.e. ongoing cycles of inquiry through planning, teaching/observing, and analyzing/reflecting) with first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

42) School leaders use a set of professional teaching standards to measure first-year teacher growth.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

43) School leaders use a set of academic content standards to measure first-year teacher growth.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

44) School leaders help first-year teachers use multiple sources of evidence to assess teaching strengths and areas for growth.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

45) School leaders collaborate with first-year teachers to develop goals and plans based on each first-year teacher's context and developmental needs.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

First-Year Teacher Professional Development and Learning

Communities

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

46) School leaders provide professional development for first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

47) School leaders assist first-year teachers in applying new learning to their classroom practice.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

48) School leaders design and implement a learning community for first-year teachers to be with other first-year teachers (i.e. for professional learning, problem-solving, and collaborative inquiry).

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Please read before proceeding....

The remaining statements on this page use the term: "mentor teacher." If your school does not assign mentor teachers to first-year teachers, please select "Not applicable" for the these items and move onto the next page. (For the purposes of this study, a "mentor teacher" is an in-house teacher who is formally assigned by school leaders to mentor a first-year teacher. Your school may call this person by a different title.)

Mentor Role and Responsibilities, Selection, Assignment, and Assessment

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

49) School leaders clearly communicate the roles and responsibilities of mentor teachers in terms of their work with first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

50) School leaders expect mentor teachers to focus on instruction and student learning with first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

51) School leaders clearly define the confidential and non-evaluative nature of the relationship between mentor teachers and first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

52) School leaders recruit and/or select quality candidates to become mentor teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

53) School leaders assign mentor teachers to first-year teachers in a timely manner.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

54) School leaders use subject area or grade-level matching as a factor when assigning mentor teachers to first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

55) School leaders use geography within the building (i.e. physical proximity) as a factor when assigning mentor teachers to first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

56) School leaders expect mentor teachers to have time for weekly interactions with first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

57) School leaders expect mentor teachers to be available to meet with first-year teachers on short notice.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

58) School leaders hold mentor teachers accountable for fulfilling their responsibilities.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Mentor Professional Development and Learning Communities

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

59) Mentor teachers are offered professional development on their practice.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

60) Mentor teachers have the professional knowledge and skills required to meet the developmental needs of first-year teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

61) Mentor teachers belong to a learning community with other mentor teachers to refine their mentoring practice.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Part III: Instructional Standards for First-Year Teacher Induction (Page 6)

Focus on Instructional Practice

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

62) School leaders enhance the capacity of first-year teachers to assess and reflect upon their practice.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

63) School leaders enhance the capacity of first-year teachers to analyze student work.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

64) School leaders enhance the capacity of first-year teachers to interpret formative and summative data.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

65) School leaders enhance the capacity of first-year teachers to plan and differentiate instruction that engages all learners.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

66) School leaders support first-year teachers with ensuring their students' well-being (i.e. physical, cognitive, emotional, and social well-being).

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

67) School leaders help first-year teachers develop resiliency in their students for academic achievement.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

68) School leaders encourage first-year teachers to use technology to support student learning.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Focus on Equity and Universal Access

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

69) School leaders support first-year teachers with creating equitable and inclusive learning environments (i.e. regardless of students' ethnicity, race, socio-economic, cultural, academic, linguistic, or family background, gender, gender identity, sexual orientation, disability, or giftedness).

Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

70) School leaders support first-year teachers with gaining proficiency in teaching students with special needs.

Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Part IV: Additional Information (Page 7)

You are almost done. Please provide additional information about the following.

71) Please provide written feedback about how your school inducts first-year teachers.

A) What are the specific strategies, resources, and activities used by your school to support first-year teachers? Please list and briefly explain each.

B) What changes should your school consider for how it supports first-year teachers in the future?

C) Would you describe your school's first-year teacher induction program as being a multi-year program? Explain.

D) Do you have any other feedback you wish to provide the researcher about your school's first-year teacher induction program?

72) If your school assigns mentor teachers, please provide additional information on the nature of the relationship between mentor teachers and first-year teachers. If your school does NOT assign mentor teachers, please SKIP this and click "Next" at the bottom.

A) Approximately how many classes do your mentor teachers themselves teach in addition to being a mentor teacher?

- Zero
- One
- Two
- Three
- Four
- Five or more

B) What is the expected length of the formal relationship between the first-year teacher and the mentor teacher?

- Less than one month
- 1-3 months
- 4-6 months
- 7-9 months
- More than nine months
- None of the above; it varies by first-year teacher

C) What is the expected frequency of formal meetings (i.e. planned meetings) between the mentor teacher and the first-year teacher?

- At least once a week
- Once every other week
- Once a month or less
- Never
- None of the above; it varies by first-year teacher

D) What is the expected frequency of informal meetings (i.e. unplanned meetings) between the mentor teacher and the first-year teacher?

- At least once a week
- Once every other week
- Once a month or less
- Never
- None of the above; it varies by first-year teacher

E) What is the expected frequency of classroom observations by the mentor teacher?

- At least once a week
- Once every other week
- Once a month or less
- Never
- None of the above; it varies by first-year teacher

Permission for a Short One-Time Follow-up E-Mail Interview (Page 8)

The quantitative research that results from this survey would be greatly enhanced if the researcher had the opportunity to follow up with you via one short e-mail interview.

73) Would you be willing to answer a few follow-up questions through a one-time e-mail interview? Your identity would also be kept confidential from others at your school, the Jesuit Secondary Education Association (JSEA), the New Teacher Center (NTC), or any other organization.

Yes

No

74) If yes, please provide your e-mail address.

Thank You! (Page 9)

Thank you for taking this survey. Your response is very important to this study.

APPENDIX H

First-Year Teacher Survey

First-Year Teacher Survey

Welcome (Page 1)

Introduction

Hello, my name is Justin Christensen. I am a doctoral student in the School of Education at the University of San Francisco, as well as a teacher at St. Ignatius College Preparatory in San Francisco, CA. After completing three-and-a-half years of doctoral coursework at USF, I have spent the past year designing this survey instrument. In December 2012, my dissertation committee approved my research proposal and the use of this survey. I would be deeply grateful for your participation.

Purpose of the Study

I am conducting original research on how Jesuit secondary schools in the California Province induct teachers in their first year at the school.

You are being asked to participate in this research study because you are a teacher in your first year at your Jesuit secondary school.

Expected Time Length

This survey should take approximately 15-20 minutes. If you are unable to finish in one sitting, your responses will be saved for when you return.

Survey Design

If you agree to be in this study, you will complete the following online survey that investigates your perceptions of how your Jesuit secondary school inducts you in your first year at the school. This survey is adapted from two documents:

1. The New Teacher Center's (NTC) *Induction Program Standards* (IPS): "Over more than a dozen years, the New Teacher Center (NTC) has worked with state agencies, school districts, policy-making organizations, and a range of educational institutions to define the characteristics and fundamental elements of high quality induction programs that accelerate the development of teacher effectiveness, improve teacher retention, strengthen teacher leadership, and increase student learning. NTC's Induction Program Standards (IPS) build upon and are informed by those many years of study, consultation, collaboration, and program implementation across many contexts throughout the United States and abroad."
2. The Jesuit Secondary Education Association's (JSEA) *Profile of an Ignatian Educator*: "An Ignatian Educator serves as a guide with and for students on their formational journeys in a Jesuit school. In collaboration with colleagues, the Ignatian Educator engages in ongoing personal, professional and religious

development in order to sustain a vibrant community committed to the mission of Jesuit education."

Confidentiality

Your response records will be kept as confidential. No school identities or individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in a locked computer at all times. Only the researcher will have access to the files. The results will be reported in the aggregate so that no individual participant or school data will be disclosed to anyone, including your school, the Jesuit Secondary Education Association (JSEA), the New Teacher Center (NTC), or any other organization. Schools will be assigned a pseudonym and no descriptive information will be included that could reveal their identities.

