



DePaul University
Via Sapientiae

College of Education Theses and Dissertations

College of Education

Summer 2019

FLOURISHING IN THE FIRST YEARS OF TEACHING: DESIGNING A FRAMEWORK FOR NEW TEACHER INDUCTION

Sister Thomas Aquinas Betlewski

Follow this and additional works at: https://via.library.depaul.edu/soe_etd



Part of the [Education Commons](#)

Recommended Citation

Betlewski, Sister Thomas Aquinas, "FLOURISHING IN THE FIRST YEARS OF TEACHING: DESIGNING A FRAMEWORK FOR NEW TEACHER INDUCTION" (2019). *College of Education Theses and Dissertations*. 150.

https://via.library.depaul.edu/soe_etd/150

This Thesis is brought to you for free and open access by the College of Education at Via Sapientiae. It has been accepted for inclusion in College of Education Theses and Dissertations by an authorized administrator of Via Sapientiae. For more information, please contact digitalservices@depaul.edu.

Running Head: FLOURISHING IN THE FIRST YEARS

FLOURISHING IN THE FIRST YEARS OF TEACHING:
DESIGNING A FRAMEWORK FOR NEW TEACHER INDUCTION

A Thesis

Presented to

The Faculty of the Graduate Division of

Educational Leadership

College of Education

DePaul University

In Partial Fulfillment of the

Requirements for the Degree of

Master of Arts

By

Sister Thomas Aquinas Betlewski, OP

July, 2019

DePaul University

Chicago, Illinois

TABLE OF CONTENTS

| | |
|---|----|
| Dedication | 3 |
| Acknowledgements | 4 |
| Abstract | 5 |
| Chapter I. Introduction | 6 |
| Chapter II. Review of Literature | 9 |
| Chapter III. Conceptual Framework and Methodology | 21 |
| Chapter IV. Findings and Discussion | 24 |
| Chapter VI. General Conclusions | 45 |
| Appendix | 47 |
| References | 48 |

DEDICATION

To Mom, my mentor teacher

ACKNOWLEDGEMENTS

The completion of this thesis would not have been possible without the support of my committee chairperson, Dr. Barbara Rieckhoff, and committee members Sr. Mary Paul McCaughey, O.P., and Dr. Hilary Conklin. I am indebted to the generosity of Rev. Charles A. Hough IV and the staff of the Cathedral of Our Lady of Walsingham in Houston, Texas, for providing me with the time and space to dedicate myself to this process. Finally, I am grateful to Mother Assumpta Long, O.P. for giving me the opportunity to complete this program, and to Sister Maria Veritas Marks, O.P., for her editorial advice.

ABSTRACT

This study examines best practices in new teacher induction programs. The purpose of this thesis is to explore recent education research regarding new teacher induction programs in order to offer a synthesis of effective new teacher induction for school leaders. Further, this study critically examined current research on new teacher induction programs to create a framework of outstanding new teacher induction to provide a tool for induction program assessment or implementation.

CHAPTER I. INTRODUCTION

Overview

Systematic and comprehensive new teacher induction is critical to the flourishing of teachers during the initial years of service in the profession. Not only is effective new teacher induction important for the teachers themselves, but it is a vital step in the process of keeping good teachers, in a time when teacher attrition rates, which are the measurement of the number of teachers choosing to leave the teaching profession during their first years of service, continue to be problematic for the future of the profession (Darling-Hammond, 2003). While greater attention is dedicated to the preservice phase of teacher preparation (Vagi et al. 2019), the extension of rigorous and regular mentoring and training while teachers are in service, and, critically, at the beginning of service, varies from school to school with inconsistent results.

New teachers are in a crisis state for an extended period of time, often isolated and overwhelmed, without adequate support. This crisis state is “an experience likened by some to being ‘lost at sea’” (Ingersoll & Smith, 2004, p. 28). Beginning teachers are overburdened by a workload similar to their veteran counterparts, with no additional time for preparation. According to Hoover (2010), beginning teachers are often assigned difficult classes with “less-than-desirable” schedules as well as students who experience academic and behavioral challenges. It is imperative, therefore, to transform how we approach beginning teachers and the support we provide for their first years in the profession. This support is referred to as *teacher induction*, which is defined as “a systematic, organized plan for support and development of the new teacher in the initial one to three years of service” (Bartell, 2005, p. 6).

Moreover, new teacher induction is not the same as new teacher orientation, which can be limited to a tour of the physical campus or reviewing the personnel handbook. New teacher induction, rather, is part of a continuum of professional learning that extends for the teacher's entire career. Teachers, like other professionals such as doctors, lawyers, and engineers, can maintain a constant posture of learning, an openness of mind and heart, and a willingness to transform teaching pedagogy with each passing year. Unlike members of these other professions, beginning teachers are often given full responsibilities, since "there is no staging, or levels of responsibilities as there are in many other professions" (Bartell, 2005, p. 3). According to Kelley (2004), "Although other professions provide transitional assistance for new members (e.g., residents in medicine, interns in architecture, and associates in law), historically the education profession has ignored the support needs of its new recruits" (p. 438). Responding to the reality of inadequate induction for beginning teachers, it is absolutely critical for school leaders to commit time, resources, and energy toward the development of effective new teacher induction.

Piecemeal construction of unrelated induction elements or occasional mentoring is far from an adequate response to the real needs of new teachers. It is imperative that administrators give careful attention to designing and implementing the best possible program for new teacher induction in schools. In order to do this, school leaders can learn from recent research studies dedicated to the importance and value of new teacher induction. Furthermore, designing an in-depth, rigorous program that spans the first two to three years of a teacher's career is not only a responsible personnel practice but vital for forming excellent beginning teachers. Research in new teacher induction articulates best practices and critical recommendations for school leaders to implement in their schools, to nurture and sustain excellent new teachers.

Research Questions

Working from the deep conviction of the necessity of effective new teacher induction, this thesis explores the following research questions: What does recent education research tell us about effective new teacher induction? Based on these findings, how can we design and implement a framework of effective new teacher induction best practices?

Rationale, Purpose, & Significance

The body of research on new teacher induction is substantial and offers the essential components of new teacher induction programs. However, a framework for designing such a program is critical for successful implementation. It is crucial, therefore, to synthesize best practices and recommendations from the research on new teacher induction into a framework, in the form of a practical outline for school leaders. An accessible, practical data table containing the elements of new teacher induction can assist with implementation, which is necessary for the design and assessment of effective, research-based programs. Furthermore, the urgency of this project is founded upon the need for a stronger, more effective teacher workforce. Effective new teacher induction is foundational to the formation of a professional learning culture in any school.

Accordingly, the purpose of this study is to design a comprehensive framework which synthesizes the best practices in the field of new teacher induction. This structure is meant to guide school leaders in the implementation process. The study goes significantly beyond a basic review of literature, because it provides school leaders with a tool, the framework, to design their own new teacher induction program.

CHAPTER II. LITERATURE REVIEW

New Teacher Induction Programs: Critical for Success

Feiman-Nemser et al. (1999) reviewed critical research on new teacher induction and sounded a clear warning of the importance of effective induction for new teachers: “What happens to beginning teachers during their early years on the job determines not only whether they stay in teaching but also what kind of teacher they become” (p. 1). The authors shed light on the struggle of new teachers and the surprising absence of sufficient support: “The cost of widespread indifference toward teacher induction is high. Up to one-third of new teachers leave the profession within the first few years [...] Even when new teachers remain, they may not develop the kind of teaching that fosters deep and complex learning on the part of students” (Feiman-Nemser, p. 2).

In a later study, Feiman-Nemser (2003) presented a case for long-term, holistic teacher induction. Too often, according to the study, teacher induction is short-term, limited, and more focused on emotional support than on true professional training. Teacher induction should be about surrounding the new teacher with a professional culture that views all teachers, not just new teachers, as learners. New teacher induction is not just an event at the beginning of the school year but ought to be viewed as a pervading atmosphere, a cultural experience of ongoing professional formation tailored to the individual needs and unique capabilities and limitations of each individual teacher. In support of such an environment of learning, Feiman-Nemser highlighted that “keeping new teachers in teaching is not the same as helping them become good teachers. To accomplish the latter, we must treat the first years of teaching as a phase in learning to teach and surround new teachers with a professional culture that supports teacher learning” (p. 25).

