TEACHER INDUCTION IN KANSAS CITY:
State Policy, District Trends, and Their Implications

Lisa S. Johnson, Ed.D.

New Teacher Center
University of California Santa Cruz

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New Teacher Center

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Acknowledgements

Table of Contents

Executive Summary

This paper analyzes the findings from a study of teacher induction policy in the Kansas City Metropolitan Area. It looks at 13 districts in the states of Kansas and Missouri to explore the landscape and experience of teacher induction. Special attention is paid to each state's policy regarding induction as well as the enactment of induction in urban, suburban and rural school districts.

The data are based on document reviews, phone interviews, focus groups and on-line surveys conducted between November 2006 and June 2007. We conducted interviews with district professional development coordinators who were both knowledgeable about and influential in the crafting of the induction practices in their districts. We also conducted district focus groups with beginning teachers and asked mentors, site administrators and new teachers to participate in an on-line survey which assessed their experience regarding induction in their district. The interviews, focus groups and on-line surveys addressed: the details of current induction efforts, the experience of individuals who participate in such programs, and the effects of state policy on induction efforts in the district.

This paper finds that:
1) Districts within the Kansas City Metropolitan Area have induction programs that tend to be directed toward teachers in their first year of teaching and sometimes include second, third year, and new to district teachers. These new teacher support programs all include some form of mentoring and orientation, and sometimes include seminars specifically designed for new teachers and mentor training.
2) Districts in this area could improve their new teacher support programs by offering more time for mentor and new teacher meetings, more focused and consistent mentor support, better matching between mentor and new teachers, more frequent or higher-quality mentor training, more observations of new teachers, and more observations by new teachers of veteran faculty.
3) Differences in levels of new teacher support programs between districts were marked and suggest that rural districts and urban districts where the student population is primarily economically disadvantaged and consists of a majority of students of color have lower levels of new teacher support than do districts in urban or suburban settings where the student population is less economically disadvantaged and where the student population is primarily White. In districts with low quality induction programs, where new teachers and mentors struggle to feel satisfied with the induction programs, retention and its ensuing challenges (teacher quality, student achievement, unstable school communities) are of greater concern. Considering the challenges these environments face in retaining teachers, more must be done to improve new teacher support in these areas.

Introduction

Abundant evidence suggests the importance of induction policies for new teacher training and retention in the US (Smith & Ingersoll, 2000; Strong & St. John, 2001; American Federation of Teachers, 1998). This report addresses the induction policies in the states of Kansas and Missouri and illustrates the current effects of these policies on the practices of induction in the Kansas City Area. We begin with a review of Kansas and Missouri State policies regarding induction and continue with a description of the study and an analysis of the key findings. The report concludes with a general analysis and recommendations for the future of induction policy and practice in both states.

State Policy Regarding Induction

Both states have developing initiatives and a tumultuous history of induction regulation and funding. Currently, Kansas offers districts both a mandate for a one-year induction program for new teachers with generally clear guidelines for mentoring and the professional development of new "probationary" teachers. The induction program is tied to licensure and is funded by the state at $1,000 for each mentor working with one new teacher. In Missouri, state interest in induction has wavered more severely with both mandates and funding ending in 1997 and renewed interest in 2007. Current interest from the Missouri Teachers Association has led to a recent bill that establishes a mandate for two years of mentor support for new teachers. This induction policy is not currently funded, is not tied to credentialing or licensure of teachers, and awaits the governor's signature. These state policies have influenced districts in the Kansas City Area for years and continue to play a prominent role in the ability of districts to provide high-quality induction for new teachers. The following is a detailed history of induction policy in each state.

