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EXAMINING TEACHER EFFICACY IN AN URBAN SCHOOL DISTRICT
THROUGH AN INDUCTION AND MENTORING PROGRAM

by

Vonda K. Scipio

A Dissertation

Submitted in Partial Fulfillment of the

Requirements for the Degree of

Doctor of Education

Major: Instruction and Curriculum Leadership

The University of Memphis

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Dedication

God, great is Thy faithfulness... All I have needed Thy hand hath provided...
Great is thy faithfulness Lord unto me! All that I am and ever hope to be, I owe it all to
Thee!

This dissertation is dedicated to all of my ancestors. You were enslaved yet paved the way for me with your blood, sweat, tears, and lives. Oh, freedom; oh, freedom; oh, freedom over me... Your spirit lives in me. I have felt you every step of the way. I even felt you when I was very young and wanted to read all the books in the incredible libraries. You inspired me through my elementary, middle, and high school years. You were there when I obtained all of my degrees. You have been at every graduation and will be at this one too. Your cries encouraged me to continue to get my education even though the road was hard. I especially felt your presence and push against my back. You helped to build, across this great country, the very structures of academia that you were forbidden to attend.

This is a bittersweet moment in time—bitter because of all the sacrifices you made and the oppression you endured for 400 years and sweet because on your scarred backs and shoulders, I have earned this degree. It is difficult to reconcile but even more difficult to accept the charge, yet it is accepted with extreme graciousness. I will lead my people and all people out of the darkness of ignorance through education. You might have lived and died in pain, but your living was not in vain.

This degree is ours—I share it with you and hope that I have made you proud. If you had just been given the opportunity...

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Abstract

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Induction and mentoring programs are being implemented throughout the nation by school districts as intensive professional development for new teachers. These programs are designed to accelerate the development of novice teachers as a strategy to improve the academic achievement of preschool to 12th-grade students. In an effort to assess the relative importance of school-level factors that might further such teachers' growth, the purpose of this study was to investigate the perceptions of three cohorts of mentored teachers with respect to five working conditions: (a) colleagues' contributions to new teachers' professional growth; (b) principal support of new teachers' professional growth; (c) adequate classroom space; (d) sufficient materials and supplies; and (e) collaboration with veteran teachers. This study was also designed to determine if there were differences in new teachers' perceptions by characteristics such as the number of years they had been teaching, the length of time these new teachers worked with their mentors, and these new teachers' level of education.

This secondary analysis uses data previously collected from 169 mentored teachers who had been teaching between 1 and 3 years at the time of the original study and taught at 34 different schools within districts that serve a largely African American student population. The new teachers in the original study participated in a collaborative (i.e., school district and university) induction and mentoring program over a three-year period. These teachers completed an anonymous survey related to induction that was developed and administered by the New Teacher Center. The data used for secondary

analysis in this study were derived from three successive administrations of this survey. Through various nonparametric statistical procedures, findings indicated that new teachers rated items pertaining to their school's "social context" (i.e., colleagues' contributions to their professional growth, collaboration with veteran teachers, support of principals) highest. Conversely, the more "material" conditions of the school (i.e., adequacy of their classrooms, sufficiency of materials and supplies for instruction) were consistently rated lowest.

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Chapter 1

Introduction

Teachers enter the teaching profession through schools of education with dreams of making a difference in their students' lives. After schooling, new teachers become a teacher of record at the first school at which they are employed. On their first day of school, they become novice teachers, fellow teachers, and teachers of students. Lortie (1975) acknowledged a striking feature of teaching in which a young man or woman is a *student* in June, but a fully responsible *teacher* in August or September performing the same tasks as the 25 year veteran teacher. "Induction" refers to a teacher's transition into a school and consists of three phases: (1) a unique phase in which an individual transitions from being a *student of teaching* to a *teacher of students*, (2) a period of socialization into the norms of the profession, and (3) a phase that consists of formal programs and comprehensive systems of sustained support and professional development for new teachers during their first few years (Feinman-Nemser, Schwille, Carver, & Yusko, 1999). As the National Commission on Teaching and America's Future (2003) states, schools need support systems through which every novice teacher is formally linked to both an accomplished teacher and a team of educators responsible and accountable for this new teacher's success.

Mentoring is a central element of many new teacher induction programs, in which a novice teacher is paired with a veteran teacher with the ultimate purpose of the veteran supporting the novice's professional development (Achinstein & Athanases, 2006; DeBolt, 1992). The term "mentor" comes from a character in Homer's *Odyssey*, who provided the character Telemachus with education and support while his father was

away. Through a mentor, a new teacher receives guidance from a colleague who has proven him or herself competent in a particular area, that is, successfully adapted to the role that the new teacher has now assumed (Mager, 1992). According to Johnson and Birkeland (2003), a high-quality induction and mentoring program that supports teaching and collegial interaction, offers opportunities for growth, provides appropriate assignments and adequate resources, and supports student learning is one of the most significant and powerful ways to extend effective professional development to new teachers. New teachers face many challenges as they transition from being students in teacher preparation programs to teachers at preschool to 12th grade (P–12) work sites.

The historic marginalization of underprivileged students and the perpetuation of the status quo have served to benefit the same kinds of students for hundreds of years while simultaneously ignoring the needs of students and families from low income families and minority groups (Apple, 1993; Larson & Ovando, 2001). As a result, these students often fall into a predetermined mold that results in academic failure and social inequity; these students lack hope, vision, and equal access to the type of education that all children deserve (Brown, Benkovitz, Muttillio, & Urban, 2011). Baker et al. (2010) examined the teaching and learning conditions of poorly resourced schools lacking many things (e.g., books, equipment, resource staff), as these schools serve as *disincentives* for teachers to work with students who are often in need of the most effective teachers. These types of schools are likely to be populated by students from minority groups, and many teachers who begin their teaching careers at such schools are not likely to remain in these schools. (Baker et al., 2010).

Bandura (1997) noted that collective school efficacy is one of the things that make a school effective. This typically included strong academic leadership by the principal, high academic standards and belief in students' ability, mastery-oriented instruction that enabled students to control their own academic performances, student behavior management that created strong learning environments, and parental support and involvement. Many studies found that although the student characteristics within a school (e.g., race/ethnicity, poverty, language spoken) have an influence on teacher turnover, when working conditions were considered, the impact of student demographics on turnover and hiring problems was reduced (Clotfelter, Ladd, & Vigdor, 2007; Hanushek, Kain, & Rivkin, 2004).

Feiman-Nemser (2010) stated that we must consider the effects of working conditions on the satisfaction, success, and retention of new teachers. To this effect, Boyd et al. (2011) and Ladd (2011) found that in addition to salary/benefits, working conditions substantially influenced teachers' career plans. In addition, Darling-Hammond (2003) noted that four major factors strongly influence if and when teachers leave certain schools or the teaching profession entirely: (1) salaries, (2) working conditions, (3) preparation, and (4) mentoring support in the early years.

Background and Context

Scipio (2013) conducted a secondary analysis of the New Teacher Center Induction Survey. The sample consisted of 50 mentored teachers in their 1st, 2nd, and 3rd years from 12 different schools in a district located in the southeastern region of the United States and composed mainly of African American students. These teachers had received induction and mentoring support via a partnership between the school district

and a local university. In addition, these new teachers had attended a monthly group seminar, conducted by mentors, on topics identified by the new teachers in the partnership. The primary research question guiding this analysis (Scipio, 2013) was, “What are some of the teaching and learning conditions new teachers communicated were present in their school environment during their first year of teaching which could assist in ensuring that African American children achieve at high academic levels?” To answer this question, Scipio analyzed teachers’ survey responses to two open-ended questions concerning teaching and learning conditions within the target schools: (1) What are the most valuable features of your support program? (2) At your site, what are the most challenging working conditions? A constant comparative method was used for data analysis.

In addition to gaining insight from teachers, Scipio (2013) analyzed responses from five mentors who supported the teachers in the induction and mentoring program. These mentors had demonstrated classroom success, had the support of district administrators, and had been recommended by their peers, and they had between 15 and 20 years of teaching experience. These mentors had studied in rigorous programs with a curriculum that consisted of 24 clock hours over 2 years (based on the New Teacher Center Model). In addition, the mentors provided weekly support to 12–15 new teachers over 2 years. These mentors had a host of duties, including assisting new teachers with planning lessons and identifying curriculum resources, helping them establish professional learning goals, offering teaching demonstrations, coaching them in parent interactions, conducting classroom observations, and providing them with emotional support. The program was designed to effectively transition new teachers from the

university to the classroom setting, improve teacher retention rates, teacher effectiveness, and student achievement.

Just as done with the teacher data, the mentors' responses to two open-ended questions from the same survey were examined, and again, a constant comparative data analysis was used. The survey questions for mentors included: (1) What training or support structure has been most valuable to you? (2) What are the most challenging working conditions your beginning teachers face?

According to the teachers surveyed, the most valuable features of the support program were related to the services provided by the full-time mentors. Teachers in their first and second years reported that the mentors (a) were readily accessible to them to meet their needs; (b) provided instructional expertise; and (c) provided emotional support. These teachers' responses regarding the challenging working conditions were primarily related to several teaching and learning conditions noted by Johnson et al., 2007: (a) support from principals, (b) time management, and (c) student behavior.

According to the mentors, the most valuable aspects of the support program were related to the services provided by the university, including (a) mentor training academies (training topics relative to job, development of leadership skills); (b) mentor forums (weekly discussions, support for actual job issues, learning from fellow mentors); and (c) teamwork of fellow mentors (working with others, building relationships). The mentors' responses to the challenging working conditions faced by teachers revealed: school leadership (which included not only the principal but also the veteran teachers), time management, and student behavior. In terms of school leadership, student behavior was rated low despite its higher rating by teachers.

The mentors utilized teamwork to collaborate with each other and build relationships. These relationships transcended the time they shared in the academies and forums and were quite useful as the program progressed. The mentors themselves became the very resources for each other that teachers valued in the teacher-mentor relationships. While Scipio (2013) examined open-ended survey questions, the current study presented an investigation of closed-ended questions from the same New Teacher Center Induction Survey. The current study examined, over a three year period, mentored teachers' perceptions of challenging working conditions and how these perceptions affected their professional efficacy and growth.

Problem Statement

Teacher preparation programs, by some, are being held responsible for school failures of P-12 children. Some critics (Darling-Hammond, 2000; Hill, 2007) stated that colleges of education are not effectively preparing their students to teach. Additionally, many new teachers do not have the benefit of induction and mentoring programs, and few induction programs provide data about the quality of the programs they do have (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). According to Wei, Darling-Hammond, and Adamson (2010), "Teachers in suburban schools were significantly more likely to participate in an induction program than teachers in urban and rural schools," and "teachers in schools with the highest proportions of minority enrollment were significantly less likely to participate in induction and mentorship programs than all other schools" (p. 30). According to No Child Left Behind (2001) legislation, teacher effectiveness is rated solely by students' standardized test scores, and the impact of

teaching and learning conditions (referred to throughout this study as working conditions) in schools are often not considered.

Purpose of the Study

The purpose of this quantitative study was to investigate how three cohorts of mentored teachers' perceptions of the following five working conditions in their assigned schools fostered their professional efficacy and growth: (a) colleagues contribution to professional growth; (b) principal support of professional growth; (c) adequate classroom space; (d) sufficient materials and supplies (texts, books, paper, etc.); and (e) collaboration with veteran teachers. Another goal was to examine if there were differences by such respondent characteristics as years teaching, time working with their mentors, and level of education. A related goal was to determine ways that policy makers, university officials, and school districts can use these outcomes to improve teacher induction and mentoring programs in P–12 schools. Results of the current study will further determine how to ensure the academic success of minority students.

Research Questions

The research questions that guided this study were:

1. Across the three cohorts of mentored teachers, to what extent do novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?
2. Across the three cohorts of mentored teachers, are there differences by such respondent characteristics as years teaching, time working with their mentors, and level of education in the extent to which novice teachers perceive five

working conditions at the school to which they have been assigned to foster their professional efficacy and growth?

3. Within the three cohorts of mentored teachers, to what extent do novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?
4. Within the three cohorts of mentored teachers, are there differences by such respondent characteristics as years teaching, time working with their mentors, and level of education in the extent to which novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?

Rationale and Significance

The literature identifies several issues related to teaching and learning conditions within schools and the ways that improving the challenging working conditions along with high quality teacher induction programs can possibly mitigate the challenges faced by teachers in their initial years of teaching. Several studies conducted at both the local and state-wide levels (Linz, 2010; Morris & Morris, 2013; Scipio, 2013) were primarily descriptive or qualitative in nature and did not use quantitative methodology as was used in the present study. The current study also adds a longitudinal dimension, incorporating data collected over a three-year period (as compared particularly to Scipio, 2013). The results from the three-year period can aid in the reduction of teacher attrition rates and may also improve induction and mentoring programs for new teachers. Addressing the challenging working conditions in schools will assist in potentially accelerating the

professional practice of new teachers that, in turn, could have an impact on improving student outcomes.

Conceptual Framework

Induction and mentoring can be viewed through a theoretical lens. According to Mager (1992), the theory of induction and mentoring is based upon three concepts: teacher competence, teacher performance, and teacher effectiveness. “Induction,” in terms of teaching, is defined as a sophisticated, systematic effort to initiate, shape, and sustain the first work experiences of prospective teachers. Induction and mentoring programs are seen at a particular time in the teacher development process after a preservice preparation period and also as a new teacher faces the challenge of expressing his or her competence as a newcomer to the school environment. This study will be guided by Mager’s (1992) framework of induction and mentoring, which incorporates the following guidelines:

1. Becoming a teacher is a continuous experience, unique in form and content to each individual. That uniqueness extends through the preparation program, through the induction experience, and through the teaching career.
2. Competence, performance, and effectiveness are key concepts in understanding the induction experience. New teachers and those who would support them can use these concepts to describe their experience and so plan for induction.
3. Views of one’s competence, performance, and effectiveness are woven into the image of self-as-teacher formed by the individual and provide the basis of self-confidence.

4. Context is a crucial factor in the experience of becoming a teacher, particularly as it relates to the concepts of performance and effectiveness.
5. In becoming a teacher, the individual plays an active role, particularly through the period of preparation and induction. Acknowledging the individual's prerogative to do so is fundamental to supporting the experience of becoming.

Mentoring is a central strategy of induction. According to Achinstein and Athanases (2006), mentoring, in which a novice teacher is paired with a veteran teacher for purposes of professional development, is essential in many induction programs. When such mentoring programs are initiated and supported, induction programs can “fit” within the unique experience of becoming a teacher and augment it in a most highly and appropriately personalized way (Mager, 1992).

Mager (1992) framework outlined an individual's journey to becoming a teacher, addressing experiences throughout the process, the required time frame, different views of competence, the context where performance will be administered, the teacher as an individual, and assistance offered by others. Mager reported that formal mentoring for purposes of new teacher induction is being considered by more and more teacher educators and others within the field of education as the induction program of choice. Mager's framework can be used to further enhance the partnerships between school districts and universities to provide mentoring and induction and increase teacher effectiveness.

Definition of Terms

Several terms will be used throughout the current study. These terms include:

Attrition: The loss of teacher practitioners to other occupations, especially among beginners (Lortie, 1975; Smith & Ingersoll, 2004; Veenman, 1985) that imposes steep costs on schools and their students (Kardos & Johnson, 2007).

Induction: A planned, sustained, and systematic approach to ushering a new teacher into a career (Serpell & Bozeman, 1999); a program designed for teachers who have already completed basic training that serves as a bridge enabling them to transition from a student of teaching to a teacher of students, involves a variety of elements- workshops, collaborations, support systems, orientation seminars, and mentoring (Smith & Ingersoll, 2004); a catalyst for building professional learning communities in which teachers across all levels of experience work together to ensure powerful teaching and learning (Feinman-Nemser, 2012); a process of socialization where novices learn about the norms, values, and goals of the organization as well as establish relationships through which they access resources and support (Feinman-Nemser et al., 1999).

Mentoring: A central strategy of many induction programs in which a novice teacher is paired with a veteran teacher focused on supporting the novice's professional development (Achinstein & Athanases, 2006; Debolt, 1992).

Mentoring program: The component of induction programs through which beginning teachers become more proficient in their profession as a result of structured and planned experiences with a veteran, identified by researchers as the most critical component of induction programs, and by teachers as the most helpful (Serpell & Bozeman, 1999).

Retention: To remain in the teaching profession based on the level of compensation and the quality of the work environment (demographic characteristic of the school's students, quality of school leadership, opportunities for development, and quality of facilities (Ladd, 2011).

School culture: The extent to which teachers trust and respect each other, feel comfortable raising concerns, and are committed to helping students learn (Johnson, Kraft, & Papay, 2012).

School professional culture: The established modes of professional practice among teachers, their norms of behavior and interaction, and the prevailing institutional and individual values that determine what teachers do and how they do it (Johnson et al., 2007; Kardos & Johnson, 2007).