Building upon the idea that teacher learning is an ongoing process, Feiman-Nemser (2003) further underscored that “we misrepresent the process of learning to teach when we consider new teachers as finished products, when we assume that they mostly need to refine existing skills, or when we treat their learning needs as signs of deficiency in their preparation” (p. 26). Ultimately, neglecting adequate, comprehensive new teacher induction not only fails to support new teachers at the most critical point in their career, but serves to perpetuate practices that are detrimental to student learning:

If we leave beginning teachers to sink or swim on their own, they may become overwhelmed and leave the field. Alternatively, they may stay, clinging to practices and attitudes that help them survive but do not serve the education needs of students. A high-quality induction program should increase the probability that new teachers learn desirable lessons from their early teaching experiences (Feiman-Nemser, 2003, p. 27).

Effective new teacher induction is thus viewed as a continuum of growth and development, rather than as a static, episodic process confined to the outset of the teacher’s career.

In addition, Feiman-Nemser (2012) called for new teacher induction programs that integrate multiple supports, mentoring, which is the support offered by a more experienced teacher paired with a new teacher as part of an induction program, and systematic guidance to assist new teachers “with little or no guidance from colleagues or curriculum” (p. 10). The author discovered that the basic supports which ought to be in place for new teachers, such as reduced workloads, are practically non-existent:

In fact, new teachers are *more* likely to get larger classes, more students with special needs or behavioral problems, extracurricular duties, and classrooms with

fewer textbooks and equipment. These practices [...] mistreat our newest recruits, ignore their status as beginners, and help explain why so many leave teaching (Feiman-Nemser, 2012, p. 10).

Schools need an improved model for new teacher induction, one that views induction as transformative, and situates new teachers' development within a professional teaching community and school culture that supports the ongoing learning of all teachers. This transformational model requires a fundamental shift from teaching as an independent practice to teaching as an interdependent practice" (Feiman-Nemser, 2012, p. 14). Thus the author argued for the transformational, comprehensive approach to new teacher induction.

Moir (2009) expanded upon the concept of transformational teacher induction by highlighting the single most important element in a child's education is the teacher, and, by "focusing on new teachers, we begin to address the student achievement gap" (Moir, 2009, p. 15). It is critical to dedicate time, effort, support, and funding into the development and care of new teachers. New teachers need more than a team for moral support: beginning teachers need administrators and policy-makers who are radically committed to providing regular, multifaceted supports on all levels for new teachers. Moir articulated the principles developed through the New Teacher Center at the University of California, Santa Cruz. The lessons learned from the New Teacher Center induction model are insightful and indicate the way induction can support new teachers effectively. While mentoring is a central feature of the model, these mentors are released full-time from their teaching duties in order to concentrate on mentoring a portfolio of new teachers. During individual coaching sessions, mentors help new teachers set professional goals, plan lessons, analyze student work, and reflect on their progress. Mentors may teach a

lesson while the new teacher observes. From this experience, new teachers learn to develop the habits of mind of exceptional teachers (Moir, 2009, p. 16).

New Teacher Induction: Cultures of Support

Critical to the success of any new teacher induction program is creating a culture of support and nurturing for beginning teachers at the start of their careers. Sargent (2003) highlighted that addressing the professional needs of new teachers ought to be prioritized alongside addressing their emotional needs. Just as we carefully construct ideal learning environments for new students, so school leaders should approach the development of effective learning environments for new teachers:

The environmental factors that enable students to learn—structure, consistency, support, and the freedom to take risks—make up the same environment that teachers and principals need to teach, learn, and grow. A school that exists entirely in ‘crisis mode’—one that allows minor emergencies to rule its days—fails to provide that necessary supportive environment, which hinders students’ learning and eventually drives teachers away (Sargent, 2003, p. 45).

In order to retain teachers, therefore, Sargent advocated for positive and effective teacher-mentor relationships that support beginning teachers as they transition into their teaching career.

Ingersoll and Smith (2004) offered definitive research regarding new teacher induction. The authors acknowledged the importance of supporting new teachers, whom they identified as often lost, isolated, and focused on survival:

Although elementary and secondary teaching involves extensive interaction with youngsters, ironically the work of teachers is largely done in isolation from

colleagues. This is especially consequential for new entrants, who, on accepting a teaching position in a school, are often left on their own to succeed or fail within the confines of their own classrooms. Indeed, critics have long assailed teaching as an occupation that ‘cannibalizes its young’ and in which the initiation of new teachers is akin to a sink or swim, trial by fire, or boot camp experience (Ingersoll & Smith, 2004, p. 28).

Effective induction must overcome new teachers’ sense of isolation and inadequacy; leaders must prioritize providing support: “what kinds of induction programs and experiences exist, and under what circumstances they help, are clearly important questions for education policy-makers and school administrators faced with decisions about supporting such programs” (Ingersoll & Smith, 2004, p. 30).

Simultaneously, Ingersoll and Smith designed a control group study to determine if a group of new teachers receiving supports were likely to leave the profession at the end of the first year. The study indicated that “some types of support in the first year were associated more than others with a reduced level of turnover. Collectively, getting multiple induction components had strong and statistically significant effects on teacher turnover [...] we found that as the number of components in the induction packages increased, both the number of teachers receiving the package and the probability of their turnover decreased” (pp. 34-35). Thus, the authors suggested, while new teacher induction programs are increasing, the level of commitment and the types of supports offered are inconsistent. Multiple induction components in a single program yield the best results for new teachers.

New Teacher Induction Program Evaluation

Carver and Feiman-Nemser (2009) studied three major teacher induction programs in California, Connecticut, and Ohio, analyzing state and federal policy regarding new teacher induction programs. The research revealed that many programs remain “underconceptualized” and that, while mentoring was the favored practice across the three programs, training of mentors and the progress of the mentorship lacked oversight (Carver & Feiman-Nemser, 2009, p. 297). The authors proposed that focusing on mentors and their training is critical to “bringing induction policy to life, determining to a great extent whether and how the aims of the policy will be realized” (p. 315). Their research demonstrated that mentoring may be a widespread practice in new teacher induction, but policy on mentoring is inconsistent and requires a more standardized approach.

Wong (2002) offered a warning about the urgency of new teacher induction, calling school leaders not to “wait until after school begins and new teachers are in trouble to start a professional development program” (Wong, 2002, p. 52). He continues:

Instead, you create a culture of professional growth and lifelong learning before beginning teachers ever see their first class. The best way to support, develop, and cultivate an attitude of lifelong learning in beginning teachers is through a new teacher induction program focused on teacher training, support, and retention (p. 52).

The Role of the Principal in New Teacher Induction

The principal's role is vital for the success of new teacher induction. Not only must principals offer support for the induction program, but their active engagement in the process is more than just symbolic: new teachers flourish when supported by their administrators. As Hope (1999) underscored, new teacher induction must go far beyond an orientation:

A positive induction experience is an important introduction to the teaching profession. Orienting new teachers to the school and to principals' expectations entails more than reviewing policy and procedures [...] It involves systematic contact with the intention of assisting in the new teacher's professional growth and development and of engaging in collegial conversation about the work of teaching. And while the orientation phase of the process may conclude after the first year, induction should continue in order to develop teachers' repertoires of skills and to inculcate teaching as a career (Hope, 1999, p. 54).

Thus, the principal's role in new teacher induction is not the work of a moment but requires sustained involvement throughout the program. Principals ought to be accessible and maintain open lines of communication.

Brock and Grady (1998) collected the perceptions of beginning teachers and their principals regarding the challenges and needs of the first year of teaching. Remarkably, new teachers identified two areas of need overlooked by their principals: "the importance of the principal's role in the induction process and the beginning teachers' need for assistance throughout the first year" (Brock & Grady, 1998, p. 182). Beginning teachers appealed for strong teacher-principal rapport, which would include informal mentorship and a sense of the principal's presence to new teachers.