Kansas State Policy

The State of Kansas seems to be well aware of the need for new teacher support. Since early 2000, the key stakeholders in this process have included the Kansas State Board of Education (KSBE), the Kansas State Department of Education (KSDE) and the Kansas National Education Association (KNEA). The process of developing induction standards was initiated by establishing a connection between mentoring and licensure for certification. This move by the Kansas State Board of Education in 2000 aimed at improving teacher quality in the state (Martinez, 2001). In 2002, the State Board learned that 70% of districts believed strongly that new teacher support was vital to answering retention challenges (Martinez, 2002). In time, the State Department of Education set Induction Program Standards and Criteria which are consistent with the Kansas National Education Association's resolution on induction. These Standards and Criteria include a focus on orientation, professional development opportunities, school improvement initiatives, mentoring, appraisal of the new teacher, teaching assignments and program evaluation. In addition to these standards, the Kansas State Legislature allocated funding to provide up to $1000 for each mentor in programs approved by the Kansas State Board

of Education (KSBE). Though this funding has come and gone with the changing political climate, the standards and criteria remain in force. Since 2003, funding has been consistently distributed to school districts and mentors in the state. The Kansas National Education Association has also helped districts in designing successful programs by offering a series of rubrics for districts to implement.

Within the regulations implemented by the KSDE are clear guidelines. These include standards and restrictions that induction programs must provide a year-long continuous program for new teachers. This program should include structured contact time between the mentor and the probationary teacher, defined expectations of administrators regarding the ways in which they might support the mentor program, confidentiality between the mentor and new teacher, must match mentor and new teacher based on endorsement, grade level and proximity, and limit the mentor teacher to providing assistance to no more than two new teachers. In addition, the induction programs must establish ongoing professional development and support for each mentor teacher addressing the developmental stages of the probationary teacher, roles and responsibilities of the mentor, coaching-observation-feedback, relationship-building and collaboration strategies. It is less clear how such programs are evaluated to meet these requirements.

For new teachers, districts are required to provide on-going professional development and support that addresses new teachers' individual needs. The program requires administrators and other staff members to attend professional development regarding their roles in supporting the probationary teacher.

Additional standards for mentoring have been developed by the KNEA and are regulated through the Mentoring Program Standards and Criteria developed by the State Department of Education. These include six standards:
Standard I: Mentor programs have a clear purpose and specified goals which reflect best practices.
Standard II: Mentor programs are organized to provide probationary teachers with professional support and continuous assistance.
Standard III: Mentor selection purposefully matches the best qualified mentor with a probationary teacher.
Standard IV: Mentor programs result in professional growth of the mentor and probationary teacher.
Standard V: Mentors have clearly defined roles and responsibilities.
Standard VI: Mentor programs establish a local program evaluation process in addition to the submission of requested KSDE data.

Within the definitions of Mentoring Regulations the State defines a "mentor teacher" as a certificated or licensed teacher who meets the following criteria:
(1) Has completed at least three consecutive school years of employment in the same school district; (2) has been selected by the board on the basis of having demonstrated exemplary teaching ability as indicated by criteria established by the state board in these regulations; and (3) has participated in, and successfully

completed, a training program for mentor teachers provided for by the board in accordance with guidelines prescribed by the state board.

Though the State of Kansas has developed Standards and Criteria similar to that of the best state programs in the nation, there are some areas in need of improvement. What is missing from the regulations are clear definitions of the "professional support and continuous assistance" that should be offered within the mentor program for the probationary teachers. Furthermore, it is unclear what type of mentor programs will "result in professional growth of the mentor and probationary teacher." The lack of detail provided by the standards and criteria allow districts a variety of programs that may not be as effective as the best practices in new teacher induction suggest. For example, while content of mentor training is well established in the guidelines, there is no mention of the frequency or duration of the training mentors receive and there is little direction given as to the type of evaluation that will give districts consistent data with which to make informed decisions.