Teacher efficacy: The capacity to produce a desired result; the accomplishment of intended outcomes (student learning, student behavior, becoming part of faculty, working with parents, understanding and working with the culture of the school and community) that relate to performance (Mager, 1992).

Working conditions: The physical features of the workplace, the organizational structure, and the sociological, political, psychological, and educational features of the work environment (Johnson, 2006; Johnson, Berg, & Donaldson, 2005).

Chapter Summary

This chapter includes an overall introduction to induction, mentoring, and the challenging working conditions that teachers face when transitioning from student to teacher. This chapter also references Scipio (2013), which involved a secondary analysis of the responses from the New Teacher Induction Survey by teachers and their mentors.

While teacher preparation programs, schools, parents, and children are being blamed for the challenges within urban schools, the Scipio (2013) analysis revealed some of the challenges. Findings of the current study will assist in improvement in several areas: induction and mentoring programs, teachers' working conditions, teacher attrition, and students' academic achievement in public schools.

Organization of the Study

Chapter 1 provided the background, context, problem statement, purpose, research questions, rationale and significance, conceptual framework, and the definitions of key terms used throughout the study. Chapter 2 provided a comprehensive review of the literature related to induction and mentoring, challenging working conditions that new teachers encounter, and induction and mentoring programs. Chapter 3 described the study's quantitative methodology and the methods used. Chapter 4 presented the results. Chapter 5 presented the discussion, conclusions, implications, and recommendations.

Chapter 2

Review of the Literature

The current study was designed to investigate the ways in which induction and mentoring programs can be of benefit to new teachers transitioning from the role of students in colleges of education to teachers of record in their first classrooms. More, specifically, this study probes challenging working conditions and other factors present at a school site that may affect a novice teacher's efficacy and growth, hence affecting the academic achievement of students from minority groups. The literature review presented in this chapter set the stage for the current examination, as the challenges associated with induction, mentoring, and the working conditions in schools that new teachers face were all addressed. This literature review is divided into three categories: (a) induction and mentoring; (b) challenging working conditions; and (c) high-quality induction and mentoring programs.

Induction and Mentoring

A closer look at induction. As discussed in the current study, the term “induction” refers to the planned, sustained, and systemic process of ushering a new teacher into a career (Serpell & Bozeman, 1999; Veenman, 1984) with a supportive climate and culture that meets his or her personal and professional needs. Lortie (1975) observed that schools create no special status for novice teachers that would provide for measured induction into teaching: “Tasks are not added sequentially to allow for gradual increase in skill and knowledge; the beginner learns while performing the full complement of teaching duties” (p. 72). Induction is not the indoctrination of teachers, but it is the development of teachers who will be able to contribute to the professional

and educational practices of the school community (Wang, Odell, & Schwille, 2008). According to Feiman-Nemser (2010), induction is a distinct learning phase in which novice teachers have to both *teach* and *learn to teach* in the school environment. In the United States and abroad, induction programs were evaluated in terms of how well they support 21st-century learning communities. According to Fulton, Yoon, and Lee (2005), induction should be a stage in a continuum of teacher development, it should support entry into a learning community, and it is a good investment; Mentoring is a useful component of induction, but only one element of comprehensive induction.

It is expected that frequent (i.e., weekly) and sustained (i.e., two or more years) induction for novice teachers has a greater impact on their instructional practices and teaching effectiveness (Glazerman et al., 2010). Although induction should include a network of support, people, and processes all focused on assuring that novice teachers become more effective in their roles (Fulton et al., 2005; Johnson et al., 2007; Smith & Ingersoll, 2004; Youngs, 2007), induction is also a process of socialization for these teachers to become acclimated to the professional culture of collaboration, high standards, and collective accountability. However, this kind of culture does not exist in many schools, especially in urban and rural schools, but it must become part of an overall school change effort (Feiman-Nemser, 2010; Wei et al., 2010). The learning communities that teachers are inducted into serve as the foundation for their training and development.

Therefore, induction can foster the development of professional learning communities in which teachers across all levels of experience work together to ensure effective teaching and learning (Feiman-Nemser, 2012). Kardos, Johnson, Peske, Kauffman, and Lee (2001) identified three types of professional cultures in which

teachers gained experience: veteran-oriented, novice-oriented, and integrated professional. Kardos et al. cited that the integrated professional culture was the most supportive, as teachers with different levels of experience as well as their mentors supported the novice teacher. Veteran- and novice-oriented cultures were the least effective, and offered novice teachers insufficient support to become effective teachers (Kardos et al., 2001).

A closer look at mentoring. Although the terms “induction” and “mentoring” are sometimes used interchangeably, they are quite different. Mentoring is a strategy incorporated into many induction programs in which a novice teacher is paired with a veteran teacher so that the veteran supports the novice’s professional development (Achinstein & Athanases, 2006; Fulton et al., 2005; Mager, 1992). But as Feiman-Nemser (2010) point out, the assignment of a trained mentor to a new teacher is only one phase of the induction process. Anderson and Shannon (1988) described several attributes of mentoring, which included: (a) the process of nurturing; (b) the act of serving as a role model; (c) five functions of a mentor (i.e., teaching, sponsoring, encouraging, counseling, befriending); (d) a focus on professional and/or personal development; and (e) an ongoing caring relationship. These attributes describe both the role of the mentor and the direction of the relationship.

The conditions that support effective mentoring include careful selection, advanced training, and ongoing professional development of the mentor (Achinstein & Athanases, 2006), and the four domains of knowledge essential to new teachers’ understanding of diversity and equity are knowledge of pedagogy, contexts, learners, and self. Achinstein and Athanases (2003) also found that mentors must possess complex

knowledge and abilities in student assessment, aligning curriculum with standards, and formative new teacher assessment. Case studies (Wang, Strong, & Odell, 2004; Yusko & Feiman-Nemser, 2008) in mentorship show that mentors act as co-thinkers and co-planners, helping mentored teachers reframe challenges, design and modify their instruction and assessments, and analyze and enhance student learning. Mentors also give new teachers critical feedback and strive for a balance between supporting these teachers and challenging them to grow. Therefore, these skills, along with an educative framework, may enhance the effectiveness of new teachers. Bandura (1977) noted:

Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. (p. 22)

Feinman-Nemser's (1998) framework of "educative mentoring" involved a situated, collaborative approach targeted at the improvement of new teachers' professional practices. Situated on Vygotsky's (1978) social view of learning, educative mentoring puts learning in context, regards the learner as an active constructor of knowledge, and conceives learning in terms of assisted performance (Feiman-Nemser, 1998, 2001). Vygotsky's (1978) "zone of proximal development" determines a novice teacher's actual development level, defining what she is capable of problem solving on her own, and her level of potential development as determined through her problem solving in collaboration with more capable peers. Pairing a novice teacher with an expert teacher allows the new teacher to have assistance in the developmental process of becoming a more capable teacher.

However, there are challenges associated with pairing new teachers with experienced teachers. Several researchers (Johnson & Birkeland, 2003; Kardos et al., 2001) found that even when new teachers had been assigned paid mentors, these pairs were often poorly matched (e.g., teachers teaching different subjects or grades or at different schools), the teachers' personalities did not mesh well, and the teachers' schedules rarely allowed one teacher to observe the other's classes. Johnson et al. (2004) acknowledged that there can be several obstacles to forming strong one-to-one mentor-mentee relationships, such as differences in teaching assignments, teaching philosophy, or personality, proximity in the school to same grade level teachers, and the establishment of trust between the mentor and mentee.

Darling-Hammond et al. (2009) identified several other factors that were effective in reducing new teacher turnover: (a) having a mentor from the same field, (b) having common planning time and collaboration on instruction with other teachers in the same subject and, (c) being part of an external network of teachers. Additionally, Smith and Ingersoll (2004) and Youngs (2007) mentioned that novice teachers' experiences were affected by whether or not they had access to mentors or other colleagues strongly familiar with their particular content area and grade level taught. Johnson et al. (2007) found that when mentors have no training, lack clear goals and expectations, and have little or no time to mentor, they may contribute to new teachers' feelings of discouragement, isolation, and even cynicism. Thus, the combined efforts of induction (the systematic ushering of new teachers into the teaching profession) and mentoring (collaboration between teacher and mentor to improve new teacher practices) prepares a

new teacher to advocate for students and address the challenging working conditions in schools that serve low-income minority students.

Teacher education programs. Mentor and induction programs offered through universities and school districts provide support and training for novice teachers to increase teaching effectiveness (DeBolt, 1992; Johnson & Birkeland, 2003). Greenberg, McKee, and Walsh (2013) reviewed 1,130 institutions that prepare approximately 99% of the nation's traditionally trained teachers and found that some institutions are churning out teachers with classroom management skills and content knowledge insufficient for these new teachers to thrive in classrooms with ever-increasing ethnic and socioeconomic student diversity. Greenberg et al.'s (2013) review also revealed the following: (a) less than 10% of rated programs earn three or more stars, (b) admission into teacher preparation programs is relatively easy, (c) methods of reading instruction are not being taught, and (d) there is no assurance that student teachers will have uniformly strong experiences, such as allowing them to be placed in classrooms taught by teachers who are themselves effective. The programs were rated by researchers utilizing the practices of high-performing nations and states, consensus views of experts, and the demands of the Common Core State Standards along with other standards for college and career readiness (Greenberg et al., 2013).

Policy makers can influence the overall quality of the new teacher induction process by re-examining the problems that affect beginning teachers, the allotted time frame for induction support, and the programmatic tools and financial resources granted (Carver & Feiman-Nemser, 2009; Youngs, 2007). Kardos et al. (2001) revealed that district-wide policies can more positively influence beginning teachers' experiences if

induction is formally designed and implemented and new teachers are provided with multiple sources of support (Johnson et al., 2007). Novice teachers should be welcomed into a professional learning community built on (a) a sound induction, mentoring, and peer review process, (b) professional development that supports sustained growth, (c) effective use of time and technology; and (d) a decent salary and compensation system (Darling-Hammond, 2003). Increasing new teachers' effectiveness must be the foundation of induction and mentoring programs.

Examining teacher effectiveness based on teacher ratings and student achievement, Darling-Hammond (2009) composed a list of teacher qualities that combined dispositions along with what teachers are expected to be and do: (a) strong general intelligence and verbal ability; (b) strong content knowledge; (c) knowledge of how to teach others in the content area; (d) an understanding of learners and their learning and development; and (e) adaptive expertise. In teacher education programs, many of these qualities are developed while a student completes coursework and does student teaching. Upon completion of the coursework, these refined qualities emerge again during new teacher induction and mentoring. This list of qualities can be used as a focus of mentor and induction programs. Bandura (1997) found that teachers' perceived efficacy rests on much more than their ability to transmit subject matter, but their effectiveness is also determined by their efficacy in maintaining an orderly classroom conducive to learning, enlisting resources, getting parents involved in their children's schooling, and counteracting social influences that subvert students' commitment to academic pursuits.

Mentoring and induction programs offered through universities and school districts provide novice teachers with support and training to increase their teaching effectiveness (DeBolt, 1992; Johnson & Birkeland, 2003). Teachers' preparation matters in two ways: It can both enhance initial effectiveness and increase the likelihood of a teacher staying on the job long enough to gain experience and become effective, especially since a teacher becomes significantly more effective after the third year (Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2007; Clotfelter et al., 2007). Individual or "solo" teaching has been replaced by a 21st-century model of teaching and learning in which (a) teachers share the responsibility for the success of all students in the school, (b) no one assumes that new teachers are "fully cooked" when they leave their teacher preparation programs, and (c) novice and experienced teachers expect new teachers to be taught by all of the other teachers in the school (Fulton et al., 2005). Professional development serves to refine those desirable teacher qualities throughout a teacher's career.

Professional development. Induction and mentoring is part of the professional development that is provided for new teachers. The professional identity of a teacher as an *instructor* rather than a *child and youth developer* is established in teacher preparation programs and then reinforced in practice among colleagues who were similarly prepared to teach (Comer, 2001, 2004). Comer (2005) asserts that most schools of education do not provide future teachers or administrators with the knowledge or skills needed to foster a culture supportive of overall student development. While most teacher preparation programs are focused on curriculum, instruction, assessment, administration, and sometimes technology, teachers' personal learning and professional development are often isolated from their practice (National Commission on Teaching and America's

Future, 2003). Wei et al. (2010) acknowledged that professional development should be extended and focused on helping teachers provide better instruction in reading, work with students with disabilities, and teach students who are not proficient in the English language. Each of these three areas requires sophisticated knowledge and skill, and each may promote a higher quality of instruction and higher levels of student achievement. Comer (2004) also stressed that professional development should be focused on the underlying problems in education including the underdevelopment of teachers and the under preparation of caretakers at home.

Morris and Taylor (1998) found that preservice teachers felt more comfortable and competent planning and implementing family involvement programs after engaging in coursework on family involvement in the education of their children. This study stressed the importance of teachers being engaged in coursework that addressed parental involvement as a way to strengthen students' academic ability. The researchers also stated that colleges of education must establish meaningful partnerships with school districts to ensure that the knowledge, skills, and attitudes taught during the coursework phase are translated into appropriate action (Morris & Taylor, 1998). New teachers should be taught early on during induction and mentoring to work with families as well as communities. Ongoing professional development in induction and mentoring programs on a variety of topics is an important component of high quality induction and mentor programs.

Although induction occurs at the beginning of a new teacher's career, Comer (2005) acknowledged that there is often no vehicle by which educators can regularly update their skills and learn best practices. Continued professional development must be

connected to the induction process so that all teachers, not just new teachers, can work together to improve their teaching and their students learning (Feiman-Nemser, 2010). Strong professional development should be built around the ways both children and adults learn (Darling-Hammond, 2003). Therefore, schools of education and the school districts they serve are responsible for improving the challenging working conditions of today's school districts.

Challenging Working Conditions in Today's Schools

Some working conditions present challenges for novice teachers and affect their confidence as educators. In general, working conditions include the physical features of the workplace, the organizational structure, and the sociological, political, psychological, and educational features of the work environment (Johnson, 2006; Johnson et al., 2005). Johnson and Birkeland (2003) also found bureaucracy, competence of school administrators, school facilities, pay, prestige, opportunities for professional development, and career opportunities to be conditions crucial to teachers having “a sense of success.” According to Rinke and Valli (2010), improving these working conditions does a substantially better job of improving teacher and student learning than simply focusing on improving professional development alone. Policy makers who authorize funding for public education, set teacher salaries, and approve new career structures can lead the change in the improvement of teacher working conditions to ensure that capable, committed teachers will remain in the profession. The inequalities that exist within schools and the challenging working conditions of school culture, principal leadership, and student achievement are highlighted throughout the literature.

Challenging working conditions in low income and minority schools. A large-scale study by Coleman (1966) noted that a student's family background is far more important than a school's composition and resources in understanding student outcomes. In contrast, many studies found that school composition and school resources had a stronger effect on student achievement than did family background (Borman & Dowling, 2010; Brown, Benkovitz, Muttillio, & Urban, 2011; Konstantopoulos & Borman, 2011). The National Bureau of Economic Research (as cited in Card & Rothstein, 2006) included statistical models for school and neighborhood segregation, concluding that the test score gap between Black students and White students is related to neighborhood segregation and "that neighborhood composition matters more than school composition" (p. 1).

The inequities between suburban, urban, and rural schools have an impact on teachers' career plans, and these inequities also propel the marginalization of students from low-income families and minority groups. It has been said that an education that encourages aspiration, that sets the loftiest ideals, and that seeks, as an end, culture and character rather than "bread winning" is the privilege of White men and the danger and delusion of Black people (Dubois, 1994). Comer (2004) identified two kinds of inertia that help to maintain this marginalization: (1) the inequitable way we fund our education system—particularly property taxes—and the failure of the government to make adjustments for low tax-base, high-needs areas (Ladson-Billings & Tate, 1995) and (2) the focus on curriculum, instruction, and testing or assessment without adequate support being provided for development. The belief that it is not cost-effective to invest more in the education of poor and marginalized students is usually left unsaid. Therefore, in the

quest of African Americans for civil rights, there should also be a quest for property rights.

Johnson et al. (2005) reported that there has been little analysis of the underlying reasons for the well-documented disparities between students from schools in low-income communities versus those from high-income communities and that at the simplest level; these differences reflect unequal funding, bureaucratic inefficiencies, and political patronage. The increasing involvement of the federal government with a stronger focus on testing rather than structural inequalities deludes the public in believing that poverty is solely responsible for students having poor academic performance, and the unfortunate message being sent to African American students is that their poor performance on standardized tests is the reason they have limited access to higher education and jobs (Irvine & Irvine, 2007). A recent Met Life Survey (2012) indicated that 63% of the surveyed teachers reported increased class sizes over the last year instead of lighter class loads despite the promises set forth by No Child Left Behind legislation (Markow & Pieters, 2012).