New Teacher Induction Reduces Teacher Attrition

New teacher induction is an effective means of reducing teacher attrition and keeping outstanding teachers in the workforce. According to Darling-Hammond (2003), “steep attrition in the first few years of teaching is a long-standing problem. About one-third of new teachers leave the profession within five years” (Darling-Hammond, 2003, p. 7). One of the most effective ways to reverse the rising trend of attrition among new teachers is to implement effective induction programs:

Schools can enhance the beneficial effects of strong initial preparation with strong induction and mentoring in the first years of teaching. A number of studies have found that well-designed mentoring programs raise retention rates for new teachers by improving their attitudes, feelings of efficacy, and instructional skills (p. 11).

The operative concept in the study, however, was that the induction programs must be well-designed and well-supported. New teacher induction that is haphazardly assembled and poorly implemented is counterproductive.

One of the negative consequences of higher attrition rates among teachers was the increase of new, inexperienced teachers. This could be perceived as negative because it creates a young and therefore inexperienced workforce. This trend was due to the fact that “the rate of increase for teachers has far outpaced the rate of increase for students” and “the ballooning has meant an upsurge in hiring and has resulted in another equally dramatic trend that we have called a ‘greening’ of the teaching force” (Ingersoll, 2012, p. 49). This trend increased the necessity of new teacher induction, since “both the number and instability of beginning teachers have been increasing in recent years” (p. 49). Thus, Ingersoll indicated that beginning teachers “are now the

largest group within one of the largest occupations in the nation, and these beginners have steadily become more prone to quickly leave teaching” (p. 49). In order to respond appropriately to these trends, the author indicated the urgency of establishing effective teacher induction, since according to the research, the author found “a link between beginning teachers’ participation in induction programs and their retention” (p. 49). Therefore, induction is not only important for the good of the teachers themselves, but it is a critical step in retaining teachers and ending the cycle of attrition and ‘greening.’

New Teacher Induction Promotes Well-Being of New Teachers

New teacher induction assists the health and well-being of the teacher workforce. According to a study on stress among teachers from Pennsylvania State University, “Today, teaching is one of the most stressful occupations in the U.S. High levels of stress are affecting teacher health and well-being, causing teacher burnout, lack of engagement, job dissatisfaction, poor performance, and some of the highest turnover rates ever” (Greenberg, et al. 2016, p. 2). This study underscored the importance of “programs that seek to provide technical and social support to beginning teachers through orientation, guidance, and mentoring programs.” Further, the study concluded that supports for new teachers led to “(i) higher satisfaction, commitment, or retention, (ii) better classroom instructional practices, and (iii) high student scores on academic achievement tests” (p. 7). Thus, it is critical for school leaders who are concerned about the well-being of their teachers and the reduction of stress to focus resources on developing adequate new teacher induction programs.

New Teacher Induction in the International Community

Howe (2006) surveyed the international community to discover best practices for new teacher induction. “While effective teacher induction programs vary, reflecting different cultural, social, geopolitical and economic contexts, there are common attributes” (Howe, 2006, p. 287). These attributes include mentoring and incorporating intensive periods of professional development throughout the school year. In Japan and New Zealand, for example, the academic calendar builds in days designated for mentorship, skill development, and reflection, freeing new teachers to focus on their own development without taking time away from instructional responsibilities. Howe found that the best new teacher induction programs internationally incorporate time for mentors and new teachers to collaborate and grow.

Wong, et al. (2005) likewise studied a number of countries and their new teacher induction policies. The authors found that the international programs tended to be “highly structured, comprehensive, rigorous, and seriously monitored” (Wong et al. 2005, p. 383). New teacher induction programs in the United States, when compared with international programs, “are often sporadic, incoherent, and poorly aligned, and they lack adequate follow-up” (p. 383). The authors recommended that new teacher induction in the United States adapt to achieve a seriousness comparable to the international programs examined in the study.

Outcomes of Effective New Teacher Induction

Ingersoll and Strong (2011) investigated research on the impact of induction on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement. Despite the challenges of such a mammoth research project, the authors concluded that “the studies we have reviewed provide empirical support for the claim that

induction for beginning teachers and teacher mentoring programs in particular have a positive impact” (Ingersoll & Strong, 2011, p. 225). Further, “almost all of the studies we reviewed showed that beginning teachers who participated in some kind of induction had higher satisfaction, commitment, or retention.” The impact on student achievement indicated that students of new teachers in well-designed induction programs demonstrated higher academic gains.

Wang, Odell, and Schwille (2008) reviewed literature for links between induction and beginning teachers’ conceptions, teaching practice, and student learning. The authors challenged induction programs to focus on effective teaching rather than “on the personal comfort levels of novices” or on “adjusting to the culture of the school” (Wang et al. 2008, p. 133). While important, these aspects are only tangentially linked to the development of effective teaching practice. The authors concluded that “teacher induction and its components are not isolated structures. Instead, induction is part of a teacher development continuum, whose processes and results are influenced by what and how beginning teachers learn in their initial teacher preparation” (p. 147). New teacher induction that directly results in effective teaching practice and student learning requires a “continuum” of development.

Similar to recasting teacher induction as a dimension of a “teacher development continuum” is the call to define teacher induction in terms of transformative learning. Hoover (2010) advocated for a comprehensive approach to induction programs: “Clearly, comprehensive induction is synonymous neither with a string of disconnected one-day workshops that may or may not meet the differentiated needs of the teachers nor stand-alone mentoring programs with little accountability or oversight” (Hoover, 2010, p. 16). After reviewing the literature, the author concluded that instructional mentoring and analysis of student work are two essential

components of transformative teacher induction, and should be central to any induction program seeking to improve student learning and teacher effectiveness.

According to Bartlett and Johnson (2010), induction is critical for new teachers (Bartlett & Johnson, 2010, p. 849). Among the “universal truths about induction” is the reality that the more supports or components are included in the new teacher induction program, the better its results. Quantity and quality ought to be the hallmarks of new teacher induction, and the more that induction programs extend into the second and third year of teaching, the more successful the outcomes (p. 852).

Thus, a careful review of the literature demonstrates the necessity for new teacher induction. A framework synthesizing best practices with clarity and simplicity, is not only practically useful but indispensable for school leaders implementing effective new teacher induction programs.

CHAPTER III. CONCEPTUAL FRAMEWORK AND METHODOLOGY

Overview of Methodology

The goal of this study was to examine recent research literature to identify and synthesize best practices in new teacher induction. Utilizing a critical approach, this study explored the development of a synthesis in the form of an outline, referred to as a *framework* throughout this study, for school leaders of recommended best practices for new teacher induction programs. The framework is designed to be utilized as both a tool for implementation of new programs and the evaluation of existing programs. As an implication of the study, an existing new teacher induction model, the New Teacher Center of Santa Cruz, California, was evaluated utilizing the framework.

This study presents a research synthesis. The purpose of this study was to build a critical foundation for the development of a framework for new teacher induction. The model for development of this framework was inspired by the extensive research of Danielson (1996) and the development of a framework that “is a research-based set of instructional components” divided into domains and components (Danielson, 2009, p. 1). The framework created by Danielson served as the design model for the framework of new teacher induction developed in this research study.

Research Methodology Used

As a research synthesis, this study employed an in-depth review of research literature on beginning teacher induction. Based on the research review, the key findings were presented, as well as a new framework synthesizing best practices in beginning teacher induction. The

framework was then utilized as an assessment for an existing induction model. The results of the assessment were described in the findings section of this study.

Methods of Data Collection

This study was organized into two data collection phases. The first data collection phase consisted of a review of literature. The second data collection phase involved selecting a sample of existing new teacher induction models. The model presented in this study was selected out of a sample of twenty-one for comprehensive design, duration of more than two years for new teachers' participation, and number of induction components included in each programs. In other words, the model assessed in the findings section of this study best aligns with the framework for new teacher induction.