Missouri State Policy

National data on statewide induction suggests that Missouri has wavered in the requirements and finances for induction for all new teachers since 1996. In 1996 Missouri both required and financed induction for all new teachers, but in 1997 requirements and funding ceased as a separate line item (Education Counts, 2006). Then in 2003 the state developed an induction program for new teachers which required two years of mentoring to all new teachers in the state (Editorial Projects in Education, 2005; Cavell, Blank, Toye, and Williams, 2004). In the following years, the Missouri State Teachers' Association (MSTA) placed as a top priority high-quality mentoring programs for new teachers and after a some of diligence is currently awaiting the governor's signature for a bill which establishes mentoring standards for state schools (SB64, Goodman). The standards established by this bill require two years of mentoring that are based on the following principles:

- Every district shall have a teacher-driven mentor program in collaboration with the administration.
- Guidance and support are required for all beginning teachers, regardless of when they enter the profession.
- Communication between mentors and beginning teachers is confidential.
- Quality mentors are necessary to establish beginning teachers' trust and respect for their colleagues and profession, and
- All staff members would provide informal support for beginning teachers.

Beyond the rudimentary nature of this bill, a framework proposed by the Missouri State Teachers Association (2006) offers rubrics and suggests indicators for mentor selection, mentor training, mentor rules and responsibilities, new teacher responsibilities, the professional development plan, administrator responsibilities, time for mentors to observe and give feedback, time for new teachers to observe master teachers, and college and university support. These indicators, while open to some interpretation, offer districts guidance toward high quality induction programs and illustrate to districts the level of

effectiveness that high quality mentoring and induction programs can provide. It will be interesting to see how the state develops with further pressure from MSTA in future years. At this time, there is a great discrepancy between MSTA's Mentoring Framework and the contents of the proposed legislation SB64 (Goodman). State funding and future development of these initiatives will likely serve Missouri well.

An Examination of Teacher Induction in Kansas City

Next are the results of our study of induction practices in the Kansas City Area. This report is a culmination of interviews, surveys and focus groups that we conducted in 13 Districts in the Kansas City Metropolitan Area. From these data we were able to conclude that a variety of induction programs exist in the Kansas City Area and that this variety has an influence on the satisfaction of new teachers, mentors and administrators in the districts surveyed. Taken as a whole, it appears that the higher quality induction programs are more likely to be developed in districts that serve primarily urban and suburban white, middle class students while those districts in rural environments and urban districts that serve more low-income students and students of color tend to have lower quality induction programs. In these districts with low quality induction programs, where new teachers and mentors struggle to feel satisfied with the induction programs, retention and its ensuing challenges (teacher quality, student achievement, unstable school communities) are of greater concern.

Methods

Interviews with Professional Development Coordinators and Directors

Our initial contact with districts occurred through conversations with professional development coordinators and directors. After establishing contact we scheduled interviews and asked specific questions about the basic elements of their induction program. The questions targeted the types of support for new teachers, the types of training offered mentors, and the amount of contact each district required between administration and new teachers. In addition, we asked about mentor compensation and district retention rates. These initial conversations built our relationship with the districts and were crucial in gaining further access to the districts through surveys and focus groups. We interviewed twelve professional development directors. Ten served in public institutions and two served in private institutions. Two served in rural communities, two in primarily urban communities, and three worked in suburban communities. The remaining five were located in settings that were a mix of urban and suburban environments (see Table 1).

Table 1. District Settings and Participation.

District	State	Setting	Public or Private	Number of Students	Participated in On-Line Survey	Participated in Focus Groups
A	Missouri	Rural	Public	Less than 2,000	X	
B	Missouri	Urban	Public	Less than 8,000	X	X
C	Kansas	Rural	Public	Less than 2,000	X	
D	Kansas	Urban	Public	Above 20,000	X	X
E	Missouri	Suburban/Urban	Public	Between 14,000 and 20,000	X	
F	Kansas	Suburban/Urban	Public	Between 14,000 and 20,000	X	X
G	Missouri	Suburban/Urban	Public	Less than 10,000	X	X
H	Kansas	Suburban/Urban	Public	Above 20,000	X	X
I	Missouri	Suburban/Urban	Public	Less than 10,000	X	X
J	Missouri	Suburban	Private	NA		
K	Kansas	Suburban	Public	Less than 10,000		
L	Kansas	Suburban	Private	NA	X	X

Survey

In addition to the interviews, we administered an on-line survey to beginning teachers, mentors and site administrators in 10 Kansas City Area Districts. The survey collected both qualitative and quantitative data regarding the induction programs implemented in the districts. Specifically the survey assessed the content of mentor meetings, the influence of the induction program and/or mentoring on the instructional practice of the beginning teacher, and the influence of policy on the development and implementation of induction programs in the district. In total we polled 861 individuals with the on-line survey: 445 beginning teachers, 301 mentors (out of an approximate 780 mentors), and 115 site administrators.