Anticipated Benefits

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of how Jesuit secondary schools support teachers in their first year.

Voluntary Nature of the Study

The quality of this research is dependent on a high response rate from its participants. There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study. You are free to decline to answer any questions as well as stop participation at any time.

If you have questions about the research, you may contact me at jjchristensen@usfca.edu. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Counseling Psychology Department, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1071.

Desired Date of Completion

Please complete the survey by (insert date).

Thank You

This study marks the culmination of my studies at USF. Thank you for your consideration. I would be deeply grateful for your support.

With gratitude,
Justin Christensen

Demographic Page for First-Year Teacher (Page 2)

Please provide demographic information about yourself.

Please remember that your responses for the entire survey will be kept confidential.

1) What school do you work at? (This will be kept confidential. Your school will be given a pseudonym. No school characteristics will be mentioned that could reveal the identity of your school.)

- [Nicolás High School]
- [Manresa High School]
- [Kolvenbach High School]
- [Magis High School]
- [Francis High School]

2) Prior to this year, how many years of teaching experience did you have in any high school setting?

- Zero years
- 1-3 years
- 4-10 years
- 11+ years

3) I have...

- previously taught in another Jesuit secondary school.
- not previously taught in another Jesuit secondary school.

4) I am...

- a graduate of the Jesuit high school at which I work.
- a graduate of another Jesuit high school.
- not a graduate of a Jesuit high school.

5) I am...

- a Jesuit.
- a lay teacher.

6) I am...

- Catholic.
- non-Catholic Christian.
- not Christian.

7) At this time, I expect...

- to return for a second year.
- to voluntarily leave because of a personal decision or retirement.
- to involuntarily leave because the school will decline to renew my contract.

Survey Layout (Page 3)

You will be asked the extent to which you currently agree or disagree with statements about how your school inducts first-year teachers. At the end, you will be asked a few additional questions about the topic as well.

For the purposes of this study, please use the following definitions:

- A "**first-year teacher**" is a classroom teacher who is in his/her first year at a school, not necessarily his/her first year in the profession.
- "**School leaders**" are any individuals charged with supporting a first-year teacher including (but not limited to) a principal, an administrator, a department chair, an instructional coach, and/or a mentor teacher.
- A "**mentor teacher**" is an in-house teacher who is formally assigned by school leaders to mentor a first-year teacher.

Please click "Next" to begin.

Part I: Foundational Standards for First-Year Teacher Induction (Page 4)

Program Vision, Goals, and Institutional Commitment

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

8) School leaders manage a formal induction program for me as a first-year teacher at the school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

9) School leaders have a vision for how to induct me as a first-year teacher at the school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

10) School leaders are focused on teacher retention with me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

11) School leaders give appropriate teaching assignments (subject and grade level) to me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

12) School leaders give an appropriate teaching load (number of sections) to me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

13) School leaders provide an orientation that effectively prepares me for the first week of school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

14) School leaders allocate collaboration time for me to work with other teachers throughout the year.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

15) School leaders provide resources and support for me in challenging situations throughout the year.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Formation of the Ignatian Educator

Based on the *Profile of the Ignatian Educator* by the Jesuit Secondary Education Association.

16) School leaders encourage me to care for the individual student.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

17) School leaders encourage me to be a critically reflective teacher.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

18) School leaders encourage me to help students reflect on their growth as men and women for others.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

19) School leaders encourage me to evaluate curricular and instructional programs in light of department goals and the overall mission of the school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

20) School leaders encourage me to provide students with opportunities for the continual interplay of experience, reflection, and action.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

21) School leaders encourage me to help students gain the skills to become life-long learners, including fostering creative and imaginative thinking.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

22) School leaders encourage me to work in partnership with Jesuit and lay colleagues in planning the educational and formational program.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

23) School leaders encourage me to partner with parents/guardians in achieving the school's educational mission as a Jesuit ministry.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

24) School leaders encourage me to respond to Christ's call to be a woman or man with and for others.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

25) School leaders encourage me to be knowledgeable about the Profile of the Graduate at Graduation ("The Grad at Grad").

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

26) School leaders encourage me to be knowledgeable about the school's mission statement.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

27) School leaders encourage me to be knowledgeable about the history and teachings of St. Ignatius of Loyola.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

28) School leaders encourage me to promote a faith that does justice.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

29) School leaders encourage me to be open to the experience of the Spiritual Exercises.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

30) School leaders encourage me to engage in ongoing learning and development in the principles of Ignatian spirituality and pedagogy.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Administration and Communication

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

31) School leaders have a systematic plan for communication with all stakeholders regarding my induction into the Jesuit secondary school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

32) School leaders articulate clear roles with regard to the supervision and evaluation of me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

33) School leaders have the knowledge and experience required to induct me into my Jesuit secondary school.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

34) School leaders have the interest required to induct me into my Jesuit secondary school.

Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

35) School leaders collaborate with the California Province of the Jesuits or the Jesuit Secondary Education Association (JSEA) on my induction into my Jesuit secondary school.

Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Principal Engagement

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

36) The principal implements policies that promote my success as a first-year teacher at the school.

Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Program Assessment, Evaluation, and Accountability

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

37) School leaders use a set of goals or standards to measure the effectiveness of how the school inducts first-year teachers.

Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

38) School leaders ask me to assess how the school inducts first-year teachers.

Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Part II: Structural Standards for First-Year Teacher Induction (Page 5)

Assessing First-Year Teacher Practice

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

39) School leaders utilize a formative assessment system (ongoing cycles of inquiry through planning, teaching/observing, and analyzing/reflecting) with me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

40) School leaders use a set of professional teaching standards to measure my growth.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

41) School leaders use a set of academic content standards to measure my growth.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

42) School leaders help me use multiple sources of evidence to assess my teaching strengths and areas for growth.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

43) School leaders collaborate with me to develop goals and plans based on my context and developmental needs.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

First-Year Teacher Professional Development and Learning Communities

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

44) School leaders provide professional development for me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

45) School leaders assist me in applying new learning to my classroom practice.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

46) School leaders design and implement a learning community for me to be with other first-year teachers (i.e. for professional learning, problem-solving, and collaborative inquiry).

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Please read before proceeding....

The remaining statements on this page use the term: "mentor teacher." If you were not assigned a mentor teacher, please select "Not applicable" for the these items and move onto the next page. (For the purposes of this study, a "mentor teacher" is an in-house teacher who is formally assigned by school leaders to mentor a first-year teacher. Your school may call this person by a different title.)

Mentor Role and Responsibilities, Selection, Assignment, and Assessment

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

47) My mentor teacher's role and responsibilities are clear to me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

48) My mentor teacher focuses on instruction and student learning with me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

49) My mentor teacher has a confidential and non-evaluative relationship with me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

50) My mentor teacher is qualified to be a mentor.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

51) My mentor teacher is assigned to me in a timely manner.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

52) School leaders use subject area or grade-level matching as a factor when assigning my mentor teacher to me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

53) My mentor teacher is geographically close (i.e. physical proximity) within the building to me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

54) My mentor teacher has time for weekly interactions with me.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

55) My mentor teacher is available to meet with me on short notice.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

56) My mentor teacher is held accountable for fulfilling his/her responsibilities.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Mentor Professional Development and Learning Communities

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

57) My mentor teacher has the professional knowledge and skills required to meet my needs as a first-year teacher.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Part III: Instructional Standards for First-Year Teacher Induction (Page 6)

Focus on Instructional Practice

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

58) School leaders enhance my capacity to assess and reflect upon my practice.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

59) School leaders enhance my capacity to analyze student work.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

60) School leaders enhance my capacity to interpret formative and summative data.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

61) School leaders enhance my capacity to plan and differentiate instruction that engages all learners.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
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62) School leaders support me with ensuring my students' well-being (i.e. physical, cognitive, emotional, and social well-being).