Methods of Data Analysis

After the two data collection phases of this study, the results were synthesized into four key findings. These four findings were further divided into individual components, organized into a comprehensive tool organized according to the components of new teacher induction from the research.

Utilizing the framework based on the findings of this study, the selected existing new teacher induction model was assessed and evaluated. The induction model, the New Teacher Center of Santa Cruz, California, was selected through an internet search by analyzing the program websites. In addition to analyzing the website, a sample of research studies on the programs were incorporated into the analysis.

The study includes a narrative of the assessment of the New Teacher Center as an evaluation of the induction framework in the findings section. In the concluding section, a section of descriptive recommendations for school leaders seeking to implement best practices in new teacher induction is included.

Research Design Limitations

One of the limitations of this study is the scope of the research chosen for review. This study focused on education research from the last twenty years, with the exception of a few important older studies. Further, the framework created in this study has not been tested or utilized in schools.

CHAPTER IV. FINDINGS AND DISCUSSION

The time for inadequate new teacher induction has passed; schools need comprehensive, research-based new teacher induction programs. Stronger induction leads to better teachers, which brings about the best possible learning environment for students, since “having an effective teacher can dramatically increase student achievement” (Moir & Baron, 2002, p. 1). This study highlights four key findings that serve as a critical foundation for creating and implementing effective new teacher induction programs.

Finding 1: Systems-Wide Reconceptualization of New Teacher Induction

The first research finding of this study forms the foundation of the conceptual framework for new teacher induction: in order to implement effective new teacher induction, we must “reconceptualize” induction. To reconceptualize means to change one’s thinking about a concept or process. This shift in thinking about induction for beginning teachers is fundamental. In addition this reconceptualization must be *systems-wide*, which means induction is viewed as reaching each and every dimension of the school. Instead of understanding induction as a transition phase from preservice to full-time teaching, it is critical to situate new teacher induction as just the beginning of a lifetime of learning within serious professional learning cultures in schools everywhere. Thus, all teachers, not just new teachers, should have “access to serious and sustained learning opportunities at every stage of their career” (Feiman-Nemser, 2001, p. 1014).

The school environment is collaborative and conducive to new teacher induction.

An essential part of reconceptualizing new teacher induction is the shift from viewing teaching as an isolated, individual activity to recognizing a team-based approach to teaching, thus embracing a “transformational model [...] from teaching as an independent practice to teaching as an interdependent practice” (Feiman-Nemser, 2012, p. 14). Teaching is a “highly personal, often private activity, teachers work alone in their classrooms, out of sight of other colleagues and protected by norms of autonomy and noninterference” (Feiman-Nemser, 2001, p. 1033). Effective new teacher induction ought to transform this perspective, emancipating the teaching profession into a collaborative activity of cooperative and noncompetitive team members. As new teachers work alongside veteran teachers to create the best learning conditions for students, the teaching community within schools as a whole can transform a school into a place of openness, communication, and cooperation, thus using induction “as a lever for transforming the culture of teaching” (Feiman-Nemser, 2003, p. 28).

Time and space is available for new teachers to meet with supervisors and administrators.

In addition to creating an open and collaborative school environment, it is important for new teachers to have the time, space, resources, and availability to meet with their supervisors or administrators. Time to discuss challenges and ask for support ought to be built into the school day, as embedded work time is more effective for new teachers. This time and space is also to discuss new teachers’ evaluations and observations.

The duration of new teacher induction programs is a minimum of two to three years.

Effective new teacher induction is not a program completed within the first year of teaching, subsequently leaving teachers alone to develop their own practice. Rather, effective new teacher induction is the organizing principle for the learning agenda, and is designed to form teachers by developing a habit of ongoing professional development. Between the induction years and the rest of the teachers' career, the content of what teachers learn changes, not whether they continue life-long learning: "induction programs can run for two or more years and then seamlessly flow into a comprehensive and sustained professional development process" (Wong, 2005, p. 46).

Designing an induction program to extend to at least two full years is recommended. According to recent research, the recommended duration for new teacher induction is up to three years (Clement, 2016; Weibke & Bardin, 2009; Feiman-Nemser, 2001, 2012; Wong, et al., 2005; Moir & Gless, 2001, New Teacher Center, 2016). As one author stated, "one-year programs can help new teachers survive, but they rarely give them enough time and help to establish an effective practice" (Feiman-Nemser, 2012, p. 4). Thus, school leaders must be mindful of establishing new teacher induction that is the appropriate length of time.

New teacher induction incorporates adult social and cognitive learning theories.

Reconceptualizing new teacher induction requires the systematic incorporation of adult social and cognitive learning theories into the design of the induction programs. If it is essential for teachers to engage social and cognitive learning theories in their preparation for the work of teaching students, how much more essential is it for new teacher induction to engage adult learning theories to make the greatest impact on a new teacher's professional effectiveness. How

adults learn and transform their practice as adult learners should be central to the design of effective new teacher induction.

According to one study, Darling-Hammond, et al. (2017) indicated the important place of adult learning theories in the design of effective professional development for teachers:

“Such professional development 1) is content focused; 2) incorporates active learning utilizing adult learning theory; 3) supports collaboration, typically in job-embedded contexts; 4) uses models and modeling of effective practice; 5) provides coaching and expert support; 6) offers opportunities for feedback and reflection; 7) is of sustained duration” (Darling-Hammond, et al. 2017, p. 1).

Thus, we can see from Darling-Hammond (2017) that it is essential to effective new teacher induction to incorporate adult social and cognitive learning theories as the foundation for induction program design. Recognizing the developmental needs of novice teachers and incorporating sound adult learning theories makes it possible for effective induction programs to improve new teacher learning (Wood & Stanulis, 2009, p. 10).

To summarize, reconceptualizing new teacher induction is essential before designing, implementing, and assessing new teacher induction programs. This process of reconceptualization not only has the potential to transform new teachers but the potential “to become one of the most powerful forces for educational change and professional renewal in the history of [education]. The opportunity is there, and the most effective programs will be those that clearly recognize this potential” (Moir & Gless, 2001, p. 111).

Finding 2: Content-Driven Induction

Another key finding of this study is that effective induction must be driven by effective content. Research indicates best practices regarding the content of new teacher induction and not just which components of induction are necessary.

New teacher induction must be focused on instructional proficiency.

According to researchers on the topic of the content of new teacher induction (Brock & Grady, 1998; Feiman-Nemser, 2001, 2003; Villani, 2002; Moir & Gless, 2001; Bartell, 2005), effective induction content can be organized into four domains: (1) instructional proficiency, (2) classroom management, (3) effective communication, and (4) forming professional identity. These domains should serve as the foundation for forming the “curriculum” of the induction program. Emphasis should be given to the first domain, instructional proficiency, as the remaining three domains serve to support the effectiveness of instructional proficiency. Designing and implementing superior new teacher induction requires school leaders to respond to the real learning needs of new teachers and develop a learning agenda that reflects their learning needs as new teachers.

New teachers participate in book study groups covering instructional best practices.

According to one researcher (Wong 2004), assigning new teachers to mixed book study groups, with other new teachers and veteran teachers, is an effective way to sustain a strong content-based induction program. Utilizing book study groups focused on instructional best practices is recommended. Book studies on inspiring topics or intended to encourage high teacher morale are helpful but not at the expense of content directed toward instructional

proficiency. In addition, Moir et al. (1999) recommended reading texts that are “current research-based, best-known teaching and assessment practices” (p. 230).

New teachers attend an orientation session to begin their first academic year.

At the start of each academic year, and in particular, the first academic year of a new teacher’s career, it is vitally important to require attendance at an orientation day or session. The session would cover orientation-related topics, such as a tour of the physical building, as well as setting up and orienting to the new classroom setting. However, this is not the entire purpose of the orientation session, as it should integrate content-based learning.

New teachers attend regularly scheduled workshops or seminars on instructional practices.