In a secondary analysis of two surveys from 2004–2005 (i.e., Schools and Staffing Survey and its supplement, the Teacher Follow-up Survey), Ingersoll and Merrill (2010) revealed that teacher turnover occurred in just one-fourth of urban and rural public schools with high poverty rates and large minority populations. In addition, teachers have been found to receive lower “effectiveness” scores when teaching students that are not fluent in the English language, special education students, and students from low income communities than when teaching students from more affluent and educationally advantaged backgrounds (Baker et al., 2010). Data also revealed a significant flight of

teachers from poor to wealthier schools, from high-minority to low minority schools, and from urban to suburban schools (Ingersoll & Merrill, 2010).

According to Ingersoll and Merrill (2010), teachers in suburban schools are often paid more and have more pleasant working conditions (e.g., smaller class size/pupil load, greater influence over school decisions). Teachers in schools with the largest concentration of students from low income communities earned, at the top of the scale, one-third less than those teaching in schools located in communities with higher income (Darling-Hammond, 1997; Ingersoll & Merrill, 2010). Teachers had access to fewer resources, had poorer working conditions, and endured more stress from working with students and families with such a wide range of needs (Ingersoll & Merrill, 2010). New teachers left those schools through what Ingersoll (2001) called a revolving door, leaving communities with high numbers of minority students and high poverty rates to work in communities with a mostly White student population and higher income levels. Some of these teachers even left the field of education entirely. These challenging working conditions led to higher attrition rates of teachers.

More teachers in low-income community schools are underprepared and unsupported, both of which are factors that strongly influence attrition (Comer, 2004; Darling-Hammond, 2000; Johnson & Birkeland, 2003). This pattern of teachers leaving schools in low income communities and moving to schools in high income communities has been documented in both large quantitative and small qualitative studies (Boyd et al., 2007; Boyd, Lankford, Loeb, & Wyckoff, 2005; Hanushek et al., 2004; Johnson et al., 2007; Leukens, Lyter, Fox, & Chandler, 2004). Thus, the schools that need effective teachers most have the greatest difficulty attracting and retaining teachers. Ferguson

(1991), controlling for several family and community background factors, analyzed school finance and found that teachers with better literacy skills, fewer large classes, and five or more years of experience (nine or more for high school) had higher student test scores. This analysis is in direct contrast to Coleman (1966), who found that increasing expenditures in lower socioeconomic school districts would not improve academic achievement due to family and community factors. Ferguson's (1991) analysis is also indicative of the need for lower socioeconomic school districts to offer higher salaries to attract a better quality of teachers and thereby create equity.

Teachers are exposed to poorer working conditions when working in schools in lower income communities and with large minority populations (Johnson et al., 2012; Ladd, 2011), yet it is in these schools that many new teachers begin their careers (Clotfelter et al., 2007) and are presumed experts (Kardos & Johnson, 2007). Novice teachers usually teach many children who are already "behind" because of district placement practices (Greenberg et al., 2013). Several studies (Borman & Dowling, 2008; Boyd et al., 2011; Ladd, 2009, 2011; Loeb, Darling-Hammond, & Luczak, 2005) have shown that teachers—veteran and novice alike—do not want to work in schools with large minority populations and lower income not because of the children, but more so due to the challenging working conditions. Expenditures per student contribute to the differences in working conditions from school to school because of the ability or inability of leaders to provide adequate resources for teaching. For example, a study of 1,018 schools in 370 school districts and 53 of the 58 counties by the California Postsecondary Education Commission (1998) revealed:

...the gap in expenditures for education between the high-spending and low-spending school districts had risen to \$4,480. Perhaps the most disturbing part of

this statewide picture is that many of the disparities noted above are consistently and pervasively related to the socioeconomic and racial-ethnic composition of the student bodies in the schools as well as the geographical location of schools. That is, schools in low socioeconomic communities as well as neighborhoods with a predominance of Black and Latino families often have dilapidated facilities, few or inadequate science laboratories, teachers in secondary schools providing instruction in classes for which they have no credential, curriculum that is unimaginative and boring, and teachers who change schools yearly and lack the professional development to complement their teaching with new instructional strategies and materials. (p. 29)

Johnson et al. (2012) found that the working conditions conducive to novice teachers staying in largely minority, low income schools, which made it possible for students to achieve, were school culture, principal leadership, and teachers' relationships with their colleagues. Novice teachers are faced with challenges that stem from conditions associated with school culture, school leadership, and support for student achievement.

School culture. Teachers are inducted into a school context with its very own culture. Ma, Ma, and Bradley (2008) referred to school context as the “hardware” of a school: the physical background (e.g., location and resources), the student body (e.g., socioeconomic and racial-ethnic compositions), and the educator body (e.g., levels of education and experience of teachers and principals). In contrast, Johnson et al. (2012) considers school culture the extent to which teachers trust and respect each other, feel comfortable raising concerns, and are committed to helping students learn. The culture of a school determines the way things are done or overall business is conducted and the way teachers are socialized into the culture. According to Lortie (1975), socialization is something that happens to people as they move through a series of structured experiences and internalize the subculture of the group.

School culture is defined by both administrators and teachers, and in the case of effective schools, parents as well (Comer, 2005). Whether they agree with the practices or not, every member of the school team experiences the culture. Culture exists in a school long before a novice teacher begins work. The professional culture of a school is defined as the established modes of professional practice among teachers, their norms of behavior and interaction, and the prevailing institutional and individual values that determine what teachers do and how they do it (Johnson et al., 2007; Kardos & Johnson, 2007). The development of new teachers occurs within a professional teaching community and school culture that supports the ongoing learning of all teachers, as it is an interdependent practice (Fulton et al., 2005). Professional culture both influences and is influenced by formal and informal support structures, such as mentoring, classroom observations, teacher meetings, collaboration, and professional development.

Darling-Hammond (2003) maintained that schools needed support systems to formally link novice teachers to both more accomplished teachers and to a team of educators who are accountable for their success. New teachers are oriented to the school culture by principals and teachers. Integrated professional culture, where teachers across experience levels work together, provided new teachers with the support they needed to be effective. Johnson et al. (2005) found evidence that students learned more and that teachers experienced greater satisfaction and commitment to teaching when they engaged with their colleagues, which improved their instruction and strengthened their schools. All teachers maintained a sense of shared responsibility for the success of students within their schools, not just those in their classrooms.

Principal leadership. Leadership in schools is demonstrated by principals, veteran teachers, teachers, and novices. Although principals are considered the leaders of a school, the impact of their leadership is often debated. Johnson et al. (2005) described effective leadership:

...the degree of collaboration and trust among teachers is closely linked to the nature of the school leadership; transformative leaders are far more likely to promote high levels of teacher collaboration, trust, and commitment to the school than are more controlling principals. (p. 72)

Effective leadership not only provides training for teachers, but it also aids in the retention of these teachers. According to the National Center for Education Statistics (1997), less than half (46%) of teachers reported that their principals frequently discussed their instructional practices with them.

However, Youngs (2007) found that principals positively affected the culture and climate of the school as they support new teachers through positive personal interactions, assigned and monitored mentors' interactions with new teachers, and provided orientation and ongoing professional development. The novice teachers in this study (Youngs, 2007) reported that through personal interactions with their principals, they felt respected as professionals, autonomous, validated, and competent. In turn, these positive interactions helped these new teachers work well with their colleagues. Principals can show their support of mentoring programs by discussing these programs during new teacher interviews, reiterating this when welcoming new teachers, and scheduling concurrent planning periods for mentors and new teachers (Villani, 2002). These types of practices will support new teachers and reveal the priority of the principal for the teachers' successful induction. When novice teachers work in environments where they

are supported by the principal and other teachers, they are better equipped to handle the challenges that come along with the role.

Johnson et al. (2012) identified (1) school culture, (2) principal's leadership, and (3) teachers' relationship with colleagues as a few of the working conditions that are conducive to teacher retention at schools located in low-income communities and with large minority populations. In contrast, Boyd et al. (2011) and Ladd (2011) identified principal's leadership as the factor most critical to teacher retention. Comer (2004) found that principals alone cannot effectively address schools' problems, even if the problems are modest or if they have assistants—combating problems within a school requires the cooperation of parents and staff. Darling-Hammond (2003) emphasized that shared or “distributed” leadership brings the learning community together in a common commitment and shared responsibility of sustained improvement. In addition to principal leadership, research (Comer, 2004; Darling-Hammond, 2003) showed that teacher attrition rates were higher because new teachers had little influence over the things that happened in their schools. The Consortium on Chicago School Research (2009) found that while part of the relationship between principal leadership and teacher stability can be explained by working conditions within the school, principal leadership is one of the strongest and most significant predictors of teacher stability.

Additionally, Andrews and Soder (1987) found teachers' perceptions of the principal as an instructional leader to be critical to student achievement in reading and mathematics. When serving as an instructional leader, the principal sets expectations and engaged in continuous improvement of the instructional program and staff development, which improved student learning (Andrews & Soder, 1987). Likewise, Ladd (2009)

found that principal leadership was the most important predictor of student achievement in mathematics while teachers' ratings of school facilities were most strongly related to reading achievement.

Brown et al. (2011) examined 24 state-recognized "Honor Schools of Excellence," and found that school level characteristics of school leadership that included both principals and teachers were deliberate in the following actions: (a) encouraged academic achievement, (b) provided instructional feedback, and (c) expected excellence for every student. These actions were used by principals to confront and change past practices anchored in open and residual racism and class discrimination. These actions also laid the foundation for increased student achievement, collective efficacy among the school team, and faculty trust among staff, students, and parents. Principals and teachers in these schools of excellence practiced academic optimism (Hoy, Tarter, & Hoy, 2006) in which the educators' actions are a greater force than the students' backgrounds. These educators were persistent in educating all of their students and did not allow absent parents or unstable homes to serve as excuses for their student to fail.

Pogodzinski, Youngs, Frank, and Belmar (2012) found that perceptions concerning the quality of administrator-teacher relations were a stronger predictor of a teacher's intent to remain at a particular school than teachers' reports pertaining to resources, administrative duties, or workload. Darling-Hammond et al. (2009) found that the manageability of a teacher's workload was indeed associated with moving or leaving, but not completely tied to turnover. Pogodzinski and others (2012) also found that when a novice teacher perceived that there were adequate resources, then he or she was more willing to remain in the teaching profession. The principal's involvement in orientation,

mentor assignment and support, and the development of the professional culture in which colleagues support new teachers appeared to affect new teachers' instructional practices, satisfaction, and intent to remain in the profession (Kardos et al., 2001; Tillman, 2005; Youngs, 2007).

Johnson and Birkeland (2003) referred to teachers who did not remain in their initial schools as “leavers” and “movers” and called those that remained in teaching as “stayers.” The leavers left the public school sector and the movers transferred to schools serving children from wealthier communities. Leavers and movers revealed their basic needs, which were supportive working conditions that consisted of ensuring that (a) new teachers have an appropriate assignment and a manageable workload, (b) new teachers have sufficient resources to teach, (c) their principals and fellow teachers maintain a stable school and orderly work environment, and (d) new teachers can count on colleagues for advice and support (Johnson & Birkeland, 2003). These supportive conditions could enable leavers and movers to remain in the teaching profession.

Student achievement. Another crucial component of the challenging working conditions in today's schools is student achievement. The purpose of high quality mentoring and induction programs is to improve educational outcomes for all children. Borman and Dowling (2010) found that schools matter in achievement outcomes based on the characteristics of the schools attended. As they stated, “Going to a high-poverty school or a highly segregated African American school has a profound effect on a student's achievement outcomes, above and beyond the effect of individual poverty or minority status” (Borman & Dowling, 2010, p. 1202). Both racial and socioeconomic segregation is associated with poorer academic performance (Konstantopoulos &

Borman, 2011). The Economic Policy Institute Briefing (as cited in Baker et al., 2010) revealed that the nonrandom assignment of students to classrooms and schools along with the wide variation in their experiences at home and at school meant that teachers cannot be accurately judged against one another by their students' test scores. This is in direct contrast to NCLB legislation (2001) in which the academic achievement gap was to be closed through high stakes student testing and teachers being accountable for these test scores. Baker et al. (2010) suggested that students' scores should be utilized via a comprehensive approach that provides teachers with guidance and feedback, supportive leadership, and working conditions conducive to performance improvement.

Novice teachers assign great weight to whether or not they can succeed with their students (Johnson & Birkeland, 2003). Favorable working conditions predicted students' academic growth even when compared to students who were demographically similar (Johnson et al., 2012; Ladd, 2009). Schools with favorable work environments also appear to be conducive to the joint success of teachers and students. Although many schools are failing to raise student achievement levels and reduce achievement gaps among students (Jenks & Phillips, 1998; Kozol, 1991; McKenzie & Scheurick, 2004), other schools are meeting the challenge of serving each and every student quite well (Comer, 1994; Oakes, Quartz, Ryan, & Lipton, 2000; Reyes, Scribner, & Scribner, 1999; Riester, Pursch, & Skrla, 2002). Darling-Hammond (2003) found that in a context where teachers trust each other, in professional learning communities, they can form networks of expertise focused on professional growth and student achievement. However, many argue that some degree of shared leadership among teachers, the principal, and the district is required to enhance student performance (Fullan, 1991; Murphy, 2002).

Ladson-Billings (1994) reported the following: (1) When students are treated as competent, they are likely to demonstrate competence; (2) When teachers provide instructional “scaffolding,” students can move from what they know to what they need to know; (3) The focus of the classroom must be instructional; (4) Real education is about extending students’ thinking skills and abilities; and (5) Effective teaching involves teachers having in-depth knowledge of both the students and the subject matter. There has been a 50% decrease in the number of African American teachers since 1983; currently, 90% of teachers are White and only 6% are African American (Irvine & Irvine, 2007). In 1999 The American Association of Colleges for Teacher Education (as cited in Zumwalt & Craig, 2005) reported that 80% of preservice teachers were female and White, many of whom were quite unfamiliar with the life experiences of the culturally diverse students they would soon be teaching.

Ladson-Billings (1994) reinforced “culturally relevant teaching” in which student culture is considered and transcends the negative effects of the dominant culture. The primary aim of this teaching style was to foster the development of a “relevant Black personality” that allowed African American students to choose academic excellence, yet still identify with African American culture. Culturally relevant teaching is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes upon the students (Ladson-Billings, 1994). Vygotsky’s (1978) zone of proximal development can also be applied to determine a student’s actual development level that defines what she is capable of problem solving on her own, and her level of potential development as determined through her problem solving under adult guidance or in collaboration with more capable

peers. Attrition is directly tied to working conditions and teachers base their career intentions on working conditions.

Teacher attrition, retention, and challenging working conditions. Boyd et al. (2011) and Ladd (2011) examined teachers' working conditions and career plans, finding that in addition to salaries and benefits, working conditions substantially influenced teachers' career plans. Between 1988 and 1994, 26% of teachers who left the teaching profession had concerns about student motivation and discipline on one hand and lack of recognition and support from administration on the other (Darling-Hammond, 1997). Of those who enter the profession, approximately 30% leave within 3 years, and up to 50% leave within 5 years (Darling-Hammond, 1997). A variety of working conditions (e.g., resources for teaching, collegial interactions, opportunities for growth, input into decision making, autonomy, and positive school climate) positively influenced teachers' reported attitudes toward exerting more effort in their jobs as well as their intentions to stay in the profession (Consortium on Chicago School Research, 2009; Darling-Hammond, 2003; Johnson & Birkeland, 2003; Weiss, 1999). Additionally, Shen, Leslie, Sprybrook, and Ma (2012) found that staff collegiality and administrator support had a stronger impact on teacher job satisfaction than salary and class size.

High Quality Induction and Mentoring Programs

When high quality teacher induction programs are in place, attrition rates dramatically decline (Darling-Hammond et al., 2009). Several studies (Odell & Ferraro, 1992; Schlechty & Vance, 1983; Serpell & Bozeman, 1999, Smith & Ingersoll, 2004) have reported retention rates from 84% to 97% for teachers in their 1st to 5th years. In contrast, Hill (2007) found that some induction programs are poorly designed and have

not positively affected teacher retention. In a secondary analysis of two surveys (the Schools and Staffing Survey and the Teacher Follow-Up survey), Smith and Ingersoll (2004) found significantly lower attrition rates for 1st-year teachers with induction support involving things such as (a) a helpful mentor in the same subject area; (b) the teachers sharing planning periods with other teachers in the same subject or collaborating with other teachers on instruction and; (c) teachers being part of an external network of teachers. These teachers were less likely to migrate to other schools or leave teaching at the end of their first year.