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

63) School leaders help me develop resiliency in my students for academic achievement.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

64) School leaders encourage me to use technology in my instruction to support student learning.

- Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Focus on Equity and Universal Access

Based on the *Induction Program Standards* by the New Teacher Center. Adapted with permission.

65) School leaders support me with creating equitable and inclusive learning environments (i.e. ethnicity, race, socio-economic, cultural, academic, linguistic, family background, gender, gender identity, sexual orientation, disability, or giftedness).

Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

66) School leaders support me with gaining proficiency in teaching students with special needs.

Strongly agree Agree Neutral Disagree Strongly disagree Not applicable
 I don't know

Part IV: Additional Information (Page 7)

You are almost done. Please provide additional information about the following.

67) Please provide written feedback about how your school inducts first-year teachers.

A) What are the specific strategies, resources, and activities used by the school to support first-year teachers? Please list and briefly explain each.

B) What changes should the school consider for how it supports first-year teachers in the future?

C) Do you have any other feedback you wish to provide the researcher about your school's first-year teacher induction program?

68) If your school assigns mentor teachers, please provide additional information on the nature of the relationship between mentor teachers and first-year teachers. If your school does NOT assign mentor teachers, please SKIP this and click "Next" at the bottom.

A) What is/was the length of the formal relationship between your mentor teacher and you?

- Less than one month
- 1-3 months
- 4-6 months
- 7-9 months
- More than nine months

B) What is/was the frequency of formal meetings (i.e. planned meetings) between your mentor teacher and you?

- At least once a week
- Once every other week
- Once a month or less
- Never

C) What is/was the frequency of informal meetings (i.e. unplanned meetings) between your mentor teacher and you?

- At least once a week
- Once every other week
- Once a month or less
- Never

D) What is/was the frequency of classroom observations by the mentor teacher?

- At least once a week
- Once every other week
- Once a month or less
- Never

Permission for Short One-Time Follow-up E-Mail Interview (Page 8)

The quantitative research that results from this survey would be greatly enhanced if the researcher had the opportunity to follow up with you via a short e-mail interview.

69) Would you be willing to answer a few follow-up questions via e-mail? Your e-mail responses would also be kept confidential from your school (including your principal), the Jesuit Secondary Education Association (JSEA), the New Teacher Center (NTC), or any other organization.

Yes

No

70) If yes, please provide your e-mail address.

Thank You! (Page 9)

Thank you for taking this survey. Your response is very important to this study.

APPENDIX I

Principal Follow-up Interview

Principal Follow-Up Interview

Welcome (Page 1)

Introduction

Please accept my profound gratitude for completing my survey in April. My doctoral study would not be successful without your support.

This follow-up interview will help me analyze the survey data for your school.

Purpose of the Study

As stated in the April survey, I am conducting original research on how Jesuit secondary schools in the California Province induct teachers in their first year at the school.

Expected Time Length

There are only six or seven open-ended questions. It should take approximately 5-10 minutes.

Survey Design

After analyzing the survey data from the principal and first-year teachers at your school, I created a few follow-up questions to clarify the data for your particular school. Your answers would provide me with much-needed additional information and context.

Confidentiality

As with the survey, your response records will be kept as confidential. No school identities or individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in a locked computer at all times. Only the researcher will have access to the files. The results will be reported in the aggregate so that no individual participant or school data will be disclosed to anyone, including your school, the Jesuit Secondary Education Association (JSEA), the New Teacher Center (NTC), or any other organization. Schools will be assigned a pseudonym and no descriptive information will be included that could reveal their identities.

Anticipated Benefits

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of how Jesuit secondary schools support teachers in their first year.

Voluntary Nature of the Study

The quality of this research is dependent on a high response rate from its participants. There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study. You are free to decline to answer any questions as well as stop participation at any time.

If you have questions about the research, you may contact me at jjchristensen@usfca.edu. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Counseling Psychology Department, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1071.

Desired Date of Completion

Please complete this by Friday, June 14.

Thank You

This study marks the culmination of my studies at USF. Thank you for your consideration. I would be deeply grateful for your additional support.

With gratitude,
Justin Christensen

Follow-Up Interview (Page 2)

The April survey investigated the perceptions of principals and first-year teachers on how their respective Jesuit secondary school inducted teachers in their first year at the school in 2012-2013. The survey was based on ten standards that were adapted from the New Teacher Center's Induction Program Standards and the Jesuit Secondary Education Association's Profile of an Ignatian Educator.

After analyzing the survey data from April, I created a few follow-up questions to clarify the data for your particular school. Your answers would provide me with much-needed additional information and context on how your school inducted first-year teachers in 2012-2013.

To start, please indicate the school you work at.

Reminder: As stated in the cover page, your school identity will be kept confidential. Your school will be given a pseudonym. No school characteristics will be mentioned that could reveal the identity of your school. I value your honest assessment of your school's efforts in inducting first-year teachers.

- [Nicolás High School]
- [Manresa High School]
- [Kolvenbach High School]
- [Magis High School]
- [Francis High School]

[Nicolás High School] (Page 3)

Dear N.,

Thank you so much for completing my survey. I also appreciated your e-mail with additional written comments.

At the end of the survey, you agreed to be contacted with a few follow-up questions. Thank you so much for your support of my research.

With gratitude,
Justin Christensen

1) I am interested in learning more about how your school engaged in the formation of first-year teachers as Ignatian educators.

In the April survey, you wrote: *"Every September the province hosts a three day orientation for new faculty and staff. This helps educate and orientate the new staff on Jesuit and Ignatian philosophies, etc."*

In addition to sending first-year teachers to the retreat offered by the California Province, how did your school engage in the formation of your first-year teachers as Ignatian educators?

2) I am interested in learning more about the presence of formal mentor teachers at your school.

Did your school assign a formal mentor teacher to each first-year teacher in 2012-2013? If yes, what was the job description for the mentor teacher? What were the expectations for the relationship between the mentor teacher and the first-year teacher?

3) I am interested in learning more about how your school provided feedback to first-year teachers regarding their instructional practice in the classroom.

In the April survey, you wrote: "*We do not require the mentor to formally visit the class of the new teacher. The mentor does visit but we want to make a clear separation between the role of the mentor and the role of an observator-to-evaluate (like the chair or assistant principal). It is important to keep this roles defined and separate. We do require the new teacher to visit the classroom of the mentor teacher.*"

Approximately how often did the principal, assistant principal, and chair respectively observe a first-year teacher? What did that involve? Was it more summative (i.e. formal and evaluative) or formative (i.e. informal and ongoing) in nature?

4) I am interested in learning more about how first-year teacher induction may vary from year-to-year.

In the April survey, you wrote: "*Every individual (and group of new teachers) is different. Sometimes more or less support is needed. (It is my impression that) this current group is getting more feedback and mentoring from the department chairs than their assigned mentor teacher.*"

Can you elaborate on how feedback and mentoring may vary from year to year?

5) I am interested in learning more about how your school assessed its own efforts to induct first-year teachers.

How did you evaluate this year's program for inducting first-year teachers? What, if any, changes are you planning to make for next year?

6) I am interested in any other thoughts you have regarding first-year teacher induction at Jesuit secondary schools.

Are there any other observations you would like to share about how your school inducted first-year teachers?

[Manresa High School] (Page 3)

Dear N.,

As the first page indicated, [the principal] supported my doctoral research at the University of San Francisco by completing a survey about how Jesuit secondary schools induct teachers in their first year at the school.