Induction programs that provide regularly schedule workshops or seminars on instructional proficiency and best practices are better suited to supporting new teachers. These workshops or seminars may take the form of online learning and instruction. Utilizing local district and state-level funds or existing programs of ongoing education is an effective way to meet the needs of new teachers that is based on solid content. The expense of utilizing these learning opportunities is “far less than the cost of replacing these under-supported new teachers” (Brighton, as quoted by Scherer, 1999, p. 212), and school leaders do well to engage in regularly scheduled opportunities for new teachers to receive professional learning.

Materials are provided to new teachers for evidence-based reflection on instructional practices.

Providing time, space, and materials for new teachers to engage in searching reflection on their own instructional practices is another key component to content-based induction. Requiring new teachers to reflect “gives them a chance to gain perspective” by focusing on “curriculum development, long-term planning, and teaching strategies” (Moir et al., 1999, p. 33). Another researcher indicated that reflection is necessary “to challenge practices and to change the stereotypes of teaching and learning that currently exist, to overcome obstacles to reform” (Beatie, 1995, as quoted by Scherer, 1999, p. 90).

Finding 3: The Role of the School Leader in Induction

In order for new teacher induction to be effective and consistent, a critical component must be secured: the commitment of school leaders. If a school leader is unable to dedicate sustained and regular time toward the new teacher induction program, an additional administrator ought to be appointed to carry out this task, which is fundamental for the life of the school: “induction efforts need innovative, full-time program administrators who have the time and resources to focus adequate attention on new teachers” (Moir & Gless, 2001, p. 112). Furthermore, school leaders are central to the process of reconceptualizing new teacher induction because they “play a critical role in setting the stage for beginning teacher and mentor success, creating time for induction, and establishing a positive culture for teacher development in their buildings and in the system” (New Teacher Center, 2016).

The supervisors of new teachers incorporate the use of formative assessments for the evaluation of new teachers.

Formative assessments are an excellent way for new teachers to engage their learning and improvement by providing school leaders with a tool for measuring growth. As Obele (2005) highlighted, formative assessments

“challenge normative assumptions about the nature of working in schools—teachers do not evaluate each other; principals run the school; teaching practice is essentially individual. The power of formative assessment lies in its ability to provide specific information about practice in a teacher-to-teacher collaborative environment” (p. 162).

Formative assessments are comprised of activities or processes a new teacher engages in order to demonstrate learning or mastery (Wood & Stanulis, 2009, p. 10). According to Feiman-Nemser, formative assessments give new teachers and administrators a “common language for talking about teaching” and provides a framework for ongoing learning and growth (Feiman-Nemser, 2001, p. 1036). Further, formative assessments provide new teachers with data indicating growth and areas of needed growth, which in turn provides an effective platform for supervisors to challenge new teachers to develop their potential as teachers.

School leaders set up school structures to provide release time for new teachers.

School leaders should set up structures within their schools to facilitate effective induction. According to Fulton et al., (2005), school leaders should set up school structures “to provide release time that enables new teachers, mentors, and colleagues to work together, observe teachers in classrooms, and provide feedback” (p. 25). In addition, a study from

Algozzine et al. (2007) indicated that new teachers self-reported release time to work with mentors as receiving one of the highest effectiveness ratings (p. 140).

School leaders promote a professional school culture that supports new teachers.

Cultivating a professional culture that “recognizes the needs and skills of new teachers” (Fulton, et al., 2005, p.24) and “where teacher learning is supported and students benefit” (Moir, 2009, p. 17) is critical to an effective induction program. Wood and Stanulis (2009) highlighted that “more than any other person in a school, the principal is the one who sets the tone of how easily or difficult it is for novice teachers to be accepted into the school learning community” (p. 12). A culture of professional learning habits within a community of support is ideal for new teachers, and it is incumbent upon school leaders to work diligently to create such a culture.

In addition, the school environment ought to become a place of collaboration, thus highlighting the important principle that new teacher induction does not happen in isolation but within a specific context. School leaders are charged with the obligation to prime their schools’ environments and cultures so as to offer the best possible space for quality induction to take place. It is important for school leaders to recognize the influence the environment has on the formation of new teachers, since understanding induction “as an enculturation process means recognizing that working conditions and school culture powerfully influence the character, quality, and outcome of new teachers’ early years on the job” (Feiman-Nemser, 2003, p. 29). Thus, creating and sustaining a learning environment that is conducive to outstanding new teacher induction is a necessary preliminary step in establishing effective induction.

School leaders are accessible to new teachers.

It is critical that school leaders are accessible to new teachers in their buildings and districts. A positive and supportive working relationship between school leaders and their new teachers is essential for promoting instructional proficiency. According to Hope (1999), “Principals need to seek out first-year teachers and initiate conversation about instructional matters [...] Informal monthly meetings with new teachers can be an effective strategy for opening the lines of communication between principals and new teachers” (p. 55). As the instructional leader of the school community, close and regular communication and contact is ideal for effective induction.

School leaders explain step-by-step the new teacher evaluation process.

Finally, school leaders need to articulate the evaluation process step-by-step with beginning teachers. New teachers ought to be appraised of how they will be evaluated, how often, and with what instruments (Hope, 1999). Corcoran Nielsen et al. (2006) recommended sharing all evaluation instruments, documents, and processes openly and honestly with new teachers as a way to facilitate their effective induction (p.14).

Finding 4: Multiple Induction Components

Best practices in new teacher induction indicate that effective programs incorporate multiple induction components (Ingersoll & Smith, 2004). According to Wood and Stanulis (2009), “a quality induction program enhances teacher learning through a multi-faceted, multi-year system of planned and structured activities that support novice teachers’ developmentally-appropriate professional development in their first through third year of teaching” (p. 3).

Yet this does not mean that an effective induction program is just a “string” of unrelated, disconnected components. Rather, multiple components holistically integrated throughout the entire duration of the induction program is critical. Thus, it is important to examine the best practices for which components to incorporate into induction programs.

New teachers participate in a rigorous mentoring program.

An essential component to effective induction is a robust mentoring program. Mentoring is “by far the most common induction practice in the U.S. and all frameworks recommend a strong mentoring component which usually means careful selection, training, and support of mentor teachers” (Feiman-Nemser et al. 1999, p. 26). More than a “buddy system” for new teachers, an authentic mentoring program is a vital force for change and forms the foundation of any new teacher induction program. Mentoring programs need to include a selection process and professional training for mentors, as well as embedded collaborate time for mentors to work with new teachers.

New teachers have a reduced teaching load to make time for induction activities.

In addition to the components already discussed, the induction component of assigning new teachers reduced teaching loads and minimal responsibilities outside their classrooms is strongly recommended. Despite the fiscal challenge of such an arrangement, giving new teachers a teaching assignment that is both well-suited to their training and easy to manage is essential. Placing new teachers in difficult classrooms without adequate preparation time is counterproductive to even the best program: “Even the best induction programs cannot

compensate for giving beginning teachers the most difficult classes or for assigning them to teach subjects for which they have little or no preparation” (Feiman-Nemser, 2001, p. 1033).

New teachers are evaluated and assessed based on objective standards.

Finally, an essential component of new teacher induction is the importance of creating a program founded upon a system of objective evaluation and assessment of new teachers. School leaders ought to communicate clearly and often about how the standards of learning influence evaluation. Furthermore, a new teacher induction program based on a set of objective new teacher learning standards is extremely effective for making the new teacher induction program measurable. For example, the New Teacher Center of the University of California, Santa Cruz, provides an outstanding model for teacher induction standards and objectives (New Teacher Center, 2018). Utilizing the *Teacher Induction Program Standards* available from the New Teacher Center for program design and assessment of new teachers is an effective way of addressing the specific learning needs of new teachers.

Summary of the Research Findings

Systems-wide reconceptualizing new teacher induction forms the essential context for the development of new teacher induction. Induction ought to be content-driven, instead of comfort-driven, and fully supported by school leaders. Finally, effective induction programs incorporate multiple induction components into a holistic, integrated approach. The framework provided in Appendix A offers a summary of the best practices from this chapter designed for school leaders intending to implement research-based, effective new teacher induction program within their schools.