Sample demographics.

Beginning teachers. Beginning teachers sampled by our survey (n=445) were primarily first year teachers (81%) though occasionally districts asked second, third year and teachers new to the district to complete surveys. In all, the general composition of the beginning teacher sample was 78% female and 88% Caucasian. The majority of these

beginning teachers (61%) taught at schools with student enrollments between 251-750. A variety of subject areas and grade levels were represented in the sample.

Mentors. The mentors sampled by our survey (n=301) had on average 15 years of experience in teaching and like our beginning teacher sample were primarily Caucasian (85%) and female (89%). Nearly half (46%) of the mentors were in their first year as a mentor and most of these mentors worked with only one new teacher during the academic year.

Site Administrators. The site administrators surveyed (n=115) had on average 10 years of experience as administrators and 6 years of experience at their current school. 63% of the sample was female and 86% of the sample was Caucasian.

Focus Groups

Toward the end of the 2006-07 academic year, we conducted focus groups with seven of the districts that participated in the other two forms of assessment. Focus groups gave greater detail of the nuanced experience of beginning teachers in each of these districts, and offered a component of qualitative data not captured by the other two methods of data collection. New teachers were selected for focus groups from lists generated through a randomized sort of names provided by districts. We aimed to distribute focus groups evenly and therefore chose four sites in Missouri and four sites in Kansas. One of our focus groups in Kansas was cancelled due to an unexpected miscommunication and thus we concluded with three sites in Kansas and four in Missouri. All but one of these sites were public districts serving student populations greater than 8,000. In each focus group, we met with 3-8 new teachers for approximately one hour. Data from the survey were used to guide the focus group questions, which all revolved around their district's induction program. In all, 37 new teachers participated in focus groups.

New Teacher Induction in the Kansas City Area – Basic Elements

We were able to establish baseline data from the interviews with professional development directors and from our on-line survey of new teachers, mentors and site administrators. To assess the basic elements of each district's induction program we asked the following research questions: 1) Which districts have induction programs? 2) What teacher populations do these induction programs serve? 3) What types of new teacher programs are offered in the Kansas City Area Districts? And 4) What elements of induction are the most effective for new teachers?

Which districts have induction programs?
The results suggest that induction programs are standard practice in the Kansas City Metropolitan Area though the quality and content of these programs differ. All of the districts interviewed suggested that they had some form of new teacher induction program available at their sites, and most were in the process of restructuring or developing more effective programs.

What teacher populations do these induction programs serve?
All of the induction programs supported teachers in their first year. 75% of all districts had a second year program in place for new teachers which included mentoring or professional development seminars specifically designed for new teachers. 25% had a program in place for new teachers in their third year of teaching. This program for third year teachers often varied from the requirements and options for first and second year teachers, but offered additional support for third year teachers beyond what is offered veteran teachers. Eleven of the twelve districts offered some form of additional support for teachers that were not new to the profession, but new to the district. These forms of support for "new to district" teachers varied from attendance at an orientation to full-scale mentoring.

What types of New Teacher Programs are offered in the Kansas City Area Districts?
According to our interviews with professional development directors, the types of new teacher programs offered in the Kansas City Area often included some form of mentoring, orientation, seminars designed specifically for new teachers and mentor training. Results from our on-line survey correspond to these interviews. The majority of beginning teachers experienced mentoring, orientations specifically designed for new teachers, general professional development, regular communication with administrators, common planning time with colleagues, and a network of teachers. According to our survey results, less than half the teachers were offered seminars specifically designed for new teachers, a coach or support provider beyond a mentor, a teacher's aide, a reduced number of preps or a reduced workload. The following sections examine these elements of support in further detail, paying specific attention to the elements that warrant additional consideration: mentoring, orientations, seminars specifically designed for new teachers, and administrative support.