In that survey, [the principal] wrote that you ran an "extensive induction program." When I asked [him/her] if I could contact you for more details, [s/he] provided me with your e-mail address. [S/he] said it would be up to you whether you wish to participate.

With gratitude,
Justin Christensen

1) I am interested in learning more about how your school inducted first-year teachers in 2012-2013.

What were the specific strategies, resources, and activities used by your school to support first-year teachers in 2012-2013? Please list and briefly explain each.

Note: A "first-year teacher" is a classroom teacher who is in his/her first year at a school, not necessarily his/her first year in the profession.

2) I am interested in learning more about the formation of your first-year teachers as Ignatian educators.

Did your school send first-year teachers to the retreat offered by the California Province? What were other ways that your school engaged in the formation of your first-year teachers as Ignatian educators?

3) I am interested in learning more about the presence of formal mentor teachers at your school.

Did your school assign a formal mentor teacher to each first-year teacher in 2012-2013? If yes, what was the job description for the mentor teacher? What were the expectations for the relationship between the mentor teacher and the first-year teacher?

4) I am interested in learning more about how your school provided feedback to first-year teachers regarding their instructional practice in the classroom.

Approximately how often did the principal, assistant principal, and chair respectively observe a first-year teacher? What did that involve? Was it more summative (i.e. formal and evaluative) or formative (i.e. informal and ongoing) in nature?

5) I am interested in learning more about how your school assessed its own efforts to induct first-year teachers.

How did you evaluate this year's program for inducting first-year teachers? What, if any, changes are you planning to make for next year?

6) I am interested in any other thoughts you have regarding first-year teacher induction at Jesuit secondary schools.

Are there any other observations you would like to share about how your school inducted first-year teachers?

[Kolvenbach High School] (Page 3)

Dear N.,

Thank you so much for completing my survey in April.

Furthermore, I am grateful for your willingness to answer a few follow-up questions. I deeply appreciate your support of my research.

**With gratitude,
Justin Christensen**

1) I am interested in learning more about the formation of your first-year teachers as Ignatian educators.

Did your school send first-year teachers to the retreat offered by the California Province? What were other ways that your school engaged in the formation of your first-year teachers as Ignatian educators?

2) I am interested in learning more about the presence of formal mentor teachers at your school.

Did your school assign a formal mentor teacher to each first-year teacher in 2012-2013? If yes, what was the job description for the mentor teacher? What were the expectations for the relationship between the mentor teacher and the first-year teacher?

3) I am interested in learning more about how your school provided feedback to first-year teachers regarding their instructional practice in the classroom.

In the April survey, you wrote that there is an "*Observation program which provides feedback and opportunity to observe master teachers.*"

Approximately how often did the principal, assistant principal, and chair respectively observe a first-year teacher? What did that involve? Was it more summative (i.e. formal and evaluative) or formative (i.e. informal and ongoing) in nature?

4) I am interested in learning more about the multi-year program at your school.

In the April Survey, you wrote: "*We combine first and second year teachers into a learning cohort.*"

What was the rationale for the expansion? How do the activities in the second year differ from those of the first year?

5) I am interested in learning more about how your school assessed its own efforts to induct first-year teachers.

In the April survey, you wrote that you might consider the following possible changes for how your school supports first-year teachers: "*Set goals, followup, grading and accountability. Develop a more intensive first year/mentor teacher program.*"

How did you evaluate this year's program for inducting first-year teachers? What, if any, changes are you planning to make for next year?

6) I am interested in any other thoughts you have regarding first-year teacher induction at Jesuit secondary schools.

Are there any other observations you would like to share about how your school inducted first-year teachers?

[Magis High School] (Page 3)

Dear N.,

Thank you for completing my April survey on behalf of your principal, N. She indicated that you are the point person of the program as the Assistant Principal of Student Services. Your responses were very helpful and informative.

At the end of the survey, you agreed to be contacted with a few follow-up questions. Thank you so much for your support of my research.

With gratitude,
Justin Christensen

1) I am interested in learning more about how your school engaged in the formation of first-year teachers as Ignatian educators.

In the April survey, you wrote: "First-year teachers meet monthly as a group with two Assistant Principals and the Director of Faculty Development. These meetings aim to build a supportive community among the group, to provide information that would be useful to first-years, and to introduce first-years to the basics of Ignatian spirituality and pedagogy. First-year teachers attend the Cal Prov retreat introducing them to the spirituality of St. Ignatius and connecting them to teachers in other province schools."

Can you tell me more about the monthly meetings? How did your school introduce first-year teachers to the basics of Ignatian spirituality and pedagogy?

2) I am interested in learning more about the role of the mentor.

In the April Survey, you wrote: "All first-year teachers are assigned a mentor teacher. The role of the mentor teacher is to be a supportive resource on campus--to answer questions, to check in from time to time, to be a friendly presence. The mentor teacher does not play a supervisory role in our model."

Was the mentor expected to provide formative assessments of the first-year teacher's classroom instruction (that are not shared with the administration)?

3) I am interested in learning more about how your school provided feedback to first-year teachers regarding their instructional practice in the classroom.

In the April survey, you wrote: "The Director of Faculty Development, in collaboration with the Department Chairs, collects weekly lesson plans from the first-years and assists them in their planning through the lens of the IPP. First-year teachers are formally observed in their classrooms by the Director of Faculty Development (once per year) and by the Department Chair (once per semester). These observations are preceded by a conference and are followed by a conference and a report. In addition, all first-year teachers have a year end summative evaluation with the Principal. The Principal, Assistant Principals, and Department Chairs also do informal drop-in visits. All teachers, including first-years, have their students complete Student Perception Surveys at the end of the first semester. The Admin Team and the Department Chairs also receive the results of these surveys and discuss those results with the teacher as needed."

Did you find this to be an effective model? Did first-year teachers receive enough formative feedback throughout the year? Enough summative feedback?

4) I am interested in learning more about the expansion into a multi-year program at your school.

In the April Survey, you wrote: "We have recently moved from a one-year program to a three-year program. The first year of the program focuses on "Jesuit High 101"-- surviving the first year, building a supportive community among the first-years, learning the basics of Ignatian spirituality and pedagogy. The second and third years involve a more detailed exploration of Ignatian spirituality and pedagogy."

What was the rationale for the expansion? How do the activities in the second and third years differ from those of the first year?

5) In the April Survey, you wrote: "[Magis High School] runs a day-long retreat for all first-year teachers in February."

I am interested in learning more about this retreat. Could you elaborate on this? What specific activities occurred during this day?

6) I am interested in learning more about how your school assessed its own efforts to induct first-year teachers.

How did you evaluate this year's program for inducting first-year teachers? What, if any, changes are you planning to make for next year?

7) I am interested in any other thoughts you have regarding first-year teacher induction at Jesuit secondary schools.

Are there any other observations you would like to share about how your school inducted first-year teachers?

[Francis High School] (Page 3)

Dear N.,

At the end of the survey, you agreed to be contacted with a few follow-up questions. Thank you so much for your support of my research.

With gratitude,
Justin Christensen

1) I am interested in learning more about the formation of your first-year teachers as Ignatian educators.

In addition to sending first-year teachers to the retreat offered by the California Province, what were other ways that your school engaged in the formation of your first-year teachers as Ignatian educators?

2) I am interested in learning more about the presence of formal mentor teachers at your school.

Did your school assign a formal mentor teacher to each first-year teacher in 2012-2013? If yes, what was the job description for the mentor teacher? What were the expectations for the relationship between the mentor teacher and the first-year teacher?

3) I am interested in learning more about the evolution of mentoring at your school.