School leaders do well to dedicate time, resources, and effort toward designing and implementing effective new teacher induction for the formation of teachers at the beginning of their teaching careers and beyond. Effective new teacher induction thus has the potential to transform teaching into a renewed and revitalized profession for excellence, dedicated not only to improved student learning but also to the flourishing of teachers in their first years.

The New Teacher Center Induction Model

Guided by the findings of this study, the New Teacher Center of Santa Cruz, California, offers an excellent example of effective new teacher induction. The model exemplified by the New Teacher Center integrates best practices in new teacher induction and fully aligns with the four findings of this study. The following is a narrative description of the New Teacher Center model as aligned with the framework for new teacher induction from the findings of this study.

Background

Strong new teacher induction in the state of California began with a 1998 Senate Bill calling for a review of teacher induction programs (Wood & Waarich-Fishman, as cited in Rainer Dangel, 2006). The review resulted in state-mandated new teacher induction standards, which identified six professional development domains for new teacher growth and learning. Thus began the *Beginning Teacher Support and Assessment* (BTSA) system, which evaluates new teachers across the state for growth. Not all schools in California utilize the BTSA model, but incentivized funding packages, which include access to online learning, workshops, and mentoring standards, encourage schools to participate.

Under the auspices of the University of California, Santa Cruz, the New Teacher Project (now New Teacher Center) was established in the 1980s, and integrated into the BTSA system, to respond to growing concerns about the quality of new teacher induction in California schools (Villani, 2002). The state of California funds individual teachers to participate in the program, which consists in a system of “advisors” who do not have classroom responsibilities and are designated to assist full-time new teachers for the duration of the program. The goal of the program is to provide dedicated, individualized support for beginning teachers. In addition to full-time advisors, a series of workshops and professional development seminars also support new teachers. The New Teacher Center program integrates regular assessment and evaluation that is linked to the *New Teacher Induction Standards* published by the New Teacher Center. The advisors assist new teachers to

“create an individual learning plan that identifies particular development activities designed to improve the new teacher’s knowledge and skills. Across the two years of the induction program, regular formative assessments provide the mentors and new teachers with useful data in determining how new teachers are doing, what they need to work on, and how much progress they are making” (Feiman-Nemser, 2003, p. 29).

A recent study revealed that the program offered by the New Teacher Center improved teacher retention, which is defined as the measurement of the number of new teachers choosing to remain in the teaching profession beyond their first year, and student achievement (Ingersoll & Strong, 2011). While new teachers outside of California are unable to participate in the program, the New Teacher Center offers free resources and planning documents for school leaders via the Center’s website. The *New Teacher Induction Standards* are available for download on the website as well. School leaders and administrators will benefit from the New

Teacher Center model, which exemplifies an approach to new teacher induction that conceptualizes induction as a continuum of professional development.

Finding 1: Systems-Wide Reconceptualization of New Teacher Induction

According to Moir et al. (1999), key researchers associated with the New Teacher Center, new teacher induction requires a process of reconceptualization that involves “establishing systemwide norms and practices of professionalism, career-long learning, and inquiry into practice” (p. 107). Moreover, one of the exemplary ways that the New Teacher Center reconceptualizes new teacher induction is through the understanding and integration of the “Stages of a Teacher’s First Year” as developed by Moir (1999). Moir’s stages consist in anticipation, survival, disillusionment, rejuvenation, reflection, and final anticipation phases. By articulating these stages and integrating this conceptual understanding as the foundation for the New Teacher Center induction model, it is clear that new teacher induction is seen as a continuum and a way to transform teaching.

The school environment is collaborative and conducive to new teacher induction.

Building upon Moir’s vision of a new teacher’s phases, the New Teacher Center model is an effective means for establishing a culture that is supportive of new teachers. Schmidt et al. (2017) found that the New Teacher Center model in two school districts was exemplary for establishing “a culture of rapport” and “establishing a culture of learning” (p. 3). In addition, the New Teacher Center model is designed to provide a culture that “nurtures both the heart and mind of every first- and second- year teacher” (Moir et al., 1999, p. 107).

Time and space is available for new teachers to meet with supervisors and administrators. One of the most effective ways the New Teacher Center model facilitates the

meeting time and space between new teachers and supervisors is the frequency and duration of time between mentors and new teachers. The mentor serves a supervisory role in the development of the new teacher in a way that meets the criteria for effective induction.

The duration of the new teacher induction program is a minimum of two to three years.

In the New Teacher Center model, the new teacher participates in the program for two or up to three years (New Teacher Center, 2018).

New teacher induction incorporates adult social and cognitive learning theories into program design. Fundamental to the design of the New Teacher Center model is “developmentally-appropriate learning” and the recognition that “new teachers enter the profession at different developmental stages and with different needs” (Moir et al., 1999, p. 108).

Finding 2: Content-Driven New Teacher Induction

New teacher induction must be focused on instructional success rather than exclusively on providing a comfortable transition for new teachers. According to Moir et al., (1999), the New Teacher Center is founded on the belief “that support should be embedded in classroom practice and suffused with the language of hope, caring, and equity” (p. 108). Thus while supporting instructional growth is not antithetical to providing emotional support simultaneously, it is critical that the former is the priority of the induction program.

New teachers participate in book study groups covering instructional best practices. The New Teacher Center model does not explicitly require that mentors and new teachers engage in book studies, but it is a strongly recommended activity. Not only is there a drive for content-based mentoring activities, but mentor training and expectations is intended to be “content-driven” (New Teacher Center, 2016).

New teachers attend an orientation session to begin their first academic year. Not only do new teachers participate in regular workshops and professional development, the New Teacher Center requires meeting time between the mentor and new teacher prior to the start of the academic year (Moir et al., 1999, p. 108).

New teachers attend regularly scheduled workshops or seminars on instructional practices. Central to the New Teacher Center model is the incorporation of regular and frequent workshops or professional development opportunities. According to Moir and Gless (2001), “well-balanced programs of new teacher support also provide opportunities for novices to come together with other beginning teachers to learn from each other and to discuss issues and concerns with those having similar experiences” (p. 113). Networking, thus, is an important part of the workshops or professional groups for new teachers.

Materials are provided to new teachers for evidence-based reflection on instructional practices. New teachers and mentors engage in interactive journal activities, in which shared reflection can take place (Leiberman et al., 2005, p. 25).

Finding 3: The Role of the School Leader

The supervisors of new teachers incorporate the use of formative assessments for the evaluation of new teachers. The New Teacher Center utilizes formative assessments as the structure for measuring and supporting growth for new teachers. The “*Formative Assessment System* designed by the New Teacher Center [...] is composed of a series of collaborations between mentor and teacher that focus on student learning” (Wood & Stanulis, 2009, p. 10).

School leaders set up school structures to provide release time for new teachers and mentors to work together. The New Teacher Center does not directly intervene in the scheduling

of new teachers' and their teaching assignments. However, participation in the program allows for new teachers to receive release days to engage in induction activities (Moir et al., 1999, p. 108).

School leaders promote a professional school culture that supports new teachers. One of the ways the New Teacher Center model supports the school leader in forming a professional school culture is by developing the role and presence of the mentors, thus creating an expectation that “part of the mentor’s role is to learn the new culture and help the mentee survive and thrive” (Lieberman et al., 2012, p. 3). Moir et al. (1999) underscores the role of the mentor since “the teacher induction program involves developing teacher leaders and ultimately changing school cultures” (Moir et al., 1999, p. 110).

School leaders are accessible to new teachers. Researchers who founded the New Teacher Center (Moir et al., 1999) underscored one of the most significant insights gained from the model, which is “the crucial link to site administrators” (p. 111). In order to maintain this link, the mentors are required to check in regularly with their site administrators, thus fostering a strong bond of communication and openness regarding the new teachers’ growth. This is only possible if the site administrators are committed to being accessible to the new teachers and involved in the New Teacher Center model of induction. Thus while the New Teacher Center model does not immediately require that school leaders be accessible, the program requires close collaboration between the mentors and the school leaders and recommends that new teachers attend administrative or other leadership meetings (Lieberman et al., 2012, p. 25).