To retain the novice teacher, there must be a focus on their overall teaching quality and on their students' learning (Feiman-Nemser, 2012). Simply the commitment to attracting, retaining, and supporting good teachers will attract good teachers. Induction and mentoring programs that are designed well can promote new teacher efficacy, improve the challenging working conditions in which they often teach, and aid in teacher retention. The significant impact of effective mentoring on student outcomes in math and reading achievement was cited by Glazerman et al. (2010). The authors stated that:

...beginning teachers who received two years of comprehensive induction support produced greater student learning gains—equivalent of a student moving from the 50th to 58th percentile in math achievement and 50th to 54th percentile in reading achievement. (p. 92)

According to Haycock (2012), “An awful lot of our teachers—even brand new teachers—are left to figure out on their own what to teach and what constitutes ‘good enough’ work” (p. 122). While some new teachers do not have access to induction and mentoring programs during their first and most critical years, Darling-Hammond et al. (2009) also noted that few induction programs provide data about the nature and quality of these programs.

Kardos et al. (2001) observed 50 new teachers and found that these teachers thrived in a culture labeled as an “integrated professional culture.” In such a culture, (a) novice teachers frequently and reciprocally interacted with teachers across varying levels of experience, (b) novice teachers were seen as beginners and their needs were attended to, and (c) teachers shared the responsibility for the students and for each other. Novice teachers were supported by the principals in these environments, and the support system promoted mentoring, classroom observation, feedback, and meetings that are focused on teaching and learning. In addition, novice teachers were assigned a mentor, but mentoring also came from other sources. The integrated professional culture encouraged teamwork and alleviated the isolation that most novice teachers feel. Later, Kardos and Johnson (2007) used the concept of integrated professional culture in a study of 486 first and second-year teachers in four states (California, Florida, Massachusetts, and Michigan) and found that many new teachers were (a) isolated in their classrooms, (b) presumed to be experts, and (c) not part of collective, school-wide efforts. Cultures that differ from this one are challenging for novice teachers, especially because there are other challenges associated with taking on a new job.

As described by Johnson and Birkeland (2003) and Johnson et al. (2007), Susan M. Johnson and associates (via the Harvard Project on the Next Generation of Teachers) identified several teaching and learning conditions that are supportive of new teachers: (a) new teachers are appropriately assigned and have a manageable workload, (b) new teachers have sufficient resources with which to teach, (c) new teachers have principals and fellow teachers that help them maintain a stable school and orderly work

environment, and (d) new teachers can go to their colleagues for advice and support. Principals can have a significant influence on these teaching and learning conditions.

Jacobsen (1992) reported that The University of Colorado's Teacher Induction Program utilized guidelines for the collaboration of new teacher and support team in the development and implementation of its program. Everyone involved gave positive feedback, with the teachers reporting that the services provided by their mentors and the support they received from the university and school district staff were the most valuable features. The mentors reported that the most valuable features were the enhancement of their skills emerging from supporting these teachers. Many of the positive features reported by teachers and mentors in this study (Jacobsen, 1992) were consistent with those reported by Scipio (2013). The TIP collaboration was successful in organizing a team, defining roles, and encouraging collaboration between teachers, mentors, and school district and university officials to meet new teachers' needs (Jacobsen, 1992).

New Teacher Center Induction Survey

The data used in the current study, called the "The New Teacher Center Induction Survey," has been used widely by school districts. According to the New Teacher Center (Teacher Induction, undated), in 2010, the induction survey was administered in 29 programs representing nearly 400 districts across 11 states and given to over 7,900 beginning teachers, mentors, and site administrators. The survey has origins in the North Carolina Teacher Working Conditions survey of 2002 and has been a part of the NTC research unit since 2003 (Maddock, undated). According to the NTC, between 2008 and 2012, there were 1,187,479 licensed educators and 769,339 completed the induction

survey, which is often referred to as the Teaching and Learning Conditions survey (NTC, 2012).

At least three studies (Linz, 2010; Morris & Morris, 2013; Scipio, 2013) have been conducted within this local school district-university partnership that used data from the Induction Survey administered by the New Teacher Center, Santa Cruz. Each of these studies was primarily qualitative. Linz (2010) used a mixed methods approach to explore beginning teachers' perceptions of curricular tracking. Study findings included some statistically significant correlations between teacher perceptions of curriculum tracking and their beliefs that students are aware of track placement by certain teachers' demographics. Additionally, the perceptions of "beginning teachers" found that behavioral attributes defined characteristics of curricular-tracked students more often than academic ability (Linz, 2010).

Morris and Morris (2013) used a constant comparative method to analyze teachers' responses to two open-ended questions. The responsibility of principals to improve the academic achievement of African American children in K-12 education was highlighted via the roles of they must play in high quality induction and mentoring programs for novice teachers in their schools. Findings from Morris and Morris (2013) detected teaching and learning conditions in the target schools that could promote positive academic outcomes in addition to detecting other conditions that may negatively impact the educational outcomes of K-12 students.

Scipio (2013) used a constant comparative data analysis method to analyze the responses of mentors and novice teachers to two different pairs of open-ended questions. Scipio explored the perceptions of mentors and novice teachers regarding their induction

and mentoring program and the working conditions in their schools. Findings indicated that the aspect of the program most valued by teachers was the service provided by full-time mentors while the mentors placed most value on the service provided by the affiliated university. Responses from the teachers and mentors related to the working conditions are related to teaching and learning conditions of children.

Researchers in the State of Tennessee (Hirsch & Dougherty, 2011; Tennessee Department of Education, 2013) have used a modified version of the induction survey to assess whether or not schools across the state provided the supportive environments necessary for teacher efficacy. Findings from these studies indicate that (1) Educators across the state report many positive working conditions; (2) Time is the least positively rated construct by educators across the state; and (3) Community support and involvement is an integral and often overlooked component of successful schools. The current longitudinal study uses data collected over a three-year period while most other local studies are focused primarily on one academic year. This study is also quantitative in nature while most others have been qualitative.

Chapter Summary

The existing literature provided extensive insight into the new teacher's journey from their teacher preparation programs to the actual school site/place of employment. Induction and mentoring programs should serve as the bridges that connect the two. From the review of the literature, the schools that needed effective teachers most are the same schools that presented the most challenging working conditions for new teachers. This chapter presented an exploration of these working conditions and connected these conditions to teacher attrition.

Chapter 3

Methodology

Introduction

This chapter described the study's research methodology and offers discussion around the following areas: (a) the research approach and methodology, (b) data sources, (c) data analysis, (d) validity and reliability; and (e) limitations. The data used in this study had been previously collected from 169 mentored teachers in their first, second, or third year of teaching, 16 mentors, and 34 site administrators from 34 different schools within a predominantly African American school district. The data used in this study were retrieved from the New Teacher Center (NTC), University of California at Santa Cruz. The original data were collected in 2004, 2005, and 2006. The new (or beginning) teachers surveyed in the original study had been mentored by full-time released mentors who had visited these teachers' classrooms at least 1 1/2 to 2 hours per week. The mentors surveyed in the original study had been trained at a 24-hour mentor academy over a 2-year period in adherence to the NTC's induction and mentoring model. Mentors continued their professional development via a weekly mentor forum while the beginning teachers were invited to participate in a monthly seminar based on self-selected topics.

Secondary Analysis Research

The data used in this study were originally part of an anonymous online new teacher induction survey administered by the NTC in the years 2004, 2005, and 2006. Survey respondents included 169 new teachers, 16 mentors, and 34 site administrators involved in a 3-year collaborative induction and mentoring program between the school district and the University of California at Santa Cruz. To conduct this study, each year

(1) the university provided the names and e-mail addresses of potential participants to the NTC research unit, (2) the NTC sent the Web-based survey three times in the spring of each year to generate a representative number of participants in each category, (3) reports of the participants' responses to 68–70 closed-ended questions and 6–12 open-ended questions for new teachers (depending on the year), and (4) all the data collected were placed on spreadsheets for further analysis.

In the current study, the researcher, investigated, with a sample of mentored added teacher cohorts, how the teachers in the cohorts perceptions of working conditions at their schools fostered professional efficacy and growth. The researcher examined five working conditions: (1) colleagues' contributions to new teachers' professional growth; (2) principal support of new teachers' professional growth; (3) classroom space; (4) materials and supplies (e.g., texts, books, paper) available; and (5) new teachers' collaboration with veteran teachers. Only these five of the eight working conditions in the original study were examined due to changes in the structure of the consistency of research questions guiding this inquiry. The five conditions that were considered for the current study all remained consistent on each survey throughout the three-year period. The Institutional Review Board at the University of Memphis granted permission to conduct this study.

Research Questions

The following research questions guided this quantitative inquiry:

1. Across the three cohorts of mentored teachers, to what extent do novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?

2. Across the three cohorts of mentored teachers, are there differences by such respondent characteristics as years teaching, time working with their mentors, and level of education in the extent to which novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?
3. Within the three cohorts of mentored teachers, to what extent do novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?
4. Within the three cohorts of mentored teachers, are there differences by such respondent characteristics as years teaching, time working with their mentors, and level of education in the extent to which novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?

Secondary Analysis Research Design

According to Tashakkori and Teddlie (1998), research is usually categorized in terms of its general methodology. In educational studies, these researchers note that the researcher may employ the use of qualitative, quantitative, experimental, non-experimental, or mixed methods methodology to frame his or her study. When employing a quantitative research method, questionnaires, tests, records, standardized observation instruments, and existing databases all serve as appropriate data sources (Patton, 1997). Common to the quantitative approach is the utilization of data from human samples and the placement of this data in predetermined categories for statistical analysis, with the intended result being an unbiased and objective interpretation of the data (Creswell, 2014).

Drawing upon existing data sources, namely, the responses from three cohorts of new teachers to the *New Teacher Center Induction Survey*, the researcher approached the four the four research questions posed by this study in a quantitative study design, and worked in a venue of inquiry commonly referred to as “secondary analysis.”

According to Hakim (1982), secondary data analysis refers to “further analysis of an existing data-set which presents interpretations, conclusions, or knowledge additional to, or different from, those presented in the first report on the data collection and its results” (p. 1). In alignment with this definition, such analyses may be used for:

- Condensed reports (e.g., social area analysis based on selected social indicators)
- More detailed reports (offering additional detail on the same topic)
- Reports focused on a particular subtopic (e.g., unemployment) or social group (e.g., African American)
- Reports angled towards a particular policy issue or question
- Analyses based on a conceptual framework or theory not applied to the original analysis
- Re-analyses using more sophisticated analytical techniques to test hypotheses and answer questions in a more comprehensive and succinct manner than in the original report. (Hakim, 1982, p. 1)

Given the uses outlined, the present study lent itself to secondary analysis for at least three of the kinds of information outlined by Hakim. First, it qualified as a “more detailed” report as it brought together three years of data and, in so doing, added a longitudinal dimension to pre-existing information. Second, it examined a particular

subtopic, namely, the working conditions of new teachers involved in an induction and mentoring program. And finally, in dividing the data into subgroups of respondents and comparing and contrasting results, the present study applied somewhat “more sophisticated analytical techniques to answer questions” (Hakim, p. 1) that were not fully addressed or were unaddressed in the prior studies.

Data Sources

The data analyzed for this study originated from three separate administrations of the NTC’s New Teacher Induction Survey, which was completed by successive cohorts of respondents in the spring of 2004, 2005, and 2006. Textual summaries came from Excel spreadsheets containing the survey responses by-item for each respondent to the three surveys; these spreadsheets were purchased and transmitted electronically to program administrators at the University of Memphis for purposes of more fine-grained secondary analyses. The five survey items related to teachers’ working conditions were selected for analyses.

Data from each of the three spreadsheets related to the year of survey administration (as cohort number); relevant demographic characteristics of each survey participant (as number of years teaching, duration of contact with mentor, and level of formal education), and each participants’ response to each of the five items pertaining to school conditions were captured for this study. Survey responses were scored on a 5 point continuum (ranging from “strongly disagree” to “strongly agree”) and also included a “does not apply” option. These five items were worded as follows:

1. My colleagues contribute to my professional growth.
2. My principal supports my professional growth.
3. The room where I teach is fully adequate for me and my students.

4. I have sufficient materials and supplies (texts, books, paper, etc.) in my room.
5. I collaborate with veteran teachers regularly.

The textual responses provided by the NTC were replaced with numbers combined with the requisite columns of data from the three Excel spreadsheets. The three spreadsheets were combined into a single spreadsheet and imported into Version 22 of the Statistical Package for the Social Sciences (SPSS), where each variable and each value associated with a variable were labeled. With respect to the demographic variables, some variables were subsequently recoded to ensure that the numbers in the categories were large enough and adequately balanced so that data analyses by subgroup were more meaningful.

Data Analysis

Because the dependent variables analyzed were scores based on single items, an “ordinal” level of measurement was assumed and nonparametric statistical tests employed to test for statistically significant differences. For research questions 1 and 3, the Friedman test—the nonparametric analogue for the repeated measures analysis of variance (R-ANOVA)—was employed to test for differences in respondent perceptions of the five working conditions across the three cohorts (research question 1) and within or by each of the three cohorts (research question 3). To follow up on the results of the overall tests, if significance was observed, all possible pairs of perceptions (i.e., 10) were tested for differences using a nonparametric analog of the dependent *t*-test (the Wilcoxon test). Given multiple comparisons, the Bonferroni adjustment was employed to correct for inflation of the Type I error rate.

To determine whether or not there were subgroup differences across the three cohorts (research question 2) and within or by each of the three cohorts (research question 4), the nonparametric analog of the independent *t*-test (the Mann–Whitney *U* test) was employed to test for differences by years teaching (one year or more than one year), months working with the mentor (nine months or less, more than nine months), and level of formal education (less than a Master’s degree, Master’s degree or higher). Again, to guard against the inflation of the Type I error rate, the Bonferroni adjustment was employed for each of the three sets of five comparisons.

Validity and Reliability

The term “validity” generally refers to the process of ensuring that an instrument accurately measures what it is intended to measure, in this case a survey measuring teaching and learning conditions. The NTC’s induction survey (NTC, 2014) provided a simple, rapid, and adaptable assessment of teacher induction programs. This survey, which was completed online, provided program administrators with colorful, lively reports of responses from beginning teachers, mentors, and site administrators to both scaled and open-ended questions about new teacher support. This survey, which is fully customizable, was administered to educators across the country employed in a variety of roles, including new administrators, their coaches, and those involved with teacher preparation. In addition to providing basic reports, the NTC researchers can provide program leaders with disaggregated reports sorted by participant information or question response, raw data from any of the three surveys, data analysis, and/or professional development. In 2010, the Induction Survey was administered to 29 programs

representing nearly 400 districts in more than 11 states to over 7,901 beginning teachers, mentors and site administrators.

Limitations of the Study

The current secondary analysis presented an exploration of pre-existing survey data abstracted from an NTC induction survey. Attention must be paid to three particular limitations. First, the data analyzed in the current study was not collected by the researcher, but by another agency. Therefore, the researcher is unable to obtain additional feedback or clarification of the answers to the survey questions. The second limitation of this analysis is that some of the survey questions had been modified over the years that the NTC collected the data; however, the five conditions chosen for the current analysis were consistent over the three years of interest in this study. This modification of survey questions created challenges in the limitation of how much information can be obtained. The areas that were not addressed could have provided pertinent information to enrich the study results and conclusions. The final limitation is that longitudinal studies usually involve a time span of 10 or more years; this study only covers a 3-year period. Additionally, this study investigates the same program, the same participant and respondent types, the same school district, and the same three-year time period.

Although this study does have its limitations, these limitations should not devalue the benefits afforded by the analysis. Supported by literature related to induction, mentoring, and working conditions in today's public schools, the outcomes of this study will aid better understanding of new teachers' perceptions of the challenging working conditions in relation to the characteristics of survey respondents.

Chapter Summary

This chapter described the quantitative research methodology, secondary analysis, used to answer the research questions guiding the current inquiry and also the survey instrument that was used to collect the original data. Data for research questions 1 and 3 were analyzed via the Friedman test, and the Wilcoxon test was administered to test all possible pairs of perceptions as significance was observed. Data for research questions 2 and 4 were analyzed via the Mann–Whitney U test. The Bonferroni adjustment was employed to correct for inflation of the Type I error rate.

Chapter 4

Results

The current study was an investigation of the perceptions of mentored teachers from three cohorts concerning five working conditions in their assigned schools and the way these conditions affected their professional efficacy and growth. The working conditions covered included: (a) colleagues' contribution to professional growth; (b) principal's support of professional growth; (c) adequate classroom space; (d) sufficient materials and supplies (e.g., texts, books, paper); and (e) collaboration with veteran teachers. This study was focused on determining if there were differences by such respondent characteristics such as the number of years teaching, the time these teachers spent working with their mentors, and teachers' levels of education.

Novice teachers who had participated in a mentoring program were asked to identify the extent to which they agreed or disagreed with several statements using a scale ranging from 1 (strongly disagree) to 5 (strongly agree). The statements included:

1. My colleagues contribute to my professional growth.
2. My principal supports my professional growth.
3. The room where I teach is fully adequate.
4. I have sufficient materials and supplies.
5. I collaborate with veteran teachers.

The research questions that guided this study were:

1. Across the three cohorts of mentored teachers, to what extent do novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?