In the April survey, you wrote: "*Over the years, we have tried a variety of approaches to new teachers and to be honest, we didn't notice a correlation between the very structured/intensive programs and teacher success. We tried a formal teacher mentor program but found those relationships to often be contrived and inauthentic.*"

Could you elaborate on this? How has first-year teacher induction evolved at your school?

4) I am interested in learning more about how your school provided feedback to first-year teachers regarding their instructional practice in the classroom.

Approximately how often did the principal, assistant principal, and chair respectively observe a first-year teacher? What did that involve? Was it more summative (i.e. formal and evaluative) or formative (i.e. informal and ongoing) in nature?

5) I am interested in learning more about how your school assessed its own efforts to induct first-year teachers.

How did you evaluate this year's program for inducting first-year teachers? What, if any, changes are you planning to make for next year?

6) I am interested in any other thoughts you have regarding first-year teacher induction at Jesuit secondary schools.

Are there any other observations you would like to share about how your school inducted first-year teachers?

Thank You! (Page 4)

Thank you for completing this follow-up interview. Your response is very important to this study.

APPENDIX J

First-Year Teacher Follow-up Interview

First-Year Teacher Follow-up Interview

Welcome (Page 1)

Introduction

Please accept my profound gratitude for completing my survey in April. At the end of that survey, you indicated a willingness to answer a few follow-up questions.

Purpose of the Study

I am conducting original research on how Jesuit secondary schools in the California Province induct teachers in their first year at the school.

Expected Time Length

There are only four open-ended questions. It should take approximately FIVE MINUTES.

Survey Design

After analyzing the survey data from April, I created a few follow-up questions to clarify the data. Your answers would provide me with much-needed additional information and context.

Confidentiality

As with the survey, your response records will be kept as confidential. No school identities or individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in a locked computer at all times. Only the researcher will have access to the files. The results will be reported in the aggregate so that no individual participant or school data will be disclosed to anyone, including your school, the Jesuit Secondary Education Association (JSEA), the New Teacher Center (NTC), or any other organization. Schools will be assigned a pseudonym and no descriptive information will be included that could reveal their identities.

Anticipated Benefits

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of how Jesuit secondary schools support teachers in their first year.

Voluntary Nature of the Study

The quality of this research is dependent on a high response rate from its participants. There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study. You are free to decline to answer any questions as well as stop participation at any time.

If you have questions about the research, you may contact me at jjchristensen@usfca.edu. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Counseling Psychology Department, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1071.

Desired Date of Completion

Please complete this by Friday, June 14.

Thank You

This study marks the culmination of my studies at USF. Thank you for your consideration. I would be deeply grateful for your additional support.

With gratitude,
Justin Christensen

Follow-Up Interview (Page 2)

You may recall that the April survey investigated your perceptions of how your Jesuit secondary school inducted you in your first year at the school. The survey was based on ten standards that were adapted from the New Teacher Center's Induction Program Standards and the Jesuit Secondary Education Association's Profile of an Ignatian Educator.

I would like more information about how your school may meet three standards in particular:

- **B. Formation of the Ignatian Educator**
- **H. Mentor Role and Responsibilities, Selection, Assignment, and Assessment**
- **J. Focus on Instructional Practice**

What school do you work at?

As stated in the cover page, this will be kept confidential. Your school will be given a pseudonym. No school characteristics will be mentioned that could reveal the identity of your school. I value your assessment of your school's efforts in inducting first-year teachers.

- [Nicolás High School]
- [Manresa High School]
- [Kolvenbach High School]
- [Magis High School]
- [Francis High School]

1) I would like to know more about how your school may meet STANDARD B: FORMATION OF THE IGNATIAN EDUCATOR.

Here are some questions to consider:

- **Would you say you understand what it means to be an Ignatian educator?**
- **How did the school introduce you to its Jesuit identity and mission?**
- **How effective was the New Teacher Retreat sponsored by the California Province? What did you learn?**

2) I would like to know more about how your school may meet STANDARD H: MENTOR ROLE AND RESPONSIBILITIES, SELECTION, ASSIGNMENT, AND ASSESSMENT.

Here are some questions to consider:

- Did the school assign a formal mentor teacher to work with you? If not, do you wish that it did? Why or why not?
- If you had a mentor teacher, what were his/her responsibilities? What was your relationship like with him/her?
- Did you find other informal mentors in the school? How did those relationships develop?

3) I would like to know more about how your school may meet STANDARD J: FOCUS ON INSTRUCTIONAL PRACTICE.

Here are some questions to consider:

- What type of feedback did you receive about your instructional practice in the classroom?
- How often did you receive feedback? Who gave you this feedback (i.e. Principal, Assistant Principal, Dept Chair, Other)?
- Was the feedback more summative (i.e. formal and evaluative) or formative (i.e. informal and ongoing) in nature?

4) Are there any other observations you would like to share about how your school inducted first-year teachers? What did it do well? What could it do better?

Thank You! (Page 3)

Thank you for completing this follow-up interview. Your response is very important to this study.

APPENDIX K

Formal Letter to Validity Panel Requesting Participation

Justin Christensen
 [Mailing Address]
 [E-mail Address]
 [Phone Number]

dd/mm/yyyy

[Panel Member]
 [Mailing Address]

Dear [Panel Member],

I am a doctoral student in the Catholic Educational Leadership program at the University of San Francisco. For my dissertation, my study will be an investigation of how Jesuit secondary schools in the California Province induct first-year teachers. (St. Ignatius College Preparatory will be excluded since I am an employee there.)

I have created a survey instrument entitled *First-Year Teacher Induction in Jesuit Secondary Schools*. The instrument will assess the extent to which principals and first-year teachers agree with statements regarding induction at their respective schools.

Would you be willing to serve on a validation panel for this survey? Given your background as [Depending on the panel member's background, the researcher inserted one of the following: an expert on the *Induction Program Standards* at the New Teacher Center, an expert on survey research at the New Teacher Center or the University of San Francisco, a current or former administrator at a Jesuit secondary school, or a recent first-year teacher at a Jesuit secondary school], I believe you would be an outstanding addition to my validity panel.

Serving on the validity panel involves two steps. First, you would complete the survey online. Second, you would offer your feedback in an online form. This should not take more than an hour.

If you would be willing to do this, please contact me by email at jjchristensen@usfca.edu. I would then provide you with the online survey and the online validity panel form.

The quality of my instrument would be significantly enhanced with your feedback. Thank you for considering my request. I hope to hear from you soon.

With gratitude,

Justin Christensen

APPENDIX L

Validity Panel Members and Qualifications

Validity Panel Members and Qualifications

Participants	1	2	3	4	5	6	7	8	9	10	11	12
Gender	F	F	F	M	M	M	M	F	M	M	F	F
Highest Degree Earned	M	M	D	D	M	B	M	M	D	D	M	M
Expert on <i>Induction Program Standards</i> at the New Teacher Center	X	X										
Expert on Survey Research			X	X								
Current/Former Administrator at a Jesuit Secondary School who understands the JSEA's <i>Profile of an Ignatian Educator</i>					X	X	X	X	X	X		
Recent First-Year Teacher at a Jesuit Secondary School											X	X

1. Ms. Wendy Baron
- Chief Academic Officer, New Teacher Center
2. Ms. Kitty Dixon
- Senior Vice President of Human Capital Development, New Teacher Center
3. Dr. Adele Hermann
- Researcher, New Teacher Center
4. Dr. Ben Baab
- Adjunct Professor, University of San Francisco
5. Mr. Michael McGonagle
- Vice-Principal for Ignatian Mission & Identity, Boston College High
6. Mr. Charlie Dullea
- Former Principal & Current Director of Supervision, St. Ignatius College Preparatory
7. Mr. Patrick Ruff
- Principal, St. Ignatius College Preparatory
8. Ms. Rita Dollard O'Malley
- Director of Adult Spirituality, St. Ignatius College Preparatory
9. Dr. Kevin Quattrin
- Educational Data Analyst, St. Ignatius College Preparatory
10. Dr. Paul Molinelli
- Director of Professional Development, St. Ignatius College Preparatory
11. Katie Peterson
- English Teacher, St. Ignatius College Preparatory
12. Kristen Moraine
- English Teacher, St. Ignatius College Preparatory

APPENDIX M

Validity Panel Materials

Validity Panel

October 24, 2012

To the members of my validity panel,

Please accept my deep gratitude for agreeing to provide feedback on the survey instruments I will use in my doctoral research at the University of San Francisco. I have devoted the past nine months to the development of these surveys, and I now look forward to reading your feedback.