Figure 1. Percent of New Teachers Experiencing Support in the Kansas City Metropolitan Area.
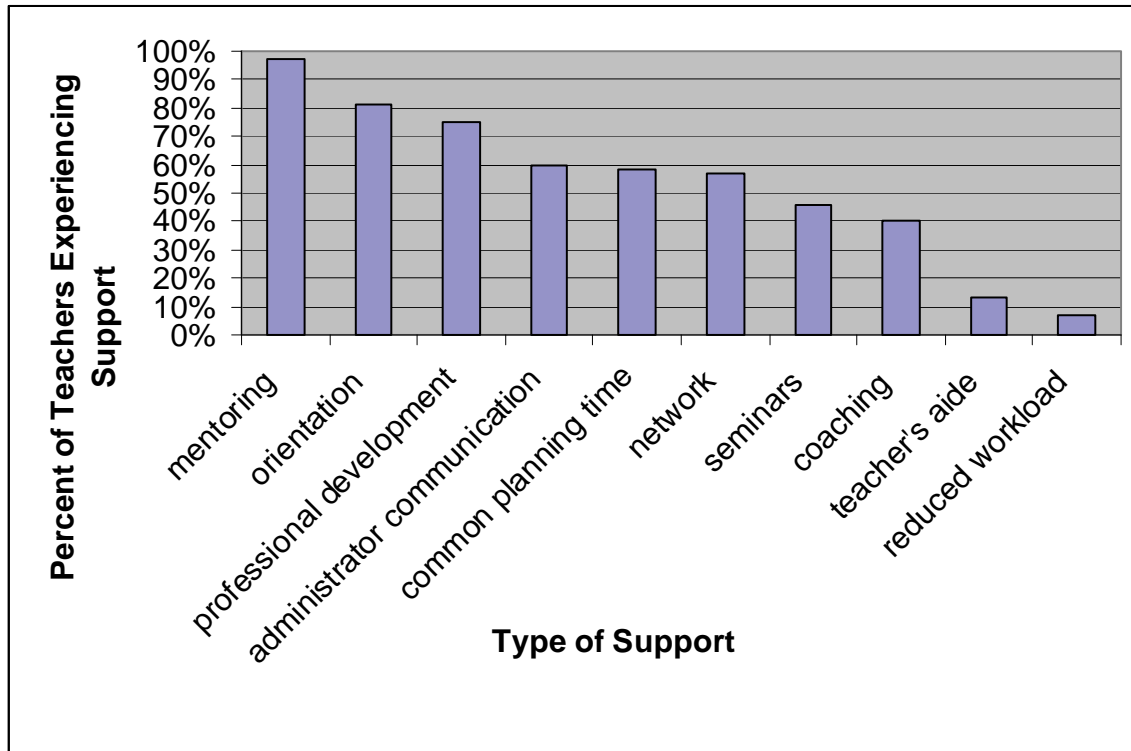
Mentoring

     Mentor effectiveness. Nearly all new teachers in our sample reported being a part of a mentoring program, though when we probed about the details of this program, we found a variety of frequencies and forms of mentoring. In terms of mentor effectiveness, most new teachers reported that their mentors were effective to some degree. Specifically, when asked "of the success you've had as a beginning teacher, what proportion would you attribute to help from your mentor?" beginning teachers responded as follows: a great deal 21%; quite a bit 33%; some 29%; hardly any 10%; none at all 3%, do not have a mentor 1%.