2. Across the three cohorts of mentored teachers, are there differences by such respondent characteristics as years teaching, time working with their mentors, and level of education in the extent to which novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?
3. Within the three cohorts of mentored teachers, to what extent do novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?
4. Within the three cohorts of mentored teachers, are there differences by such respondent characteristics as years teaching, time working with their mentors, and level of education in the extent to which novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?

Respondents

The original survey respondents were 169 new teachers with less than four years of teaching experience. The data used in this study were collected from these respondents who were enrolled in a new teacher induction program in the years 2003–2004, 2004–2005, and 2005–2006. These new teachers participated in a collaborative induction and mentoring program developed via a partnership between the school district and a university located in the southeastern United States. The respondents included 148 women and 21 men; 105 respondents were African American, 56 were Caucasian, 3 were multiracial, and 5 respondents did not select a racial/ethnic group; in terms of the highest degree earned, 110 had bachelor's degrees, 56 had master's degrees, 2 had doctoral

degrees, and 1 had not yet completed a bachelor's degree. Of the survey respondents, 92 had been teaching for 1 year, and 77 had been teaching from 1 to 3+ years. Additionally, 98 teachers had worked with their mentors for 9 or fewer months, and 71 teachers had worked with their mentors for 9 or more months. The 2003–2004 group, Cohort 1, consisted of 67 teachers, 6 mentors, and 12 administrators; the 2004–2005 group, Cohort 2, consisted of 51 teachers, 5 mentors, and 12 administrators; the 2005–2006 group, Cohort 3, consisted of 51 teachers, 5 mentors, and 10 administrators.

Research Question 1

The first research question was, *“Across the three cohorts of mentored teachers, to what extent do novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?”*

The item means and standard deviations obtained for all mentored teachers across the three cohorts as well as by individual cohort are presented in Table 1. The means of all inductees across cohorts are presented in Figure 1. To test for differences in respondent perceptions of the five working conditions being studied, the Friedman test was employed as an omnibus procedure. As the results of this test indicated that at least one pair of working conditions items was significantly different ($\chi^2(4) = 97.26, p < .001$), the Wilcoxon test was then employed to test for differences among all possible pairs of items. Results of these analyses indicated that when compared to teachers' perception of their colleagues' contributions to their professional growth, the adequacy of the room where the respondent taught ($z = 5.67, p < .001, r = .44$) and the sufficiency of materials and supplies ($z = 6.84, p < .001, r = .53$) were both rated significantly lower. In other words, the teachers were more likely to agree that their colleagues' contributions to

their professional growth contributed to their professional efficacy more than the adequacy of their classroom or the sufficiency of the materials and supplies they had for instruction. The order of their agreement with these working conditions was:

1. My colleagues contribute to my professional growth.
2. The room where I teach is fully adequate.
3. I have sufficient materials and supplies.

Likewise, as these results indicated that when compared to the mentored teachers' perceptions of their principals' support for their professional growth, their perceptions of the adequacy of their classroom ($z = 5.00, p < .001, r = .39$) and their perceptions of the sufficiency of materials and supplies ($z = 6.15, p < .001, r = .48$) were both rated significantly lower. The mentored teachers rated the support provided by their principals significantly higher than the adequacy of room where they taught and the sufficiency of materials and supplies. The order of their agreement with these three working conditions was:

1. My principal supports my professional growth.
2. The room where I teach is fully adequate.
3. I have sufficient materials and supplies.

Also rated significantly higher than the mentored teachers' perceptions of the adequacy of their classrooms ($z = 5.53, p < .001, r = .43$) as well as their perceptions of the sufficiency of materials and supplies ($z = 6.54, p < .001, r = .51$) were respondents' perceptions of the quality of their collaboration with veteran teachers. Other item-level comparisons involving colleagues' contributions to professional growth, principals' support of professional development, and collaboration with veteran teachers proved not

to be statistically significantly different. However, a marginal effect was observed when respondents' perceptions of the adequacy of the room where they taught were compared to their perceptions of the sufficiency of materials and supplies ($z = 2.11, p < .001, r = .16$). In this instance, the comparison favored respondents' perceptions of their classrooms.

Table 1

Item Means and Standard Deviations for All Mentored Teachers and by Cohort Year

Item	<u>All</u> <u>Mentored</u> <u>Teachers</u>			<u>Cohort 1</u> <u>(2003-04)</u>			<u>Cohort 2</u> <u>(2004-05)</u>			<u>Cohort 3</u> <u>(2005-06)</u>		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
My colleagues contribute to my professional growth.	168	4.18	0.79	67	4.15	0.91	50	4.22	0.68	51	4.18	0.74
My principal supports my professional growth.	169	4.07	0.96	67	4.03	1.03	51	4.00	0.87	51	4.18	0.97
The room where I teach is fully adequate.	168	3.54	1.17	67	3.67	1.13	51	3.69	1.12	50	3.20	1.23
I have sufficient materials and supplies.	168	3.36	1.18	67	3.43	1.20	51	3.63	1.06	50	3.00	1.21
I collaborate with veteran teachers.	167	4.11	0.89	65	4.02	1.10	51	4.18	0.65	51	4.16	0.78

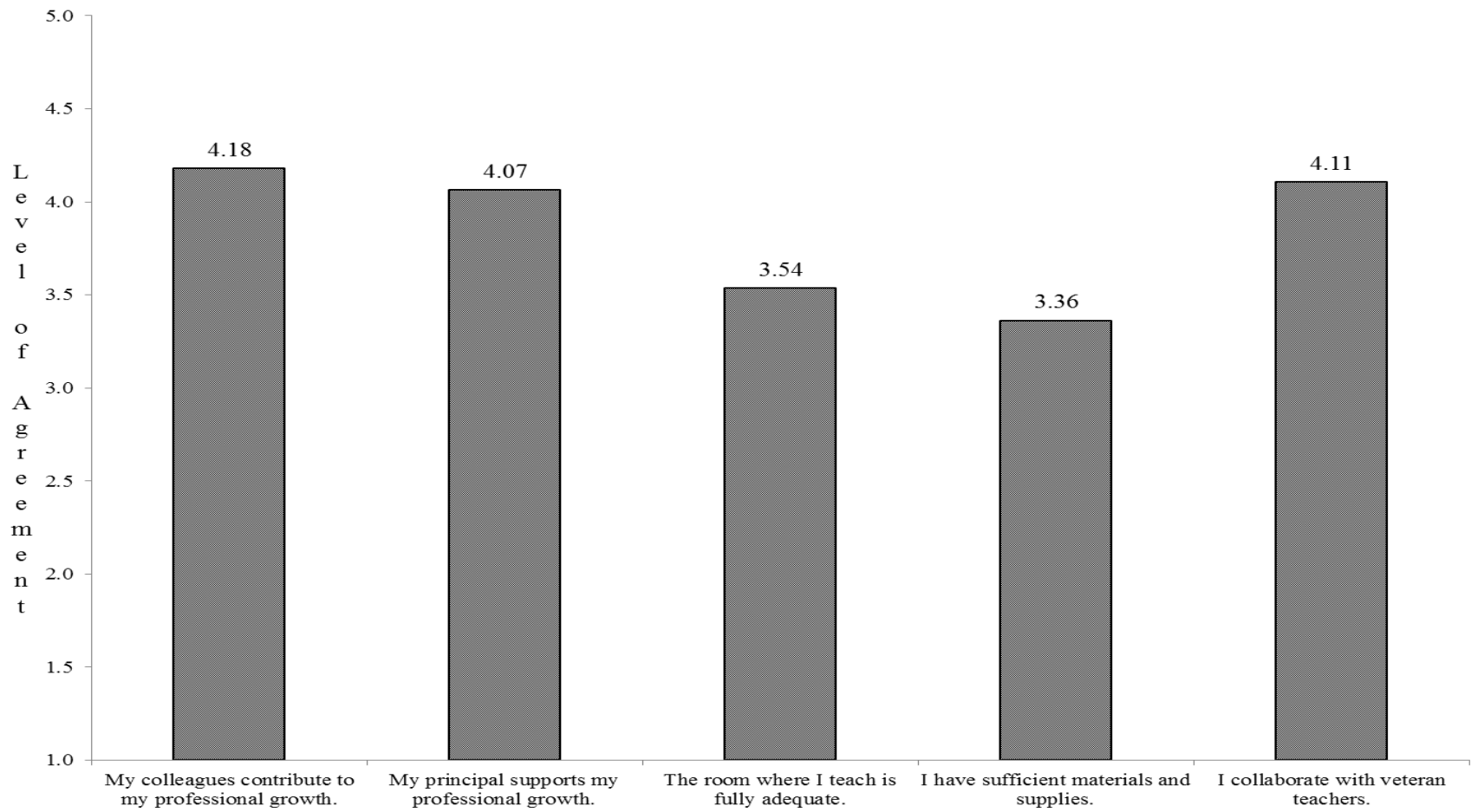


Figure 1. Graph of five item means across all mentored teachers.

Research Question 2

The second research question guiding the current study was, *“Across the three cohorts of mentored teachers, are there differences by such respondent characteristics as years teaching, time working with their mentors, and level of education in the extent to which novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?”*

The Mann–Whitney *U* test was employed to check for subgroup differences, across the cohorts, in teachers’ perceptions of working conditions by their number of years teaching, the time spent with their mentors, and their level of formal education. As suggested by Table 2 and Figure 2, no statistically significant differences were observed in the aggregate for any of these subgroups. In other words, there were no significant differences in the way mentored teachers rated the five working conditions based on the number of years they had been teaching (1 year or more than 1 year), the amount of time spent with their mentor (9 months or less or 10+ months), or their level of education (bachelor’s degree or master’s degree/higher).

Table 2

Item Means and Standard Deviations for Subgroups across Cohort Years

Item	<u>Years Teaching</u>						<u>Time W/ Mentor</u>						<u>Level of Education</u>					
	One Year			More than One Year			Nine Months or Less			Ten Months or More			Bachelor's Degree			Master's Degree or Higher		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
My colleagues contribute to my professional growth.	92	4.13	0.88	76	4.24	0.67	98	4.17	0.85	70	4.19	0.71	110	4.15	0.87	58	4.22	0.62
My principal supports my professional growth.	92	4.07	1.00	77	4.06	0.92	98	4.04	1.00	71	4.10	0.91	111	4.03	1.04	58	4.14	0.80
The room where I teach is fully adequate.	91	3.48	1.26	77	3.60	1.07	97	3.48	1.23	71	3.61	1.10	110	3.63	1.16	58	3.36	1.19
I have sufficient materials and supplies.	91	3.25	1.29	77	3.49	1.03	97	3.22	1.24	71	3.56	1.08	111	3.32	1.21	57	3.46	1.12
I collaborate with veteran teachers.	90	4.02	1.07	77	4.21	0.59	96	4.02	1.01	71	4.23	0.68	110	4.06	0.97	57	4.19	0.69

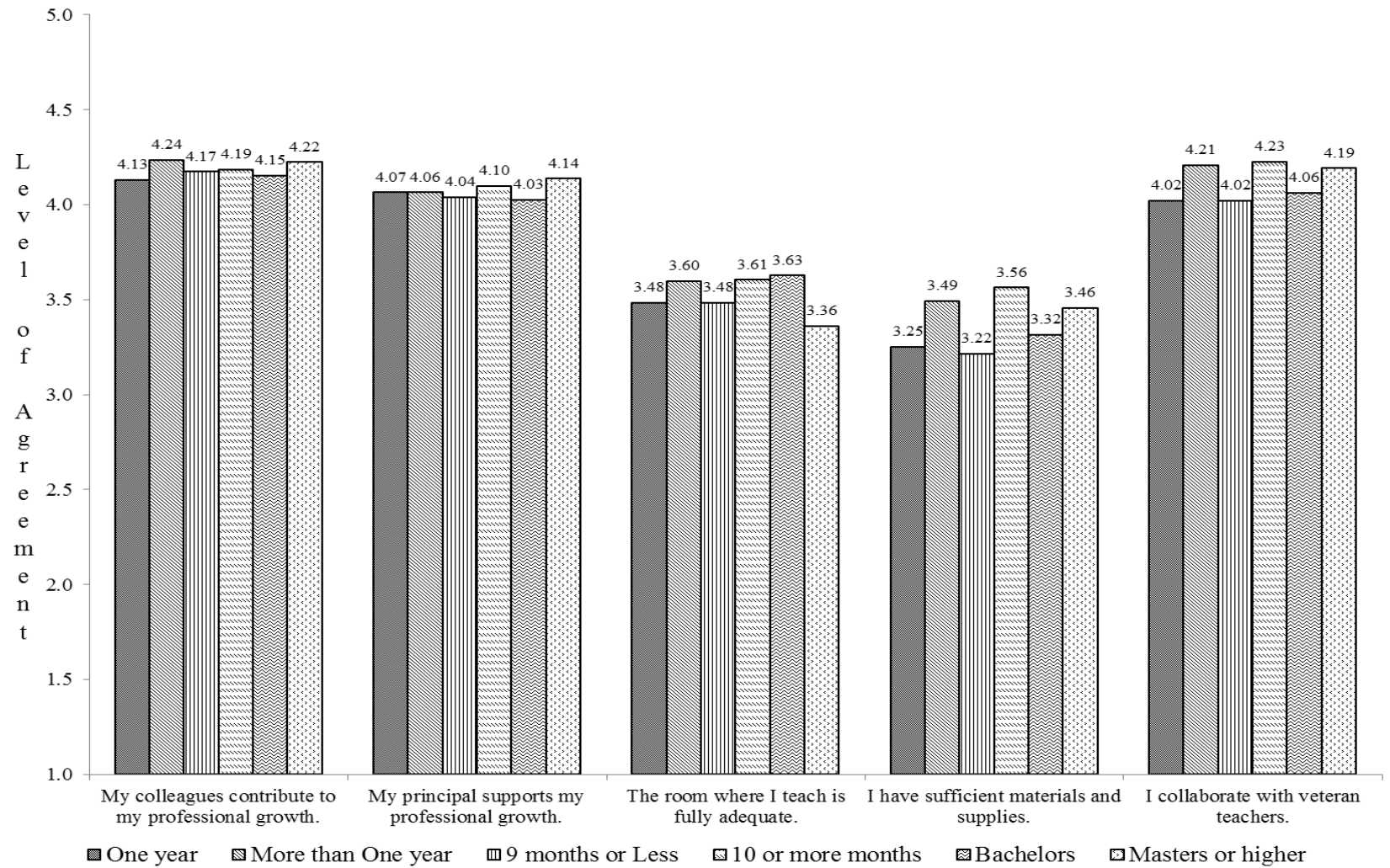


Figure 2. Graph of five item means for six subgroups across cohort years.

Research Question 3

The third research question was, “*Within the three cohorts of mentored teachers, to what extent do novice teachers perceive five working conditions at the school site to which they have been assigned to foster their professional efficacy and growth?*”

As with the first research question, the Friedman test was used to test for differences in respondent perceptions of the five working conditions within cohort years Cohort 1 (2003–2004), Cohort 2 (2004–2005), and Cohort 3 (2005–2006) followed by the Wilcoxon test for differences among all possible pairs of item perceptions (10). With the item means presented in Table 1 and graphically depicted in Figure 3, the results by cohort were as follows:

Cohort 1. For Cohort 1, the Friedman test proved to be highly statistically significant ($\chi^2(4) = 28.68, p < .001$). The Wilcoxon analyses indicated that when compared to teachers’ perceptions of their colleagues’ contributions to their professional growth, the adequacy of their classroom where the respondent taught ($z = 2.54, p < .001, r = .31$) and the sufficiency of materials and supplies ($z = 3.69, p < .001, r = .45$) were both rated significantly lower. Likewise, these results indicated that when compared to their perceptions of their principals’ support for their professional growth, their perceptions of the adequacy of their classroom ($z = 2.45, p < .001, r = .30$) and their perceptions of the sufficiency of materials and supplies ($z = 4.14, p < .001, r = .51$) were both rated significantly lower. Rated significantly higher than their perceptions of the sufficiency of materials and supplies ($z = 3.13, p < .001, r = .39$) were their perceptions of the quality of their collaboration with veteran teachers. Other item-level comparisons involving colleagues’ contributions to the mentored teachers’ professional growth,

principal's support of professional development, and collaboration with veteran teachers proved to not be statistically significantly different. However, a marginal effect was observed when respondents' perceptions of the adequacy of the room where they taught was compared to the quality of collaboration with veteran teachers ($z = 2.04, p < .001, r = .25$) with the comparison favoring their perceptions of the quality of collaboration with veteran teachers.