As a member of the validity panel, you will complete THREE tasks. This may take a total of 30-60 minutes.

1. **Provide demographic information**
2. **Complete the survey(s) as if you were a principal/first-year teacher at a Jesuit secondary school**
3. **Evaluate the survey(s) with feedback about your experience**

Please note that I am only interested in your evaluation of the survey(s). In other words, I am not analyzing your responses to the survey(s).

The purpose of this study is to investigate how Jesuit secondary schools induct first-year teachers. There are two research questions:

Research Questions

1. According to principals at Jesuit secondary schools in the California Province, to what extent do their schools induct first-year teachers in the following standards:

Foundational Standards

- a. Program Vision, goals, and institutional commitment
- b. Formation of the Ignatian Educator
- c. Program administration and communication
- d. Principal engagement
- e. Program assessment, evaluation, and accountability

Structural Standards

- f. Mentor role and responsibilities, selection, assignment, and assessment
- g. Mentor professional development and learning communities
- h. Assessing first-year teacher practice

- i. First-year teacher professional development and learning communities

Instructional Standards

- j. Focus on instructional practice
- k. Focus on equity and universal access

- 2. According to first-year teachers at Jesuit secondary schools in the California Province, to what extent do their schools induct them in the following standards:

Foundational Standards

- a. Program Vision, goals, and institutional commitment
- b. Formation of the Ignatian Educator
- c. Program administration and communication
- d. Principal engagement
- e. Program assessment, evaluation, and accountability

Structural Standards

- f. Assessing first-year teacher practice
- g. First-year teacher professional development and learning communities
- h. Mentor role and responsibilities, selection, assignment, and assessment
- i. Mentor professional development and learning communities

Instructional Standards

- j. Focus on instructional practice
- k. Focus on equity and universal access

In the spring of 2013, the principal and all first-year teachers from the following schools will be invited to participate in the study: [Nicolás High School], [Manresa High School], [Kolvenbach High School], [Magis High School], and [Francis High School]. (St. Ignatius College Preparatory will not be included in the actual study.) Please note that a "first-year teacher" is a teacher who is in his/her first year at a school, not necessarily his/her first year in the profession.

I would be deeply appreciative if you could submit this by Friday, November 16. I am indebted to you for your participation in this process. If you have any questions, please feel free to contact me at jjchristensen@usfca.edu.

With gratitude,

Justin Christensen

Task #1: Provide Demographic Information

Please provide the following demographic information.

1) Name:

2) Current Position (Title and Institution):

3) Gender

Male

Female

4) Highest Degree Earned

Bachelor's

Master's

Doctorate

5) Please indicate which of the following best describes you?*

I am an expert on the *Induction Program Standards* at the New Teacher Center

I am an expert on survey research at the New Teacher Center or the University of San Francisco.

I am a current/former administrator at a Jesuit secondary school

I was recently a first-year teacher at a Jesuit secondary school

Task #2: Complete the Surveys (*Induction Program Standards Expert*)

You are an expert in the Induction Program Standards created by the New Teacher Center. These surveys are aligned with the Induction Program Standards. Please complete the following surveys as if you were a first-year teacher or principal at a Jesuit secondary school. (IMPORTANT: After you complete the surveys, please remember to return to this webpage and click NEXT to give me feedback on them.)

- [First-Year Teacher Survey](#)
- [Principal Survey](#)

Remember... When you are finished taking the surveys, please return to this page and click NEXT to proceed to Task #3.

Task #3: Evaluate the Surveys (*Induction Program Standards Expert*)

Please provide feedback about your experience with the surveys.

6) Length

Please provide feedback on the length.

On average, approximately how many minutes did it take you to complete each survey?
 1-100 (Dropdown menu)

What do you think of the length of the surveys?

- too short
 about the right length
 too long

Comments:

7) Content Validity

You are an expert in the New Teacher Center's *Induction Program Standards*. The surveys are largely comprised of Likert Scale responses to statements that are aligned with the *Induction Program Standards*. I welcome your feedback on this.

Are the following sections of the surveys aligned with the *Induction Program Standards*?

(Note: b. Formation of the Ignatian Educator is omitted from the list below since that is not within your field.)

a. Vision, Goals and Institutional Commitment

Yes

No

Comments:

c. Administration and Communication

Yes

No

Comments:

d. Principal Engagement

Yes

No

Comments:

e. Program Assessment, Evaluation, and Accountability

Yes

No

Comments:

f. Mentor Teacher Roles and Responsibilities, Selection, Assignment, and Assessment

Yes

No

Comments:

g. Mentor Teacher Professional Development and Learning Communities

Yes

No

Comments:

h. Assessing First-Year Teacher Practice

Yes

No

Comments:

i. First-Year Teacher Professional Development and Learning Communities

Yes

No

Comments:

j. Focus on Instructional Practice

Yes

No

Comments:

k. Focus on Equity and Universal Access

Yes

No

Comments:

Please provide feedback on the last section regarding first-year teacher induction activities. The first-year teacher and the principal must list and rank activities. This is designed to collect data on what specific activities schools use to meet the *Induction Program Standards*.

Is the following section in both surveys aligned with the *Induction Program Standards*?
First-Year Teacher Induction Activities

Yes

No

Comments:

8) Individual Items

Please provide feedback on individual items on the First-Year Teacher Survey and/or the Principal Survey.

Should any items be eliminated?

Yes

No

Comments:

Should any items be modified?

Yes

No

Comments:

9) Formatting

Please provide feedback on the formatting of the First-Year Teacher Survey and/or the Principal Survey.

Do the instructions require clarification?

Yes

No

Comments:

Do you have suggestions for layout modifications?

Yes

No

Comments:

10) Other Feedback

Do you have any other feedback on the First-Year Teacher Survey and/or the Principal Survey?

Task #2: Complete the Surveys (Survey Research Expert)

You are an expert in survey research.

Please complete the following surveys as if you were a first-year teacher or principal at a Jesuit secondary school. (IMPORTANT: After you complete the surveys, please remember to return to this webpage and click NEXT to give me feedback on them.)

- [First-Year Teacher Survey](#)
- [Principal Survey](#)

Remember... When you are finished taking the surveys, please return to this page and click NEXT to proceed to Task #3.

Task #3: Evaluate the Surveys (Survey Research Expert)

Please provide feedback about your experience with the surveys.

11) Length

Please provide feedback on the length.

On average, approximately how many minutes did it take you to complete each survey?

1-100 (Dropdown menu)

What do you think of the length of the surveys?

too short

about the right length

too long

Comments:

12) Face Validity

Please provide feedback on face validity. In other words, the survey should appear to be valid to the participant.