Figure 2. Levels of Mentoring Effectiveness According to New Teacher Response
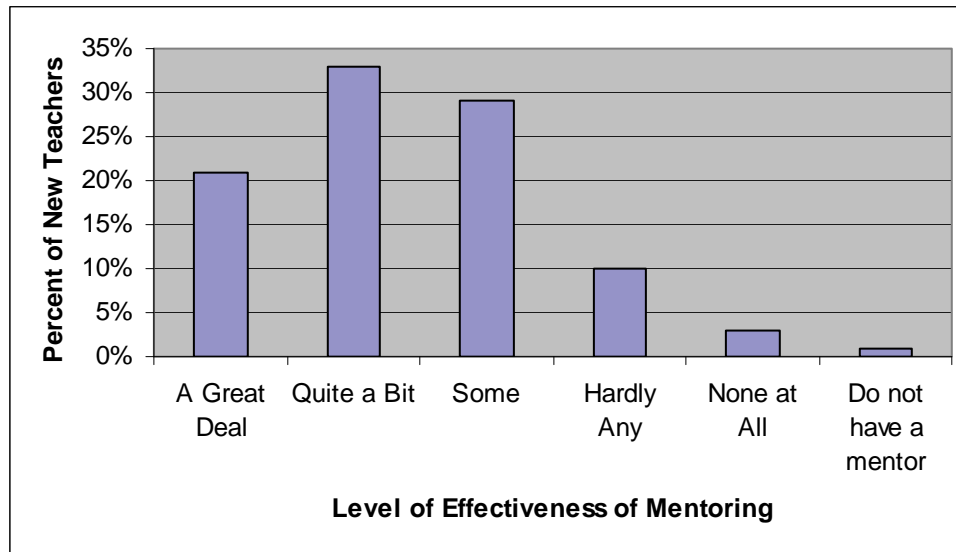
Frequency of mentor support. Though mentor responses suggest frequent meetings with new teachers (41% daily, 31% weekly), most new teachers reported meeting with their mentors weekly (53%) or every two weeks (15%), but a large portion of new teachers met with their mentors monthly or less often (26%) and a few never met with a mentor (2%). When they did meet, the majority of new teachers and mentors spent 30 minutes or less together (55%), though 41% of new teachers met with their mentors for one hour or more. In our focus groups nearly one third of respondents had no interaction with their mentor and some had never been assigned a mentor to their knowledge. This occurred in even the most comprehensive induction programs.

Content of Mentor/New Teacher Meetings. During mentor/new teacher meetings, over 70% of new teachers reported that the time with their mentor was spent providing emotional support, providing resources and materials, discussing strategies to better manage their classrooms, developing knowledge of the content area, handling job related stress, talking about developing meaningful professional and district goals, understanding and delivering the curriculum, differentiating instruction to meet the needs of diverse learners, and creating supportive, equitable classrooms where differences are valued. This time was generally seen by half of the respondents as influencing their teaching practice either 'quite a bit' or 'a great deal' while half of the respondents saw this time as having only some or little influence on their teaching practice. Areas that were less frequently discussed in mentor/new teacher meetings are also important to note. These include the following topics of discussion: assisting with lesson planning, communicating with parents, observing and providing feedback to the new teacher, communicating with the principal, using student assessment data to guide instruction, delivering standards-based instruction, and getting additional support from the principal for challenging situations. 30% or more of the respondents reported that these topics were not discussed during their mentor meetings.

In sum, these data suggest that approximately half of the mentoring that is taking place is useful to the new teacher, occurs on a weekly basis and/or is broadly focused on a variety of topics that are pertinent to the practice of the new teacher. The other half of the mentoring that takes place in these districts is infrequent (less than once a week and 30 minutes or less), is often ineffective for the new teacher (43%), and/or is often missing a broad spectrum of discussions that are fundamental to the practice of the new teacher (30%). Such differences were also recognized within school buildings. New teachers participating in focus groups mentioned varying levels of mentor support though they taught in the same building. Here is one teacher explaining how her mentor was very different from the very supportive mentoring relationship her colleague experienced:

I had a mentor that was invisible. She was completely on the other side of the building. We never got to speak. The only time we communicated was when I initiated it. Yeah I had a drastically different experience in the same building and that was more so a reflection on my mentor because as a new teacher, I didn't know when to ask for help. (District B, second year, middle school teacher).