Cohort 2. For Cohort 2, the Friedman test proved to be highly statistically significant ($\chi^2(4) = 19.39, p < .001$). Wilcoxon analyses indicated that when compared to mentored teachers' perceptions of their colleagues' contributions to their professional growth, the adequacy of their classroom ($z = 3.10, p < .001, r = .44$) and the sufficiency of materials and supplies ($z = 3.29, p < .001, r = .47$) were both rated significantly lower. Rated significantly higher than their perceptions of the adequacy of their classroom ($z = 3.12, p < .001, r = .44$) and the sufficiency of the materials ($z = 3.30, p < .001, r = .46$) were their perceptions of the quality of their collaboration with veteran teachers. Other item-level comparisons involving colleagues' contributions to professional growth, principal's support of professional development, and collaboration with veteran teachers proved not to be statistically significantly different. However, a marginal effect was observed when respondents' perceptions of the sufficiency of materials and supplies ($z = 2.00, p < .001, r = .28$) was compared to the principals' support of professional development with the comparison favoring their perceptions of the principals' support of professional development.

Cohort 3. For Cohort 3, the Friedman test proved to be highly statistically significant ($\chi^2(4) = 61.23, p < .001$). Wilcoxon analyses indicated that when compared to teachers' perception of their colleagues' contribution to professional growth, the adequacy of their classroom ($z = 4.22, p < .001, r = .60$) and the sufficiency of materials and supplies ($z = 4.75, p < .001, r = .67$) were both rated significantly lower. Likewise, these results indicated that when compared to their perceptions of their principals' support for their professional growth, their perceptions of the adequacy of their classroom ($z = 4.00, p < .001, r = .57$) and their perceptions of the sufficiency of materials and supplies ($z = 4.32, p < .001, r = .61$) were both rated significantly lower. Rated significantly higher than their perceptions of the adequacy of their classroom ($z = 4.48, p < .001, r = .63$) and the sufficiency of materials and supplies ($z = 4.87, p < .001, r = .69$) were their perceptions of the quality of their collaboration with veteran teachers. Other item-level comparisons involving colleagues' contributions to professional growth, principal's support of professional development, and collaboration with veteran teachers proved not to be statistically significantly different.

As noted, the data within the three cohorts of teachers revealed similar findings related to the five working conditions of interest in the current study. Novice teachers rated significantly higher their colleagues' contributions to their professional growth, collaboration with veteran teachers, and support of principals as compared to the adequacy of their classrooms and the sufficiency of materials and supplies. Within each cohort, teachers having sufficient materials and supplies for classroom instruction were rated lowest.

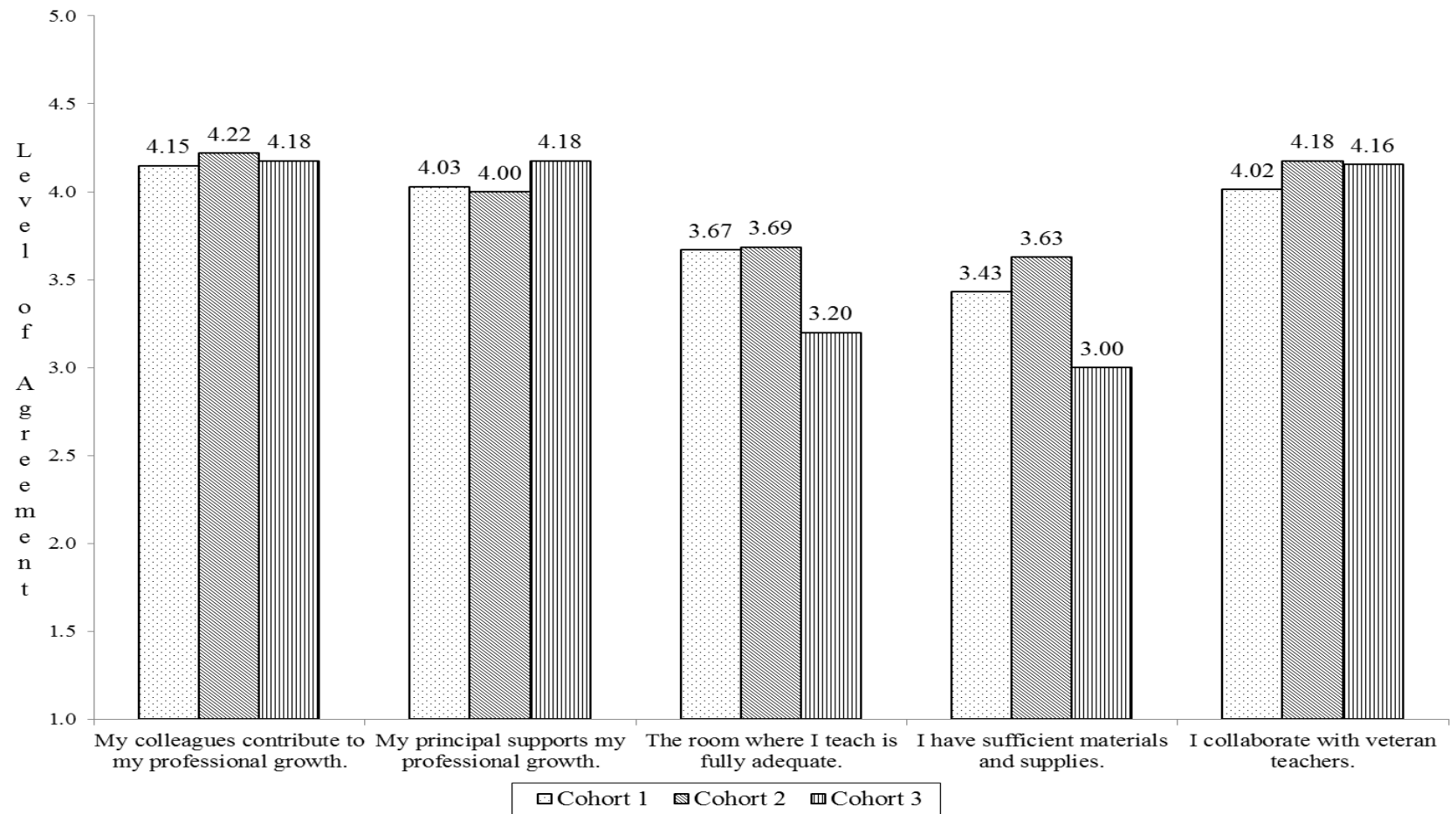


Figure 3. Graph of five item means by the three cohorts of mentored teachers.

Research Question 4

The fourth research question was, “*Within the three cohorts of mentored teachers, are there differences by such respondent characteristics as years teaching, time working with their mentors, and level of education in the extent to which novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?*”

With descriptive statistics for Cohort 1 presented in Table 3 and Figure 4, for Cohort 2 presented in Table 4 and Figure 5, and for Cohort 3 presented in Table 5 and Figure 6, the Mann–Whitney U test was employed to determine whether or not there were subgroup differences in teachers’ perceptions of working conditions by the number of years they had spent teaching, the time they had spent with their mentors, and their level of formal education. The results by cohort are presented below.

Cohort 1. Within Cohort 1, there were no differences in the teachers’ responses to the five items by the number of years teaching or their level of education. However, a marginal difference in teachers’ perceptions was observed with respect to the sufficiency of materials and supplies by the amount of time teachers had spent with their mentors ($U = 99.00, z = 2.00, p < .10, r = .24$).

Cohort 2. Within Cohort 2, there were no differences in teachers’ responses to the items by the amount of time teachers had spent with their mentors or their level of education. However, marginal differences by number of years teaching were observed with respect to the adequacy of their classrooms ($U = 70.50, z = 2.00, p < .10, r = .28$)

and the extent of their collaboration with veteran teachers ($U = 73.00, z = 2.09, p < .10, r = .28$).

Cohort 3. Within Cohort 3, no differences in teachers' responses were observed by level of education. However, differences were observed with respect to respondents' perceptions of the adequacy of the room and the sufficiency of materials and supplies by years teaching. With respect to the former ($U = 199.00, z = 2.20, p < .05, r = .31$) as well as the latter ($U = 178.00, z = 2.68, p < .01, r = .38$), the more experienced new teachers rated the working conditions in question higher than the teachers who had taught for one year or less. Additionally, teachers with more experience were likely to have developed more skills in obtaining resources as well as counsel from veteran teachers and administrators than teachers with less experience. Thus, working conditions for them were more likely to be better than what teachers with less experience found in their first year.

Finally, subgroup differences with respect to teachers' perceptions of the adequacy of their classroom and the sufficiency of materials and supplies were also observed with respect to the time teachers had spent with their mentors. The mentored teachers who spent more time with their mentors rated both the adequacy of the room ($U = 189.50, z = 2.43, p < .05, r = .34$) and the sufficiency of materials ($U = 192.50, z = 2.43, p < .05, r = .34$) higher than did teachers who spent less time with their mentors.

Findings across the three cohorts on teachers' ratings of the five working conditions based on the number of years they had been teaching and the amount of time they had spent working with mentors revealed the following: In Cohorts 1 and 2, there

were no significant differences in which teachers rated the working conditions based on number of years they had been teaching and their level of education. However, in Cohort 3, teachers with more experience rated working conditions higher than teachers who had taught for one year or less.

Table 3

Item Means and Standard Deviations for Cohort 1 Subgroups

Item	<u>Years Teaching</u>						<u>Time W/ Mentor</u>						<u>Level of Education</u>					
	One Year			More than One Year			Nine Months or Less			Ten Months or More			Bachelor's Degree			Master's Degree or Higher		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
My colleagues contribute to my professional growth.	63	4.11	0.92	4	4.75	0.50	61	4.20	0.87	6	3.67	1.21	49	4.14	1.00	18	4.17	0.62
My principal supports my professional growth.	63	4.03	1.03	4	4.00	1.15	61	3.98	1.06	6	4.50	0.55	49	4.02	1.15	18	4.06	0.64
The room where I teach is fully adequate.	63	3.63	1.15	4	4.25	0.50	61	3.67	1.15	6	3.67	1.03	49	3.71	1.08	18	3.56	1.29
I have sufficient materials and supplies.	63	3.43	1.21	4	3.50	1.00	61	3.34	1.21	6	4.33	0.52	49	3.37	1.20	18	3.61	1.20
I collaborate with veteran teachers.	61	3.98	1.12	4	4.50	0.58	59	4.02	1.11	6	4.00	1.10	48	4.00	1.17	17	4.06	0.90

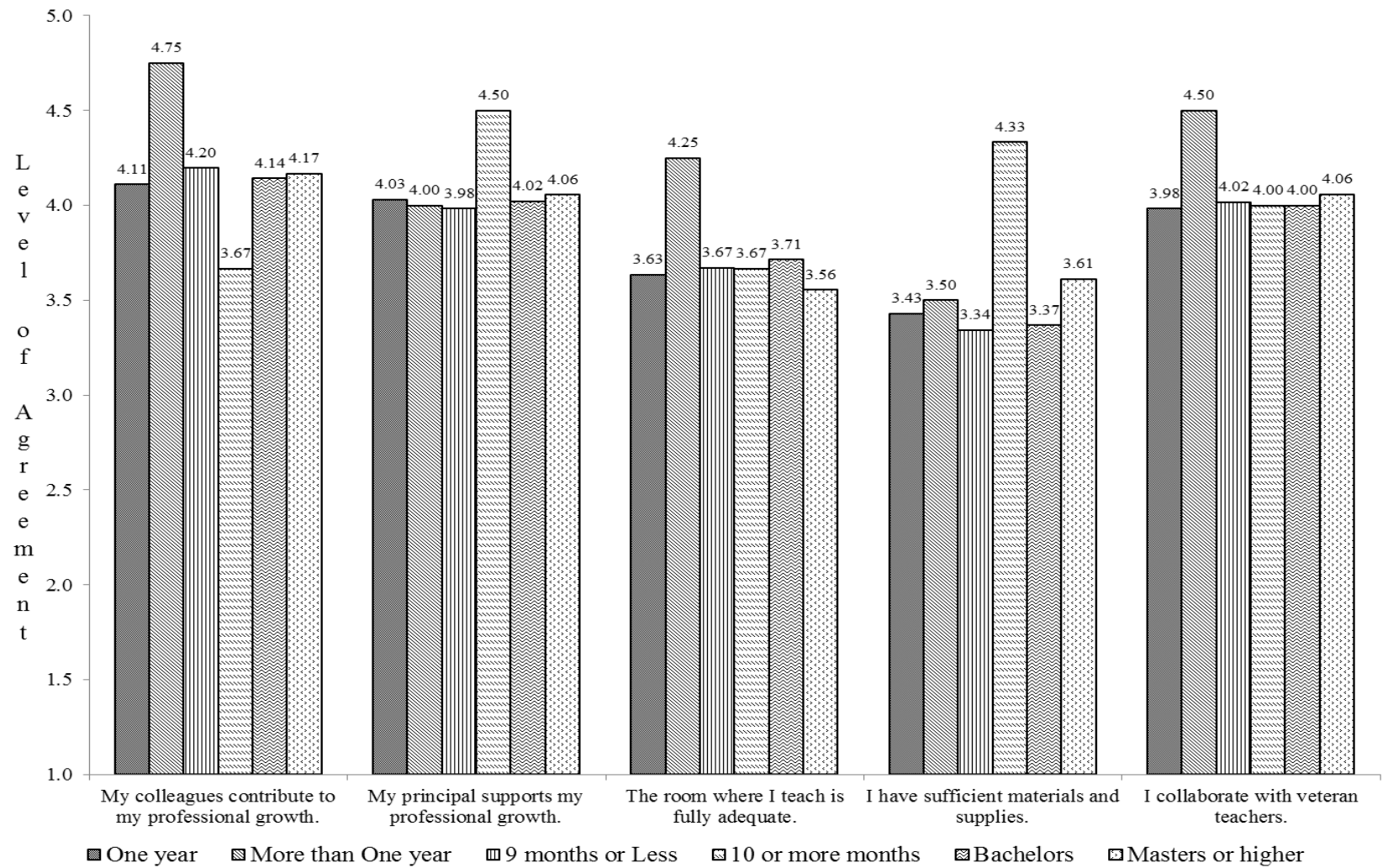


Figure 4. Graph of five item means for six subgroups in Cohort 1.

Table 4

Item Means and Standard Deviations for Cohort Two Subgroups

Item	<u>Years Teaching</u>						<u>Time W/ Mentor</u>						<u>Level of Education</u>					
	One Year			More than One Year			Nine Months or Less			Ten Months or More			Bachelor's Degree			Master's Degree or Higher		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
My colleagues contribute to my professional growth.	6	4.33	0.52	44	4.20	0.70	9	4.11	0.78	41	4.24	0.66	34	4.21	0.69	16	4.25	0.68
My principal supports my professional growth.	6	4.00	0.89	45	4.00	0.88	9	4.00	0.87	42	4.00	0.88	35	4.00	0.84	16	4.00	0.97
The room where I teach is fully adequate.	6	4.50	0.55	45	3.58	1.14	9	4.22	0.44	42	3.57	1.19	35	3.74	1.20	16	3.56	0.96
I have sufficient materials and supplies.	6	4.17	1.17	45	3.56	1.03	9	4.11	0.33	42	3.52	1.13	35	3.54	1.20	16	3.81	0.66
I collaborate with veteran teachers.	6	4.67	0.52	45	4.11	0.65	9	4.11	0.33	42	4.19	0.71	35	4.14	0.73	16	4.25	0.45

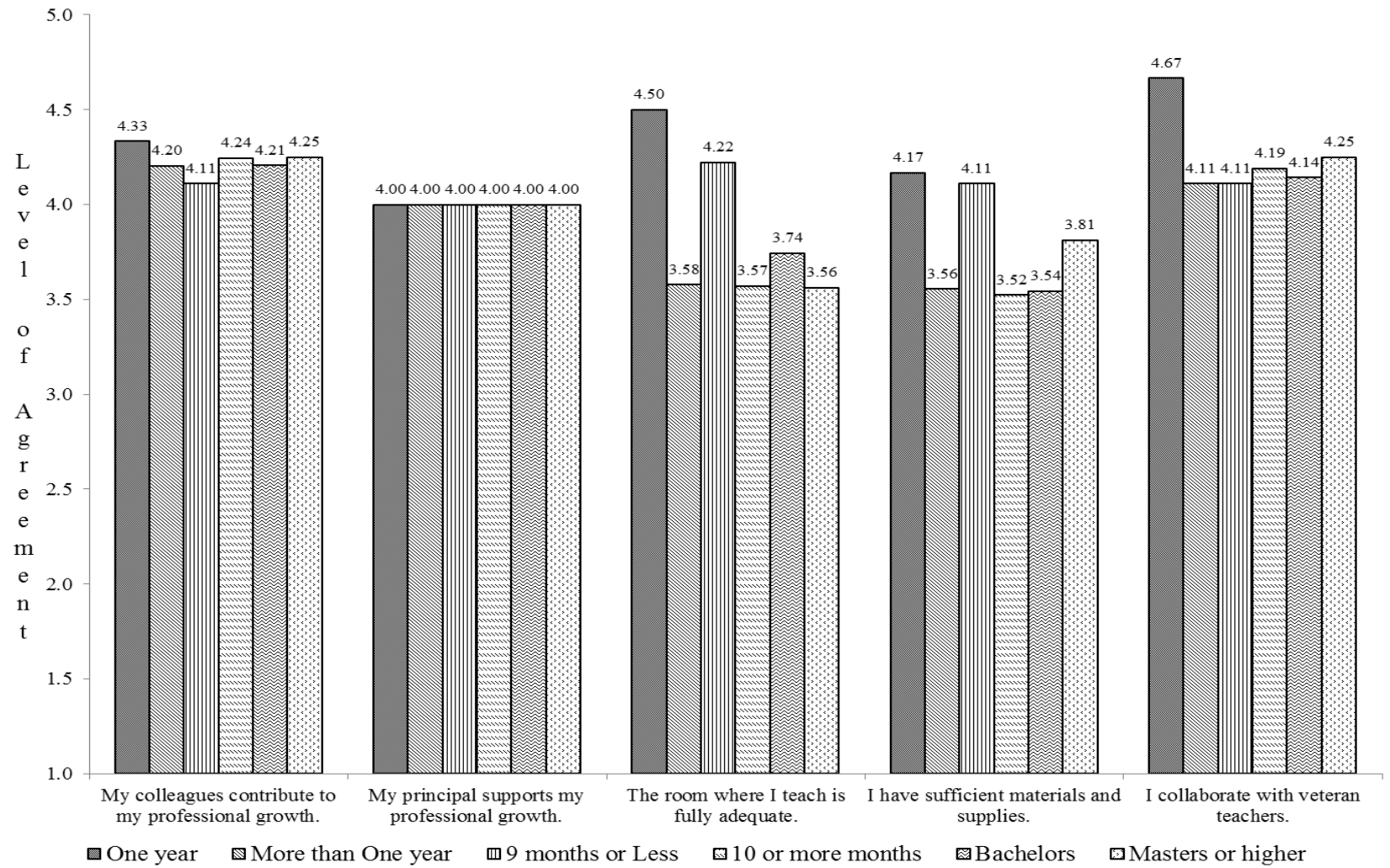


Figure 5. Graph of five item means for six subgroups in Cohort 2.