New teachers need the evaluation process explained step-by-step. This role is delegated to the individual new teacher’s mentor. The mentor is tasked with articulating the evaluation process and working with the new teacher at each benchmark. The philosophy of evaluation is to

have “standards that are embedded in a compassionate and responsive system of support” that can be well-received by new teachers (Moir et al., 1999, p. 114).

Finding 4: An Integrated, Multi-Component Approach to Induction

New teachers participate in a rigorous mentoring program. The hallmark piece of the New Teacher Center model is the intensity of its mentoring program for beginning teachers. According to Moir et al. (1999), “at the center of our work are the partnerships that form between beginning teachers and the new-teacher advisors, exemplary veteran teachers on loan full-time from participating districts for two to three years” (p. 108). These advisors serve as dedicated mentors and are matched “according to grade level and subject-matter experience” (Moir et al., 1999, p. 108).

Additionally, these advisors engage in a number of research-based activities with new teachers that includes a weekly meeting, teaching demonstration lessons, observing the new teacher in the classroom, recording lessons, and responding to interactive journals (Moir et al., 1999, p. 108). Furthermore, in addition to in-classroom work, these advisors also assist new teachers with outside-classroom work such as “gathering resources, providing emotional support and safe structures for feedback, and communicating with principals” (p. 108).

Likewise, the New Teacher Center envisions mentors as school leaders because they are “at the forefront of significant cultural shifts in their schools and school districts, creating schools that will keep teachers in the profession because of their commitment to developing a supportive school culture” (Moir & Bloom, 2003, p. 59).

New teachers have a reduced teaching load and other responsibilities in order to provide release time for mentoring or induction activities. New teachers “receive release days for

observation of other teachers, curriculum planning, reflection and self-assessment” (Moir et al., 1999, p. 108). Thus, while the New Teacher Center does not manage the individual schedules of the new teachers to ensure reduced teaching loads and other responsibilities, the model does provide for release days so that beginning teachers may engage in induction activities or work with their mentors.

New teachers are evaluated and assessed based on objective standards. The New Teacher Center operates on the principle that for beginning teachers, “changes in instruction are most likely to occur when teachers are given the opportunity to assess their practice against recognized professional standards and to construct solutions to their own classroom-specific challenges” (Moir et al., 1999, p. 108). An important piece of the assessment based on objective standards is the creation of a new teacher portfolio, in collaboration with the mentor. This portfolio is a means for new teachers to self-assess their growth aligned with the objective standards.

Summary of the New Teacher Center Assessment

According to Martin (2007), New Teacher Center induction is highly structured, with multiple components and research-based recommended learning content (p. 43). This model of induction provides an exceptional example for school leaders of the immense potential for positive change that effective induction provides, not only for new teachers, but for entire school cultures.

The New Teacher Center model is effective in many ways in the professional life of the new teacher. According to a survey of principals with new teachers who participated in the New Teacher Center model, the principals reported several specific outcomes: “improving new-

teacher morale, increased willingness to take risks, more effective problem-solving strategies, improved classroom management and organization, and more effective instructional strategies” (Moir et al., 1999, p. 110).

To conclude the assessment of the New Teacher Center model, school leaders and policy-makers would do well to look to the New Teacher Center model for effective structures and strategies for new teacher induction. As a powerful testimony to the effectiveness of the New Teacher Center model, it is important to conclude with feedback from the center’s own founding researchers:

“In our program, we have learned to speak the language of the heart, to remind teachers of why they chose to enter the profession, to celebrate our own learning as well as that of our students, to remind ourselves that equity and excellence must go hand in hand, to articulate the connections between what we believe and how we act in the world, and to practice our art and craft with congruence. Speaking the language of the heart is perhaps the most important gift we give new teachers” (Moir et al., 1999, p. 114-115).

CHAPTER V. GENERAL CONCLUSIONS

The need for effective, well-designed, and successfully implemented new teacher induction is absolutely critical for schools today. Establishing comprehensive new teacher induction programs that are based upon the framework created in this thesis ought to be the highest priority of school leaders seeking to form their teachers to flourish in their first years and beyond. The framework in Appendix A, as a summary of the previous chapter, provides school leaders with current research-based best practices in new teacher induction in a format that facilitates the implementation process for the transformation of schools. School leaders must respond to the implementation recommendations provided by this study, in order to effect change for new teachers and enable their success.

Fundamental to this process of implementation is the task of reconceptualizing new teacher induction in order to understand its function for the transformation of the teaching profession. Setting new teacher induction within the context of a professional learning culture on a continuum of professional development, within a strong community primed for active collaboration, is an effective step in rewriting “the story of beginning teaching” that typically revolves “around several themes: reality shock, the lonely struggle to survive, and a loss of idealism” (Feiman-Nemser, 2003, p. 27). Changing the narrative of new teachers from lonely survival to courageous growth and development could promote lasting change to the profession of teaching.

Implementing effective new teacher induction is key to creating a more confident, competent, and dedicated teacher workforce, because induction “can impact an entire teaching career. Research shows that teacher experience is unrelated to effectiveness, except during the

initial years in the profession. High-quality induction can enhance teaching practice at the time when teachers need it most” (Weibke & Bardin, 2009, p. 35). With the commitment of dedicated school leaders, interested in the flourishing of teachers in their first years of service, substantial change to our schools will take place for the betterment of students everywhere.

Concluding Recommendations

To conclude this study, one fundamental principle resounds from the findings and framework of this study: effective, comprehensive new teacher induction is absolutely critical in our schools today. School leaders and policy-makers do not have the luxury to ignore this fact any longer, and it is time to take the responsibility of forming new teachers for flourishing seriously.

In addition to inculcating the four research findings of this study, school leaders are strongly encouraged to utilize the findings as a framework for new teacher induction programs. Utilizing either the narrative found in this study or the framework summary in Appendix A, school leaders would do well to give sustained support to effective induction for better teachers. With the New Teacher Center model as an example of excellence in induction, leaders can effect change in their schools by responding to the needs of teachers at such a critical stage in their careers.

APPENDIX A: FRAMEWORK FOR NEW TEACHER INDUCTION

| |
|---|
| Framework for New Teacher Induction |
| Finding 1: Systems-Wide Reconceptualization of New Teacher Induction |
| 1. The school environment is collaborative and conducive to new teacher induction. |
| 2. Time and space is available for new teachers to meet with supervisors or administrators. |
| 3. The duration of new teacher induction programs is a minimum of two to three years. |
| 4. New teacher induction incorporates adult social and cognitive learning theories into program design. |
| Finding 2: Content-Driven New Teacher Induction |
| 5. New teacher induction must be focused on instructional success rather than exclusively on providing a comfortable transition for new teachers. |
| 6. New teachers participate in book study groups covering instructional best practices. |
| 7. New teachers attend an orientation session to begin their first academic year. |
| 8. New teachers attend regularly scheduled workshops or seminars on instructional practices. |
| 9. Materials are provided to new teachers for evidence-based reflection on instructional practices. |
| Finding 3: The Role of the School Leader |
| 10. The supervisors of new teachers incorporate the use of formative assessments for the evaluation of new teachers. |
| 11. School leaders set up school structures to provide release time for new teachers and mentors to work together. |
| 12. School leaders promote a professional school culture that supports new teachers. |
| 13. School leaders are accessible to new teachers. |
| 14. New teachers need the evaluation process explained step-by-step. |
| Finding 4: An Integrated, Multiple-Component Approach to Induction |
| 15. New teachers participate in a rigorous mentoring program which consists in the following characteristics: <ul style="list-style-type: none"> • Intensive mentor selection process; • Professional training for mentors; • Common planning time for new teacher and mentor; • At least two years working with the same mentor; • Mentor in the same subject area or grade level; • Collaborative time embedded into the school day; • Intentional pairing of new teachers with mentors. |
| 16. New teachers have a reduced teaching load, reduced classroom responsibilities, and reduced outside the classroom supervisions. The time available due to the reduction in responsibilities is designated for mentoring and other induction activities. |
| 17. New teachers are evaluated and assessed based on objective standards. |

Sources: Feiman-Nemser, 1999, 2001, 2003, 2012; Fulton, et al., 2005; Sargent, 2003; Moir & Gless, 2001; Bartell, 2005; Moir, 2009; Algozzine, et al., 2007; Wiebke & Bardin, 2009; Ingersoll & Smith 2004; Hoover, 2010; Ingersoll & Strong, 2011; Clement 2016; Darling-Hammond 2003, 2017; Greenberg et al., 2017; Wang, et al., 2008; Wong, 2005; Brock & Grady, 1998; New Teacher Center, 2016; Corcoran Nielsen, et al., 2006; Moir & Baron, 2002.