Do the following sections of the surveys clearly appear to measure the participant's perceptions? (i.e. Do the items make sense? Does the participant have a positive experience?)

a. Vision, Goals and Institutional Commitment

Yes

No

Comments:

b. Formation of the Ignatian Educator

Yes

No

Comments:

c. Administration and Communication

Yes

No

Comments:

d. Principal Engagement

Yes

No

Comments:

e. Program Assessment, Evaluation, and Accountability

Yes

No

Comments:

f. Mentor Teacher Roles and Responsibilities, Selection, Assignment, and Assessment

Yes

No

Comments:

g. Mentor Teacher Professional Development and Learning Communities

Yes

No

Comments:

h. Assessing First-Year Teacher Practice

Yes

No

Comments:

i. First-Year Teacher Professional Development and Learning Communities

Yes

No

Comments:

j. Focus on Instructional Practice

Yes

No

Comments:

k. Focus on Equity and Universal Access

Yes

No

Comments:

First-Year Teacher Induction Activities (List and rank)

Yes

No

Comments:

13) Individual Items

Please provide feedback on individual items on the First-Year Teacher Survey and/or the Principal Survey.

Should any items be eliminated?

Yes

No

Comments:

Should any items be modified?

Yes

No

Comments:

14) Formatting

Please provide feedback on the formatting of the First-Year Teacher Survey and/or the Principal Survey.

Do the survey's instructions require clarification?

Yes

No

Comments:

Do you have suggestions for layout modifications?

Yes

No

Comments:

15) Other Feedback

Do you have any other feedback on the First-Year Teacher Survey and/or the Principal Survey?

Task #2: Complete the Survey (Recent First-Year Teacher)

You are a recent first-year teacher at a Jesuit secondary school.

Please complete the following surveys as if you were a first-year teacher at a Jesuit secondary school. (IMPORTANT: After you complete the survey, please remember to return to this webpage and click NEXT to give me feedback on it.)

- [First-Year Teacher Survey](#)

Remember... When you are finished taking the survey, please return to this page and click NEXT to proceed to Task #3.

Task #3: Evaluate the Survey (Recent First-Year Teacher)

Please provide feedback about your experience with the survey.

16) Length of First-Year Teacher Survey

Please provide feedback on the length.

Approximately how many minutes did it take you to complete the survey?

1-100 (Dropdown menu)

What do you think of the length of the survey?

- too short
 about the right length
 too long

17) Face Validity of First-Year Teacher Survey

Please provide feedback on face validity. In other words, the survey should appear to be valid to the participant.

Do the following sections of the survey clearly appear to measure the participant's perceptions? (i.e. Do the items make sense? Does the participant have a positive experience?)

a. Vision, Goals and Institutional Commitment

- Yes
 No

Comments:

b. Formation of the Ignatian Educator

Yes

No

Comments:

c. Administration and Communication

Yes

No

Comments:

d. Principal Engagement

Yes

No

Comments:

e. Program Assessment, Evaluation, and Accountability

Yes

No

Comments:

f. Mentor Teacher Roles and Responsibilities, Selection, Assignment, and Assessment

Yes

No

Comments:

g. Mentor Teacher Professional Development and Learning Communities

Yes

No

Comments:

h. Assessing First-Year Teacher Practice

Yes

No

Comments:

i. First-Year Teacher Professional Development and Learning Communities

Yes

No

Comments:

j. Focus on Instructional Practice

Yes

No

Comments:

k. Focus on Equity and Universal Access

Yes

No

Comments:

First-Year Teacher Induction Activities (Reminder: This section has one list/rank question, not multiple likert scale questions.)

Yes

No

Comments:

18) Individual Items on First-Year Teacher Survey

Please provide feedback on individual items.

Should any items be eliminated?

Yes

No

Comments:

Should any items be modified?

Yes

No

Comments:

19) Formatting of First-Year Teacher Survey

Please provide feedback on the formatting.

Do the survey's instructions require clarification?

Yes

No

Comments:

Do you have suggestions for layout modifications?

Yes

No

Comments:

20) Other Feedback on First-Year Teacher Survey

Do you have any other feedback on the survey instrument?

Task #2: Complete the Survey (Current/Former Administrator)

You are a current/former administrator at a Jesuit secondary school.

Please complete the following surveys as if you were the principal at a Jesuit secondary school. (IMPORTANT: After you complete the survey, please remember to return to this webpage and click NEXT to give me feedback on it.)

- [Principal Survey](#)

Remember... When you are finished taking the survey, please return to this page and click NEXT to proceed to Task #3.

Task #3: Evaluate the Survey (Current/Former Administrator)

Please provide feedback about your experience with the survey.

21) Length of Principal Survey

Please provide feedback on the length.

Approximately how many minutes did it take you to complete the survey?

1-100 (Dropdown menu)

What do you think of the length of the survey?

too short

about the right length

too long

22) Content Validity of Principal Survey

You are an expert in the Jesuit secondary education. You are able to understand the language within the JSEA's *Profile of an Ignatian Educator*. If you have not seen it recently, please take a moment to look at the document.

I created Section B: "Formation of an Ignatian Educator" to be aligned with the JSEA's *Profile of an Ignatian Educator*.

Is Section B. Formation of an Ignatian Educator aligned with the *Profile of an Ignatian Educator*?

Yes

No

Comments:

23) Face Validity of First-Year Teacher Survey

Please provide feedback on face validity. In other words, the survey should appear to be valid to the participant.

Do the following sections of the survey clearly appear to measure the participant's perceptions? (i.e. Do the items make sense? Does the participant have a positive experience?)

a. Vision, Goals and Institutional Commitment

Yes

No

Comments:

b. Formation of the Ignatian Educator

Yes

No

Comments:

c. Administration and Communication

Yes

No

Comments:

d. Principal Engagement

Yes

No

Comments:

e. Program Assessment, Evaluation, and Accountability

Yes

No

Comments:

f. Mentor Teacher Roles and Responsibilities, Selection, Assignment, and Assessment

Yes

No

Comments:

g. Mentor Teacher Professional Development and Learning Communities

Yes

No

Comments:

h. Assessing First-Year Teacher Practice

Yes

No

Comments:

i. First-Year Teacher Professional Development and Learning Communities

Yes

No

Comments:

j. Focus on Instructional Practice

Yes

No

Comments:

k. Focus on Equity and Universal Access

Yes

No

Comments:

First-Year Teacher Induction Activities (Reminder: This section has one list/rank question, not multiple likert scale questions.)

Yes

No

Comments:

24) Individual Items on Principal Survey

Please provide feedback on individual items.

Should any items be eliminated?

Yes

No

Comments:

Should any items be modified?

Yes

No

Comments:

25) Formatting of Principal Survey

Please provide feedback on the formatting.

Do the survey's instructions require clarification?

Yes

No

Comments:

Do you have suggestions for layout modifications?

Yes

No

Comments:

26) Other Feedback on Principal Survey

Do you have any other feedback on the survey instrument?

Thank You!

Thank you for taking the time to serve on my validity panel. Your feedback is invaluable. I will use it to improve the quality of my survey instrument(s).

If you have any questions, please email me at jjchristensen@uscfa.edu.

With gratitude,

Justin Christensen

APPENDIX N

Letter from Institutional Review Board for the Protection of Human Subjects

From: USF IRBPHS <irbphs@usfca.edu>
Subject: IRB Application #12-153 - Exempt
Date: December 17, 2012 8:01:45 AM PST
To: jjchristensen@usfca.edu
Cc: shimabukurog@usfca.edu

December 17, 2012

Dear Justin Christensen:

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF) has reviewed your request for human subjects approval regarding your study. Your study has been deemed to be exempt from IRB review based on the following conditions:

Unless otherwise required by department or agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

1) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects, and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

This application does not require IRB review.

On behalf of the IRBPHS committee, I wish you much success in your research.