Table 5

Item Means and Standard Deviations for Cohort Three Subgroups

Item	<u>Years Teaching</u>						<u>Time W/ Mentor</u>						<u>Level of Education</u>					
	One Year			More than One Year			Nine Months or Less			Ten Months or More			Bachelor's Degree			Master's Degree or Higher		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
My colleagues contribute to my professional growth.	23	4.13	0.87	28	4.21	0.63	28	4.14	0.85	23	4.22	0.60	27	4.11	0.85	24	4.25	0.61
My principal supports my professional growth.	23	4.17	0.98	28	4.18	0.98	28	4.18	0.94	23	4.17	1.03	27	4.07	1.11	24	4.29	0.81
The room where I teach is fully adequate.	22	2.77	1.38	28	3.54	1.00	27	2.81	1.30	23	3.65	0.98	26	3.31	1.23	24	3.08	1.25
I have sufficient materials and supplies.	22	2.50	1.22	28	3.39	1.07	27	2.63	1.24	23	3.43	1.04	27	2.93	1.21	23	3.09	1.24
I collaborate with veteran teachers.	23	3.96	1.02	28	4.32	0.48	28	4.00	0.94	23	4.35	0.49	27	4.07	0.87	24	4.25	0.68

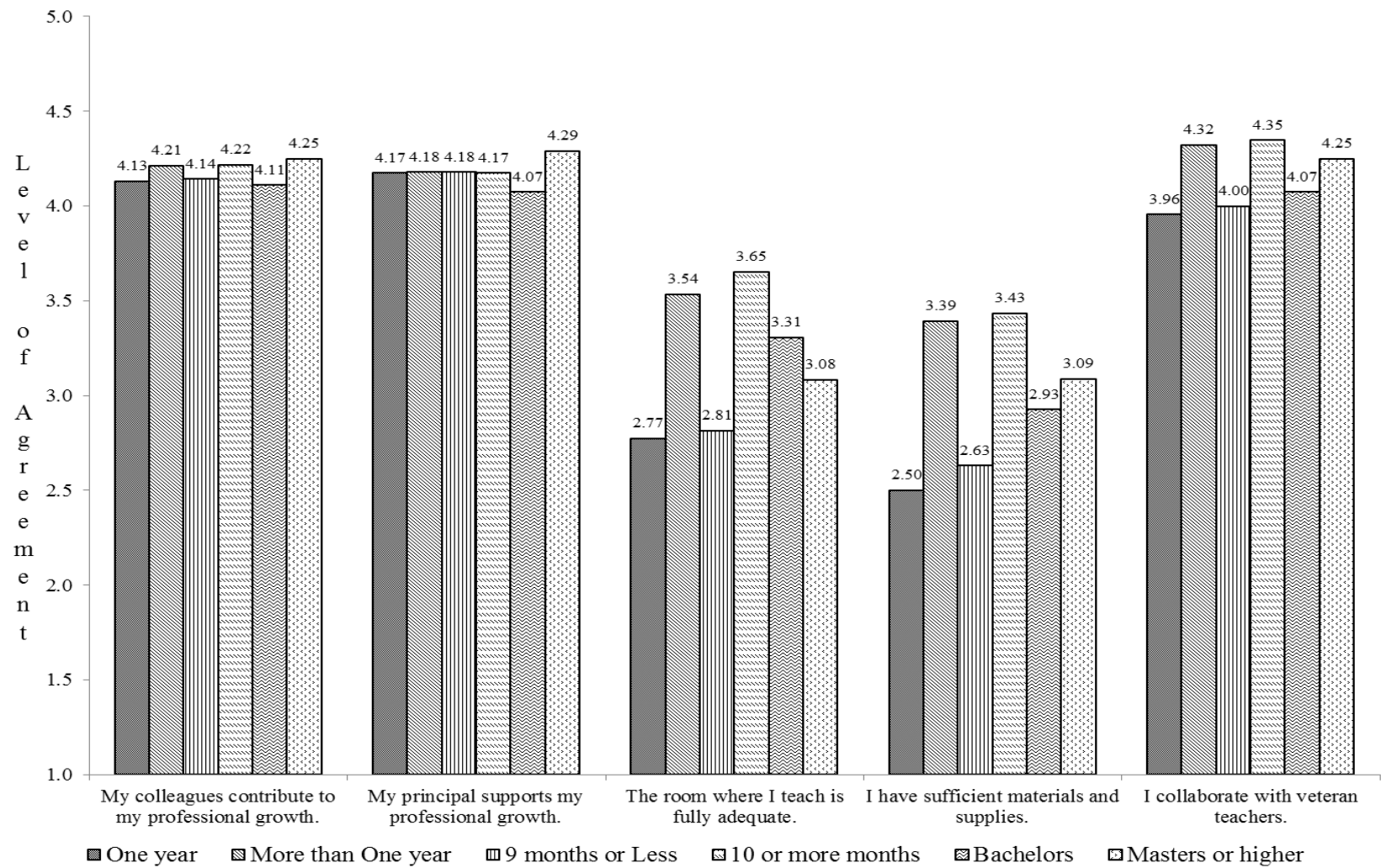


Figure 6. Graph of five item means for six subgroups in Cohort 3.

Chapter Summary

The results of the secondary analysis of the data used for the current study were presented in this chapter. Nonparametric statistical tests were employed for research questions 1 and 3 to test for statistically significant differences in mentored teachers' perceptions. If significance was observed, all possible pairs of perceptions were then tested for differences. Nonparametric statistical tests were also employed for research questions 2 and 4 to test for respondent characteristics. The Bonferroni adjustment was employed to guard against the Type I error rate for each of the three sets of five comparisons. Results revealed that mentored teachers were more likely to agree that the human resources contribution to their professional growth contributed more to their professional efficacy than having sufficient material resources. An expanded discussion of these findings/results along with conclusions and recommendations are presented in Chapter 5.

Chapter 5

Discussion

The current study is a secondary analysis of the perceptions of three cohorts of teachers' pertaining to the five working conditions and whether or not these conditions fostered their professional efficacy and growth: The working conditions that were examined in this study included: (a) colleagues' contributions to new teachers' professional growth; (b) principal support of professional growth; (c) adequate classroom space; (d) sufficient materials and supplies (e.g., texts, books, paper) available; and (e) collaboration with veteran teachers. The researcher also sought to determine if there were differences by respondent characteristics such as the number of years they had been teaching, the amount of time they had worked with their mentors, and their level of education.

An additional but related goal of this study was to determine ways for policy makers, universities, and school districts to use the outcomes of this study to improve induction and mentoring programs for new teachers in the P-12 education settings. The outcomes of this study may further help us identify ways to increase academic achievement levels among students from minority groups and low income communities. The conceptual framework used in this analysis was Mager's (1992) concept of induction and mentoring, which incorporated guidelines of competence, performance, and efficacy achieved by teachers throughout the preparation program, induction and mentoring experiences, and the entire teaching career. Mager (1992) also highlighted that the contexts in which teachers fostered their professional efficacy and growth was a crucial factor in becoming a teacher.

According to Huling-Austin and Murphy (1987), “The assignment of a support teacher may well be the most powerful and cost-effective induction practice available to program developers” (pp. 35–36). Although induction is a system that should include a network of supports, people, and processes all focused on assuring that novice teachers become effective in their work (Fulton et al., 2005; Johnson et al., 2007; Smith & Ingersoll, 2004; Youngs, 2007), it is also a socialization process in which new teachers are inducted into a professional culture of collaboration, high standards, and collective accountability. Feiman-Nemser (2010) considers induction a phase in learning to teach, a socialization process, and a formal program.

In the current study, induction and mentoring refers to intensive professional development conducted primarily at the work site of the survey respondents from which the original study data were collected. The mentoring consisted of multiple sessions and was conducted in the classroom of the new teacher receiving the guidance. For purposes of this discussion, research question 1 (across the three cohorts) and 3 (within the three cohorts), which examined new teachers’ perceptions of the five working conditions at the school site that contributed to their professional efficacy and growth, were combined. Research questions 2 (across the three cohorts) and 4 (within the three cohorts), which examined respondent characteristics and perceptions of the five working conditions, were also combined.

Combined Discussion of Research Questions 1 and 3

Research question 1. The first research question was, “*Across the three cohorts of mentored teachers, to what extent do novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and*

growth?” Item comparisons of the teachers’ survey responses pertaining to the five working conditions revealed that colleagues’ contributions to professional growth, principals’ support of professional growth, and collaboration with veteran teachers received higher ratings than adequacy of the room and sufficiency of materials and supplies for instruction.

These findings were consistent with those found by Johnson and others (2012), who stated that although the elements commonly considered “working conditions,” such as planning time, school facilities, or instructional resources, are important, those elements that are social in nature tended to matter most. These social elements may include (1) collegial relationships, or the extent to which teachers report that they have productive relationships with their colleagues; (2) principals’ leadership, or the extent to which teachers report that their school leaders are supportive and create school environments conducive to learning; and (3) school culture, or the extent to which school environments are characterized by mutual trust, respect, openness, and commitment to student achievement (Johnson et al., 2012). The magnitudes of these effects were twice as large as the effects that related to school resources and facilities.

These findings were also consistent with Shen et al. (2012), who used the National Schools and Staffing Survey for public school teachers and principals to examine whether or not a principal’s background and school processes were related to teachers’ job satisfaction. Shen et al. found that school processes, particularly career and working conditions of staff collegiality, administrative support, and to a lesser extent, positive student behavior and teacher empowerment, were positively associated with teachers’ job satisfaction.

Colleagues' contribution to mentored teachers' professional growth. The mentored teachers, from whom the data used in this study were collected, were likely to agree that their colleagues' contributions to their professional growth were more beneficial than the adequacy of their classroom space or the sufficiency of the materials and supplies they had for instruction. Although it was not clear how these mentored teachers classified their mentors, they were likely considered "colleagues." Scipio (2013) found that teachers' perceptions of the most valuable aspects of their support program were related to the services provided by full-time mentors. The first- and second-year teachers also reported (as cited in Scipio, 2013) that the mentors (a) were readily accessible to them to meet their needs; (b) provided instructional expertise; and (c) provided emotional support. Morris and Johnston (2005) also stated that teachers found mentors to be helpful:

...some of the most valuable features of this support program include: helping me to manage my classroom and to give me directions as I started my first year teaching. This year has really been hard and I do see why there is a need for a mentor program for new teachers. I hope this program continues to be offered for new teachers because it gives a start to those who don't have a clue about what they are getting into. (p. 9)

Colleagues were crucial to the development of new teachers. In the current study there is a high rating assigned to collegial support. Kardos et al. (2001) identified three types of collegial cultures that new teachers may be inducted into: (1) integrated professional, (2) veteran-oriented, and (3) novice-oriented. In the current study, there was a high rating assigned to collegial support as congruent with Kardos et al., who had found that integrated professional cultures best served teachers. In the integrated professional culture, colleagues' support is sustained and there is continuous exchange between teachers with different levels of experience. Veteran-oriented cultures consisted of

experienced teachers who offered little support for the novice, and novice-oriented cultures involved new teachers without expertise of how to provide professional guidance about teaching (Kardos et al., 2001).

Findings from the current study were also affirmed by some of the results from Johnson and Birkeland (2003) who used a sample of 50 beginning teachers and examined the way a school's professional culture supports and does not support new teachers. Johnson and Birkeland (2003) outlined several teaching and learning conditions necessary in school environments for new teachers to successfully increase their students' levels of academic achievement: features of support for teaching, collegial interaction, opportunities for growth, appropriate assignments, adequate resources, and support for student learning. According to Johnson and Birkeland (2003), new teachers depended on their mentors, colleagues, principals, and veteran teachers to help them to become more effective teachers. Johnson et al. (2007) used the concept of integrated professional culture and examined the way a school's professional culture both supports and does not support new teachers. According to Johnson et al., in environments that are "supportive," new teachers (1) were appropriately assigned and had manageable workloads, (2) had sufficient resources with which to teach, (3) had principals and fellow teachers that maintained a stable school and orderly work environment, and (4) could count on colleagues for advice and support. In the current study, principals' support also received a higher rating than teachers' classroom and access to materials and supplies, but when compared to colleagues, no differences were detected.

Principals' support of professional development. The respondent teachers rated their principals' support significantly higher than the adequacy of their classrooms and the sufficiency of the materials and supplies available for instruction. A major

responsibility of induction and mentoring programs often lies with the principal, who delegates ongoing activities within the school to veteran teachers. According to Morris and Johnston (2005), principals found mentors to be helpful. One principal in this study remarked:

The beginning teacher had an opportunity to talk with a mentor and share any concerns she had with her new classroom and the students. Sometimes new teachers feel that the questions they want to ask may seem unintelligent or make them appear to not know what they are doing. The mentor program gives the teacher a chance to talk about any concerns or problem she has with the curriculum, the classroom or the daily operation of the school program. New teachers feel less intimidated when talking to a mentor. I say this because I would sometimes observe my new teacher interacting with the mentor. This was a very good experience for the new teacher. (p. 9)

Findings in the current study were in agreement with Fulton et al. (2005), who revealed that new teachers' development occurred within a professional teaching community and school culture that supports the ongoing learning of all teachers and that new teachers' development is an interdependent practice. Darling-Hammond (2003) also maintained that schools need support systems through which every novice teacher is formally linked to an accomplished teacher and a team of educators responsible and accountable for the new teachers' success. In a study by Morris and Morris (2013), new teachers identified some of the most challenging working conditions: (a) student behavior, (b) advice and support from principals and colleagues, and (c) sufficient resources to teach. Some of the teachers in this study also noted that they received little advice or assistance from school administrators and veteran teachers related to maintaining a stable, orderly work environment (Morris & Morris, 2013).

In the current secondary analysis, new teachers rated principal support high, as seen throughout the literature. For example, Andrews and Soder (1987) found that

teachers' perceptions of their principals as instructional leaders was critical to student achievement in reading and mathematics, and Ladd (2009) identified principal leadership as the most important predictor of student achievement in mathematics and teachers' perceptions of facilities connected to student achievement in reading. Findings from the current study related to principals and academic achievement were similar to findings by Brown et al. (2011), who identified equitable achievement outcomes as:

...better in schools where principals support, model, and monitor a teamwork approach, a balanced approach, a strong sense of purpose, and an insistent disposition to assure that all students are served well and that all are encouraged to perform at their highest level. (p. 58)

Brown et al. (2011) also found that academic achievement is influenced by academic optimism when the following conditions are supported, modeled, and monitored: a teamwork-oriented environment, a balanced approach, a strong sense of purpose, and an insistent disposition. Analyzing growth in student achievement, Johnson and others (2012) found that community support, such as that from parents, was a stronger predictor of student achievement than school resources and facilities. Teachers' relationships with their colleagues, the principal's leadership, and school culture followed community support, all of these factors emerging as strong determinants of student achievement growth. Principal leadership was also found to be significant to student achievement in mathematics and reading (Andrews & Soder, 1987; Johnson et al., 2012; Ladd, 2011). Social context working conditions matter to teachers and students.