In addition to noting differences in forms of mentoring, this participant explains how difficult it is to be a new teacher when the expectation of the school or district is that the new teacher will ask for help when needed, rather than expecting that the mentor will consistently support the new teacher by listening and offering scaffolded support for the improvement of instruction.

Discrepancies between New Teacher and Mentor Reports. In all cases, a greater proportion of mentors than new teachers reported attending to topics. Most notable are the discrepancies between the mentor and new teacher responses to the following items: helping with parent communication (mentor 94%; new teacher 58%), working with students with Special needs (78%; 53%), helping use student assessment data to guide instruction (88%; 64%), observations and feedback with new teacher (83%; 60%), helping to deliver standards-based instruction (87%; 66%), helping communication with principal (82%; 63%), and working with English Language Learners (43%; 24%). These discrepancies may be de to an overly optimistic response from mentors who may have felt they were being evaluated by this survey.

Mentor Selection, Match to New Teacher, and Mentor Training. As Mentor training is a key aspect of induction programs as noted by both Kansas and Missouri frameworks for induction. Mentors in our sample were most often selected through principal recommendation (63%), by volunteering (15%) or through colleague recommendation (14%). According to the mentors sampled, new teachers in their school only half of new teachers were matched to mentors by subject/content matter, only 52% by grade level and only 44% by school site. Site administrators tended to believe that mentors and new teachers were more closely matched (grade level 65%, subject content matter 57%, school site 51%) than did mentors or new teachers.

Mentor match. The importance of mentor/beginning teacher match was consistently mentioned in focus groups and in open-ended responses to our on-line

survey. Both new teachers and mentors who were matched by subject, grade level and building were most often satisfied with their mentoring relationship:

I had a good mentor my first year and she was in my grade level. We met every day. We constantly talked and she always helped me because she was right next door to me. She taught the same thing I did, she did the same things I did, and she could always keep me updated so that part for me was really good but if it hadn't been somebody in my grade level or it had been somebody all the way across the building, I can see how it wouldn't have worked (District F, second year, elementary teacher).

Mentors and new teachers that were less closely matched were frequently frustrated with the lack of support the mismatched relationship provided. In a number of schools, new teachers explained to us that their schools did not have appropriate mentors for them, especially if the teachers taught in a specialized capacity such as special education, foreign language or music. On one occasion, a new teacher explained that her school developed a team of mentors to help new teachers:

In our building, because we did not have enough teachers to [properly mentor], so we established a mentor team that included the principal and the instructional coach and a couple of good teachers...there weren't enough good teachers (District B, second year elementary school teacher).

Mentor training. Of the districts interviewed, 77% offered mentors some form of training prior to the beginning of the school year and throughout the school year though this mentor training varied from district to district. At a minimum, school districts offered mentors the option to attend the new teacher orientation while most other districts offered a more extensive training. For example, some districts offered mentors a half-day training at the beginning of the school year followed by four two-hour trainings throughout the academic year, while others frontloaded their mentor training in the summer months and then continued with two full day workshops. This variation was noted in on-line surveys as well.

In our on-line survey, mentors were asked whether the new teacher support program helped assist them in developing their mentoring skills. 82% of respondents agreed that the support system did assist them in developing their mentoring skills. They were also asked to rate the effectiveness of their professional development training to provide support to new teachers on a variety of topics. Generally mentors indicated that they were supported, but areas where mentors felt like they received too little support include helping the new teacher work with students with special needs (36%), work with English language learners (33%), differentiate instruction to meet the needs of diverse learners (28%), helping the new teacher handle job-related stress (27%), documenting work (e.g. collaborative assessment logs) (23%), and discussing issues of equity (20%). See Figure 3.