Sincerely,

Terence Patterson, EdD, ABPP
Chair, Institutional Review Board for the Protection of Human Subjects

IRBPHS – University of San Francisco
Counseling Psychology Department
Education Building – Room 017
2130 Fulton Street
San Francisco, CA 94117-1080
(415) 422-6091 (Message)
(415) 422-5528 (Fax)
irbphs@usfca.edu

<http://www.usfca.edu/soe/students/irbphs/>

APPENDIX O

E-mails with Survey Link to Principals and First-Year Teachers

E-mail to Principal

SUBJECT: Supporting My Research

Dear [Principal],

Please accept my profound gratitude for your participation in my research study. This e-mail contains the survey for principals.

To begin, please click on the link:

[Survey Link]

The survey should take approximately 15-20 minutes.

As always, please do not hesitate to contact me with any questions.

With gratitude,

Justin Christensen

E-mail to First-Year Teacher

SUBJECT: Supporting My Research

Dear [First-Year Teacher],

Last month, I sent you a letter in the mail to introduce myself and my study.

I am a doctoral student in the School of Education at the University of San Francisco. I am conducting original research on how Jesuit secondary schools in the California Province induct teachers in their first year at the school.

To find out more about the study and complete the survey, please click on the link:

[Survey Link]

If you have any questions, please do not hesitate to contact me at jjchristensen@usfca.edu.

This survey marks the culmination of four years of work at USF. I would be deeply grateful for your participation.

With deepest gratitude,

Justin Christensen

APPENDIX P

Reminder E-Mails with Survey Link to Principals and First-Year Teachers

E-mail to Principal

SUBJECT: Reminder: Supporting My Research

Dear [Principal],

Please accept my profound gratitude for your participation in my research study. This e-mail contains the survey for principals.

To begin, please click on the link. If you have already started it, you should be able to resume where you left off.

[Survey Link]

The survey should take approximately 15-20 minutes.

As always, please do not hesitate to contact me with any questions.

With gratitude,

Justin Christensen

E-mail to First-Year Teacher

SUBJECT: Reminder: Supporting My Research

Dear [First-Year Teacher],

According to my records, you have not completed my survey. I hope you will consider doing so. The quality of my research would benefit greatly from a high response rate.

To begin, please click on the link. If you have already started it, you should be able to resume where you left off.

[Survey Link]

The survey should take approximately 15-20 minutes.

As always, please do not hesitate to contact me with any questions.

With gratitude,

Justin Christensen

APPENDIX Q

Second Reminder E-Mails with Survey Link to Principals and First-Year Teachers

E-mail to Principal

SUBJECT: Reminder: Supporting My Research

Dear [Principal],

I just wanted to send one more e-mail reminder regarding my study. I hope you will consider completing the survey.

The quality of my research would benefit greatly from 100% participation from the principals. The deadline is Wednesday, May 1.

To begin, please click on the link. If you have already started it, you should be able to resume where you left off.

[Survey Link]

The survey should take approximately 15-20 minutes.

As always, please do not hesitate to e-mail me with any questions. I am more than happy to address any questions or concerns.

With deepest gratitude,

Justin Christensen

E-mail to First-Year Teacher

SUBJECT: Reminder: Supporting My Research

Dear [First-Year Teacher],

I just wanted to send one more e-mail reminder regarding my study. I hope you will consider completing the survey.

The quality of my research would benefit greatly from a higher response rate. The deadline is Wednesday, May 1.

To begin, please click on the link. If you have already started it, you should be able to resume where you left off.

[Survey Link]

The survey should take approximately 15-20 minutes.

As always, please do not hesitate to contact me with any questions.

With deepest gratitude,

Justin Christensen

APPENDIX R

E-mails with Follow-up Interview Questions to Principals and First-Year Teachers

E-mail to Principal

SUBJECT: Short Follow-Up Online Interview

Dear [Principal],

Please accept my profound gratitude for completing my survey in April. My doctoral study would not be successful without your support.

This follow-up interview will help me analyze the survey data for your specific school.

I have created six or seven questions for you at the link below. As with the survey, this is confidential.

To begin, please click on the link:

[Follow-up Interview Link]

The survey should take approximately 5-10 minutes. If possible, please complete the survey by June 14, 2013.

As always, please do not hesitate to contact me with any questions.

With gratitude,

Justin Christensen

E-mail to First-Year Teacher

SUBJECT: Quick Follow-Up Questions

Dear [First-Year Teacher],

Please accept my profound gratitude for completing my survey in April.

At the end of the survey, you indicated a willingness to answer a few follow-up questions. I have created only four open-ended questions for you at the link below.

Thank you for considering this as well. Your response would help provide much-needed context and color to the survey data. As with the April survey, this is confidential.

To begin, please click on the link:

[Follow-up Interview Link]

The survey should take approximately 5 minutes. If possible, please complete the survey by June 7. As always, please do not hesitate to contact me with any questions.

As a fellow teacher, I know that this is an extraordinarily busy time of year for you. I am so grateful for your generosity.

With gratitude,

Justin Christensen

APPENDIX S

Reminder E-mails with Follow-up Interview Questions to
Principals and First-Year Teachers

E-mail to Principal

SUBJECT: Reminder: Short Follow-Up Online Interview

Dear [Principal],

Congratulations on wrapping up the school year. I imagine that this is a busy time of year of you. I am mindful of the demands on your time, and grateful for your consideration of my survey.

On Friday, I sent you a link to an follow-up online interview for my study on how Jesuit secondary schools induct first-year teachers.

This follow-up interview would help me analyze the survey data for your specific school.

I have created six or seven questions for you at the link below. As with the survey, this is confidential.

To begin, please click on the link:

[Follow-up Interview Link]

The survey should take approximately 5-10 minutes. If possible, please complete the survey by June 14, 2013.

I recommend that you complete it in one sitting. One respondent reported being logged out when trying to submit.

As always, please do not hesitate to contact me with any questions.

With gratitude,

Justin Christensen

E-mail to First-Year Teacher

SUBJECT: Reminder: Quick Follow-Up Questions

Dear [First-Year Teacher],

As a fellow teacher, I fully appreciate how this may be a difficult time of year to answer a few questions. Please accept my profound gratitude for considering this request.

I have created only four open-ended questions for you at the link below.

[Follow-up Interview Link]

The survey should only take approximately 5 minutes. If possible, please complete the survey by Friday, June 7. As always, please do not hesitate to contact me with any questions.

Thank you for considering this as well. Your response would help provide much-needed context and color to the survey data. As with the April survey, this is confidential.

With gratitude,

Justin Christensen

APPENDIX T

Second Reminder E-mails with Follow-up Interview Questions to

Principals and First-Year Teachers

E-mail to Principal

SUBJECT: Reminder: Short Follow-Up Online Interview

Dear [Principal],

I just wanted to check in with you to see if you will be able to complete the short online follow-up interview. This would extremely helpful for when I analyze the survey data for your specific school.

I have created six or seven questions for you at the link below. As with the survey, this is confidential.

To begin, please click on the link:

[Follow-up Interview Link]

The survey should take approximately 5-10 minutes. Please note that you may ignore the published deadline. Your participation would be very valuable to my study. If you need an extension, do not hesitate to let me know.

As always, you may contact me with any questions.

With gratitude,

Justin Christensen

E-mail to First-Year Teacher

SUBJECT: Reminder: Quick Follow-Up Questions

Dear [First-Year Teacher],

Congratulations on wrapping up the school year. As a fellow teacher, I fully appreciate how this may be a difficult time of year to answer a few questions.

Please accept my profound gratitude for considering this request. Your response would help provide much-needed context and color to the survey data.

I have created only four open-ended questions for you at the link below.

[Follow-up Interview Link]

The survey should only take approximately 5 minutes. I extended the deadline to Friday, June 14. As always, please do not hesitate to contact me with any questions.

Thank you for considering this as well. As with the April survey, this is confidential.

With gratitude,

Justin Christensen