When new teachers complete their teacher preparation programs and move into their new school environments, it is the principal who leads any induction processes. Similarly, Boyd et al. (2011) and Ladd (2011) identified principal leadership as the most important factor in a teacher's intent to remain in the profession. In contrast, Johnson et

al. (2012) found that principal leadership, in addition to school culture and teachers' relationships with colleagues, were the working conditions most critical to teacher retention in schools with largely minority populations and within low income communities. Cherian and Daniel (2008) agreed that "one of the most frequent reasons given for leaving the profession is the poor quality of support from the school principal" (p. 1).

According to Rinke and Valli (2010), it is crucial to improve the quality of school leadership and culture and make more resources available to teachers. Using a case study method, Rinke and Valli (2010) examined three elementary schools and found that the quality of professional development opportunities depended on the context in which it was delivered. Supporting teacher development by improving working conditions can improve teacher and student learning more substantially than focusing solely on the improvement of professional development. Additionally, Johnson (2006) described effective leadership as the quality of both school leadership and collaboration among teachers. These findings support the findings in the current study concerning colleagues, principals, and veteran teachers working together as a team to support the professional growth of beginning teachers.

According to NCES (1997), less than half (46%) of teachers reported that their principals frequently discussed their instructional practice with them. In addition, novice teachers in a study by Youngs (2007) reported that through personal interactions with their principals, they felt respected as professionals, autonomous, validated, and competent, with all related interactions helping them deal cooperatively with their colleagues. In Scipio (2013), new teachers identified support from their principals, time

management, and student behavior as some of the challenging working conditions that they faced on the job. In Johnson and Birkeland (2003), “leavers” described principals who were arbitrary, abusive, or neglectful, and they also mentioned being disappointed in their colleagues, who failed to support them as they struggled to teach. According to Comer (2004), principals alone cannot effectively address the problems within a school even if the problems are modest or if they have assistants to help them—addressing these problems requires collaboration with parents and staff. In the current study, collaboration with veteran teachers was rated highly. When working conditions involving the contributions of colleagues, principal support, and support from veteran teachers were compared to each other, there were no differences.

Collaboration of veteran teachers. In the current secondary analysis, the quality of collaboration between new teachers and veteran teachers was rated significantly higher than the adequacy of these teachers’ classrooms and the sufficiency of materials and supplies available for instruction. According to Feinman-Nemser (2012), induction is a catalyst for building professional learning communities in which teachers across all levels of experience collaborate to ensure powerful teaching and learning practices. Results of the current study were aligned with a growing body of research in which the characteristics of school culture are being examined. Using a sample of 50 new teachers in Massachusetts, Kardos et al. (2001) observed that new teachers thrived in “integrated professional” cultures. In such a culture, novice teachers frequently interacted with other teachers with varying levels of experience, are recognized as “beginners,” and shared their responsibility for students and each other. Novice teachers were also supported by their principals in these cultures, and the culture promotes mentoring, classroom

observation, feedback, and meetings specifically for teaching and learning. While novice teachers in the integrated professional culture were assigned a mentor, they also received mentoring via many other interactions. This type of culture encouraged teamwork and alleviated the isolation reported by many novice teachers (Kardos et al., 2001).

Classroom space, materials, and supplies. In the current secondary analysis, new teachers reported (on the original survey) that they lacked adequate classroom space and had insufficient materials and supplies to provide their students with optimal instruction. Similarly, Baker et al. (2010) reported that schools with limited resources lacked the materials, books, equipment, and staff necessary for effective teaching, although these are the schools that need effective teachers most. Further, the inequitable funding methods of the public education system exacerbate problems of inadequate space, materials, and supplies. CPEC (1998) found that disparities between school districts with *high spending* and those with *low spending* are related to the socioeconomic and racial/ethnic composition of the student body and the school's geographical location. This means that schools in low socioeconomic communities as well as schools in predominantly Black and/or Latino neighborhoods often have dilapidated facilities and few or inadequate laboratories.

In addition, teachers in under-resourced secondary schools are teaching classes that they have no credentials to teach, using curriculum that is unimaginative and boring, changing schools yearly and lacking the professional development to complement their teaching with new instructional strategies and materials. One provision of No Child left Behind legislation (2001) was to provide every school with "highly qualified" teachers, principals and assistant principals. However, Irvine and Irvine (2007) stated that:

African American students are twice as likely as white students to be assigned to the least effective teachers, the least experienced teachers, and teachers who are likely to be uncertified and teach subjects in which they are not qualified to teach. (p. 301)

When classroom space was compared to materials and supplies, no differences were detected, as consistent with Johnson et al.'s (2012) comparison of school facilities and materials and supplies.

Research question 3. Research Question 3 was similar to Research Question 1 in examining responses to all of the mentored teachers' responses; however, Research Question 3 probed teachers perceptions within each cohort. The third research question was, *“Within the three cohorts of mentored teachers, to what extent do novice teachers perceive five working conditions at the school site to which they have been assigned to foster their professional efficacy and growth?”*

Within each cohort, colleagues' contributions to new teachers' professional growth, principal's support of professional development, and collaboration with veteran teachers revealed higher ratings than adequacy of classrooms and the sufficiency of materials and supplies. Therefore, within each cohort, new teacher's perceptions of relationships with their colleagues were more important in fostering their professional efficacy and growth than having adequate classroom space and sufficient materials and supplies. This was similar to Morris and Johnston (2005), whose study was designed to increase teacher retention, improve teacher effectiveness, and increase levels of student achievement by providing first-year teachers with high quality, intensive induction and mentoring support. In these programs, mentors met with their assigned new teachers for 1.5 to 2 hours per week to provide the required support. The beginning teachers in this study reported that their mentors were most effective in helping them (a) manage their

classrooms, (b) handle job-related stress, (c) develop a repertoire of teaching strategies, (d) strengthen their understanding of the subject matter, and (e) develop lesson plans based on the curriculum and standards (Morris & Johnston, 2005).

Combined Discussion of Research Questions 2 and 4

Research Question 2 was focused on the respondent characteristics and perceptions of the five working conditions *across* the three cohorts: “*Across the three cohorts of mentored teachers, are there differences by such respondent characteristics as years teaching, time working with their mentors, and level of education in the extent to which novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?*” Research Question 4 was similar to Research Question 2, with the exception of examining the respondent characteristics and perceptions of the five working conditions *within* each cohort:

“*Within the three cohorts of mentored teachers, are there differences by such respondent characteristics as years teaching, time working with their mentors, and level of education in the extent to which novice teachers perceive five working conditions at the school to which they have been assigned to foster their professional efficacy and growth?*”

In terms of *across* the three cohorts, there was no significant difference in the way the original sample of teachers rated the five conditions based on their years teaching (1 year or 1 year or more), the amount of time spent with their mentors (9 or fewer months or 10 months or more), or their level of education (bachelor’s degree or master’s degree or higher). However, the findings *within* each cohort were different. While Cohort 1 indicated no difference in the number of years teaching and level of education, a marginal

difference was found with respect to the time teachers spent with their mentors and the sufficiency of materials and supplies.

While Cohort Two showed no difference in the amount of time they spent with their mentors or their level of education, there was a marginal difference by the number of years teaching with respect to the adequacy of their classrooms and the extent of collaboration with veteran teachers. In Cohorts 1 and 2, it appears that teachers with more years of experience and who spent more time with their mentors rated adequacy of their classrooms and sufficiency of materials and supplies higher than teachers who had taught for less than one year. Teachers with more experience are generally more comfortable collaborating with mentors and/or veteran teachers to acquire the resources they need or get classroom spaces made available at the end of a school year.

Cohort 3 revealed no difference in level of education, but there were observed differences in the number of years teaching and time teachers spent with their mentors. The number of years teaching with respect to adequacy of classrooms and sufficiency of materials and supplies were rated higher by more experienced teachers than those respondents who had been teaching for one year or less.

Teacher preparation matters for two reasons: It can both enhance teachers' initial effectiveness, and it can increase the likelihood of a teacher staying on the job long enough to become more effective, especially since teachers become significantly more effective after their third year (Boyd et al., 2007; Clotfelter et al., 2007). Of those who enter the teaching profession, approximately 30% leave within 3 years and up to 50% leave within 5 years (Darling-Hammond, 1997). Ferguson (1991) analyzed school finance (controlling for a number of family and community background factors), finding

that better literacy skills among teachers, fewer large classes, and more teachers with five or more years of experience (nine or more for high school) were all predictors of improved student test scores.

The mentored teachers in Cohort 3 who spent two years with their mentors rated adequacy of their classroom and the sufficiency of the materials and supplies higher than teachers who spent less than two years with their mentors. These results are aligned with Glazerman et al. (2010), who reportedly expected that frequent (i.e., weekly) and sustained (i.e., over two or more years) induction for new teachers will have a greater impact on instructional practice and effectiveness than new teachers who spend less time. New teachers who spent more time with their mentor were also found to improve student achievement. According to Glazerman et al. (2010):

Beginning teachers who received two years of comprehensive induction support produced greater student learning gains—equivalent of a student moving from the 50th to 58th percentile in math achievement and 50th to 54th percentile in reading achievement. (p. 92)

Conclusions

This quantitative study, which was conducted in a predominantly African-American urban school district, is longitudinal in nature and uses data collected over a three-year period. It appears that the new teachers from which the data were originally collected do not have the classroom space or the materials and resources needed to promote their students' academic achievement. Based on the current study, working conditions within schools must be considered in addition to students' standardized test scores in rating teachers' efficacy. Improving the poor working conditions in many of today's schools will also contribute to the improvement of induction and mentoring

programs while increasing levels of academic achievement for African American students and students from other minority groups.

This study provides quantitative longitudinal evidence related to five working conditions: (1) colleagues' contribution to mentored teachers' professional growth, (2) principals' support of mentored teachers' professional growth, (3) mentored teachers' collaboration with veteran teachers, (4) adequate classroom space, and (5) sufficient materials and supplies, all conditions that may foster (or hinder) the professional efficacy and growth of new teachers. Study results repeatedly indicate that sufficient materials and classroom size are rated less important than the other three teacher working conditions (i.e., colleagues' contributions, principal support, collaboration with veteran teachers). When compared, the latter three conditions are rated the same. Finally, a trivial difference in the ratings is observed when classroom size and sufficient materials and supplies are compared. This study offers useful data to guide the development of policies, procedures, and training to improve induction and mentoring programs for new teachers. More concentrated focus on beginning teachers and the challenges they face, once they leave their teachers preparation programs and start teaching, will also contribute to the improvement of student achievement among African American students and students from other minority groups.

Implications

Principals and mentors must work together to ensure that new teachers have adequate classroom space and sufficient materials and supplies. Additionally, mentors can serve as advocates for new teachers throughout the academic year to make sure that the working conditions are conducive to the success of new teachers. In order to create

systemic and organizational change within the education systems, principals need interdisciplinary training that consists of knowledge of education, business, and public policy. In addition, there should be concentrated effort for districts to select and assign principals with collaborative leadership skills. Principals with such skills will exhibit decisive leadership, as well as leadership that incorporate input from teachers with varying levels of experience, to improve overall teaching and learning conditions.

“Educative mentoring” (Feinman-Nemser, 1998) advocates for a situated, collaborative approach intended to improve new teachers’ professional practice. This type of leadership will increase the academic achievement of students from low income backgrounds. As Elmore (2000) stated:

Improvement requires fundamental changes in the way public schools and school systems are designed and in the ways they are led. It will require change in the values and norms that shape how teachers and principals think about the purposes of their work, changes in how we think about who leaders are, where they are, and what they do, and changes in the knowledge and skill requirements of work in schools. In short, we must fundamentally redesign schools as places where both adults and young people learn. (p. 35)

Principals who exercise leadership that incorporates the needs of their teachers, students, and parents will produce collegial cultures in which everyone involved succeeds.

Recommendations for Future Research

Although many researchers in education have identified working conditions and their effects on student achievement, policy makers, teacher preparation programs, and also school districts must form an alliance and partner together to improve the teaching and learning conditions that result in higher levels of student achievement. Future researchers could explore the support structures that have been successful in schools with large proportions of students from low income backgrounds to help counter the

challenges that new teachers face, since several studies have indicated that teachers—veterans and novice teachers alike—do not want to work in schools with mostly minority or low income student populations not because of the children, but more so because of the challenging working conditions often found in these schools (Borman & Dowling, 2008; Boyd et al., 2011; Ladd, 2009, 2011; Loeb, Darling-Hammond, & Luczak, 2005). Findings from the current study are aligned with Johnson et al. (2012), who concluded that the teacher working conditions that are social in nature matter most to teachers.

Johnson et al. (2012) listed:

(1) collegial relationships, or the extent to which teachers report having productive working relationships with their colleagues; (2) the principal's leadership, or the extent to which teachers report that their school leaders are supportive and create school environments conducive to learning; and (3) school culture, or the extent to which school environments are characterized by mutual trust, respect, openness, and commitment to student achievement. The magnitudes of their effects are almost twice as large as those of school resources and facilities. (p. 24)

Previous studies (Glazerman et al., 2010; Johnson & Birkeland, 2003) reveal that high quality induction and mentoring programs both promote and increase levels of student achievement. In addition, it is known that working conditions in schools and classrooms are important elements of high quality induction programs and are related to students' opportunities to achieve. New teacher attrition rates are lower when teacher working conditions are good (Darling-Hammond et al., 2009). Those seeking to improve schooling must understand the important links between the workplace, effective instruction, and teacher retention (Johnson, 2006).

Johnson et al. (2012) recommends further research into the collaboration that new teachers, mentors, and principals believe is so critical in accelerating the practice of new teachers. Some of the issues they recommend include:

What, for example, is the impact of introducing common planning time for grade-level or subject-based groups of teachers? What do teachers do with that time, and what role do school leaders play in its use? Does site based hiring improve the match between new teachers and their schools and thus ensure more rapid induction and greater collaboration? If so, who participates in an effective selection process? Does assigning expert teachers to serve in differentiated roles as instructional coaches or peer evaluators promote more coherence across classrooms within schools? (p. 32)

In addition, research should be conducted on the different components of induction and mentoring programs, namely separating the contribution of the mentor from that of colleagues and other veteran teachers. This could result in teacher preparation programs and school systems improving the structure of the mentoring component of induction programs, which has been found to be beneficial to new teachers. It is equally important to examine how individual teacher personal characteristics, preservice preparation, or length of teaching experience interact with the context of the school, where teaching and learning take place (Johnson, 2006).

Policy makers should strongly consider investing in induction and mentoring programs lasting from two to three years to strengthen new teachers' efficacy while simultaneously ushering new teachers into their schools of record. Such programs would also prompt optimal collaboration among principals, colleagues, veteran teachers, students, and parents. Policy makers can influence the quality of induction programs by reconsidering the challenges that new teachers face, the time frame they stipulate for induction support, and the provision of programmatic tools and financial resources for new teachers (Carver & Feiman-Nemser, 2009; Youngs, 2007). This adjusted focus may also combat the high attrition rates of new teachers. A variety of working conditions—the teaching resources available, collegial interactions, opportunities for growth, input in decision making, autonomy, and positive school climate—all have positive influence on

teachers' reported attitudes toward exerting more effort in their jobs as well as teachers' intentions to stay in the teaching profession (CCSR, 2009; Darling-Hammond, 2003; Johnson & Birkeland, 2003; Johnson et al., 2007 & Weiss, 1999).

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Appendix A
IRB Approval Letter

THE UNIVERSITY OF
MEMPHIS
Dreamers. Thinkers. Doers.

Institutional Review Board
315 Administration Bldg.
Memphis, TN 38152-3370
Office: 901.678.2533
Fax: 901.678.2199
www.memphis.edu/irb

Institutional Review Board

To: Vonda Scipio
From: Institutional Review Board For the Protection of
Human Subjects irb@memphis.edu
Subject: New Teacher Center Induction Survey [2577]
Date of Review: March 5, 2013 (Exempt)

The University of Memphis Institutional Review Board, FWA00006815, has reviewed your submission in accordance with all applicable statuses and regulations as well as ethical principles.

Approval of this project is given with the following obligations:

1. If this IRB approval has an expiration date, an approved renewal must be in effect to continue the project prior to that date. If approval is not obtained, the human consent form(s) and recruiting material(s) are no longer valid and any research activities involving human subjects must stop.
2. When the project is finished or terminated, a completion form must be completed and sent to the board.
3. No change may be made in the approved protocol without prior board approval, whether the approved protocol was reviewed at the Exempt, Exedited or Full Board level.
4. Exempt approvals are considered to have no expiration date and no further review is necessary unless the protocol needs modification.

With best regards,

Pamela M. Valentine
Interim Chair, Institutional Review Board
The University of Memphis

A Tennessee Board of Regents Institution
An Equal Opportunity-Affirmative Action University