REFERENCES

- Algozzine, B., Gretes, J., Queen, A.J., & Cowan-Hathcock, M. (2007). "Beginning teachers' perceptions of their induction program experiences." *The Clearing House*, 80 (3), 137-143.
- Bartell, C.A. (2005). *Cultivating high-quality teaching through induction and mentoring*. Thousand Oaks, CA: Corwin Press.
- Bartlett, L., & Johnson, L. (2010). The evolution of new teacher induction policy. *Educational Policy*, 24 (6), 847-871.
- Brock, B.L., & Grady, M.L. (1998). Teacher induction programs: The role of the principal. *The Clearing House*, 71 (3), 179-183.
- Carver, C.L., & Feiman-Nemser, S. (2009). Using policy to improve teacher induction: Critical elements and missing pieces. *Educational Policy*, 23(2), 295-328.
- Clement, M. (2016). How will "generation me, me, me" work for others' children? *Phi Delta Kappan*, 97 (7), 30-34.
- Corcoran Nielsen, D., Lundmark Barry, A., & Addison, A. (2006). A model of a new-teacher induction program and teacher perceptions of beneficial components. *Action in Teacher Education*, 28(4), 14-24.
- Danielson, C. (2009). A framework for learning to teach. *Educational Leadership*, 66 (9), doi <http://www.ascd.org/publications/educational-leadership/summer09/vol66/num09/A-Framework-for-Learning-to-Teach.aspx>.
- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 60 (8), 6-13.

- Darling-Hammond, L., Hyler, M.E., & Gardner, M. (2017). *Effective Teacher Professional Development* (research brief). Palo Alto, CA: Learning Policy Institute.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103 (6), 1013-1055.
- Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational Leadership*, 60 (8), 25-29.
- Feiman-Nemser, S. (2012). Beyond solo teaching. *Educational Leadership*, 69 (8), 10-16.
- Feiman-Nemser, S., Schwille, S., Carver, C., & Yusko, B. (1999). A conceptual review of literature on new teacher induction. Washington, DC: National Partnership for Excellence and Accountability in Teaching.
- Fulton, K., Yoon, I., & Lee, C. (2005). Induction into learning communities. *National Commission on Teaching and America's Future*, Washington, DC.
- Greenberg, M.T., Brown, J.L., & Abenavoli, R.M. (2016). Teacher stress and health: Effects on teachers, students, and schools. *The Pennsylvania State University*. Retrieved from <https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>.
- Hoover, L.A. (2010). Comprehensive teacher induction: A vision toward transformative teacher learning. *Action in Teacher Education*, 32 (4), 15-25.
- Hope, W.C. (1999). Principals' orientation and induction activities as factors in teacher retention. *The Clearing House*, 73 (1), 54-56.
- Howe, E.R. (2006). Exemplary teacher induction: An international review. *Educational Philosophy and Theory*, 38 (3), 287-297.
- Ingersoll, R.M. (2012). Beginning teacher induction: What the data tells us. *Kappan Magazine*, 93 (8), 47-51.

- Ingersoll, R.M., & Smith, T.M. (2004). Do teacher induction and mentoring matter? *National Association of Secondary School Principals Bulletin*, 88 (638), 28-40.
- Ingersoll, R.M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81 (2), 201-233.
- Kelley, L.M. (2004). Why induction matters. *Journal of Teacher Education*, 55 (5), 438.
- Lieberman, A., Hanson, S., & Gless, J. (2012). *Mentoring teachers: Navigating the real-world tensions*. [E-reader Version]. San Francisco, CA: Jossey-Bass. Retrieved from <https://ebookcentral.proquest.com/lib/depaul/detail.action?docID=693488>.
- Martin, L., Kragler, S., Quatroche, D., & Bauserman, K. (Eds.) (2014). *Handbook of professional development in education*. New York: The Guilford Press.
- Moir, E. (2009). Teacher effectiveness: Lessons learned from two decades of teacher induction. *The Phi Delta Kappan*, 91 (2), 14-21.
- Moir, E., & Baron, W. (2002). Looking closely, every step of the way: Formative assessment helps to shape new professionals. *National Staff Development Council*, 23 (4), 54-56.
- Moir, E., & Bloom, G. (2003). Fostering leadership through mentoring. *Educational Leadership*, 60 (8), 58-60.
- Moir, E. & Gless, J. (2001). Quality induction: An investment in teachers. *Teacher Education Quarterly*, 28 (1), 109-114.
- New Teacher Center (2018). Teacher induction program standards. Retrieved from <https://info.newteachercenter.org/l/576393/2018-08-14/3476ddg>.

- New Teacher Center. (2017). New teacher center teacher-mentor model increases student achievement. Retrieved from <https://p.widencdn.net/vqqw3b/2017-i3-results-one-page-overview>.
- New Teacher Center. (2016). High quality mentoring and induction practices (resource). Retrieved from https://newteachercenter.org/wp-content/uploads/BRF-HQM-US-1708-EN_final.pdf.
- Obele, M. (2005). Helping new teachers enter and stay in the profession. *The Clearing House*, 78 (4), 158-163.
- Rainer Dangel, J. (Ed.) (2006). *Research on teacher induction* (Teacher education yearbook, 14). Lanham, MD: Rowman & Littlefield Education.
- Sargent, B. (2003). Finding good teachers – and keeping them. *Educational Leadership*, 60 (8), 44-47.
- Scherer, M. (Ed.) (1999). *A better beginning: Supporting and mentoring new teachers* [E-reader Version]. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from <https://ebookcentral.proquest.com/lib/depaul/detail.action?docID=3002060#>.
- Schmidt, R., Young, V., Cassidy, L., Wang, H., & Laguarda, K. Impact of the New Teacher Center's new teacher induction model on teachers and students. *SRI Education*, Retrieved from https://newteachercenter.org/wp-content/uploads/NTC_i3-Validation-eval-brief_062017_final.pdf.
- Vagi, R., Pivovarova, M., & Barnard, W.M. (2019). Keeping our best? A survival analysis examining a measure of preservice teacher quality and teacher attrition. *Journal of Teacher Education*, 70 (2), 115-127.

- Villani, S. (2002). *Mentoring programs for new teachers: Models of induction and support*. Thousand Oaks, CA: Corwin Press.
- Wang, J., Odell, S.J., & Schwille, S.A. (2008). Effects of teacher induction on beginning teachers' teaching: A critical review of the literature. *Journal of Teacher Education*, 59 (2), 132-152.
- Wiebke, K., & Bardin, J. (2009). New teacher support. *National Staff Development Council*, 30 (1), 34-38.
- Wong, H.K. (2002). Induction: The best form of professional development. *Educational Leadership*, 69 (6), 52-55.
- Wong, H. K., Britton, T., & Ganser, T. (2005). What the world can teach us about new teacher induction. *The Phi Delta Kappan*, 86 (5), 379-384.
- Wood, A.L., & Stanilus, R.N. (2009). Quality teacher induction: "Fourth Wave" (1997-2006) induction programs. *The New Educator*, 5, 1-23.