Figure 3. Low Levels of Mentor Training
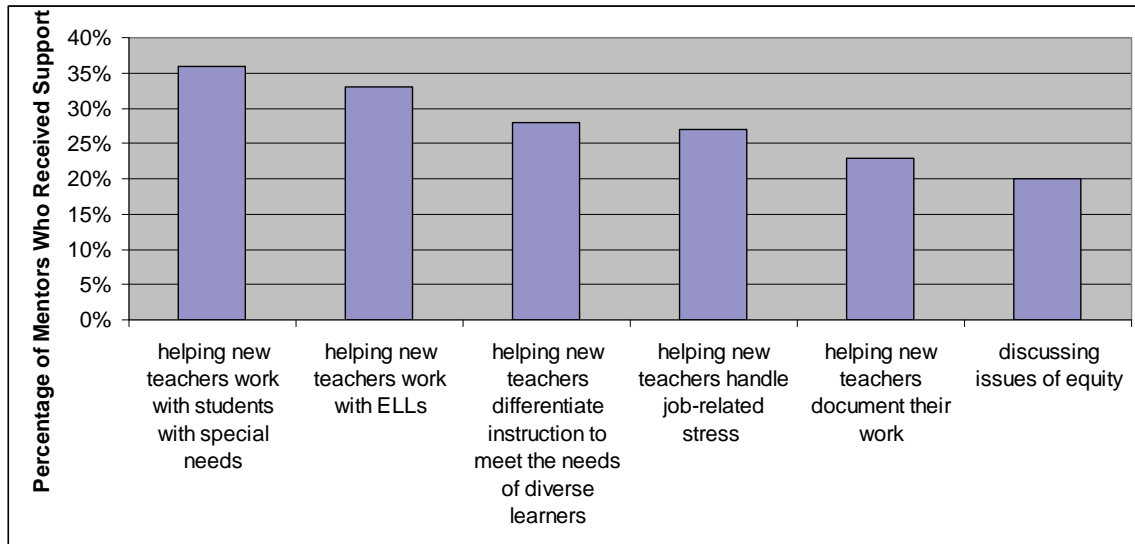
Beyond these findings, it is important to note that most districts in our sample had one to one mentor/new teacher relationships. Two districts, however, had full release mentors (a.k.a. peer assistants or instructional resource teachers) in addition to one on one mentors that had larger caseloads of new teachers (1:4 or 1:12) but had a reduced workload or few other responsibilities. These full release mentors were often given a more lengthy and rigorous training in addition to a workload that was devoted to assisting new teachers to improve their instruction. Differences between these forms of mentoring were not clear in our analysis of the on-line survey as all responses were aggregated. Results from focus groups suggest that the match between new teacher and the full release mentor is just as important a consideration as it is in any other mentoring combination (Districts E & H). Interviews with professional development coordinators in Kansas, however, suggest that districts that do support full release mentors bear a financial burden as state policy does not distinguish between one to one mentoring and full-release models. Rather than provide financial support to acknowledge the type of support offered to new teachers in a full-release model, districts that provide such a model are actually financially penalized for not meeting the requirements of the mandate. Because mentors work with more than one or two new teachers, the districts are not awarded the mentor compensation that the State of Kansas provides. The two districts that did provide partial or full-release mentoring were found to have mid-range or high-level new teacher support programs. (This categorization is explained in detail later in this report and illustrated in Table 3.)

Orientations
100% of the districts surveyed offered new teachers some form of orientation prior to the beginning of the school year and often this orientation included contact and communication with mentors and administrators. (Seven percent of new teachers who participated in the on-line survey did not participate in an orientation. Many mid-year

hires fall into this category as noted by teachers in our focus groups.) The type of orientation varied from district to district. Some offered a simple, mandatory, one-day orientation for new teachers at the district office that had little specific training or information for new teachers, and others offered an extensive five-day orientation that used a combination of time at the district and school site to orient new teachers to their new positions. The majority of beginning teachers found orientations helpful (see Figure 4).

Figure 4. Effectiveness of Orientation.
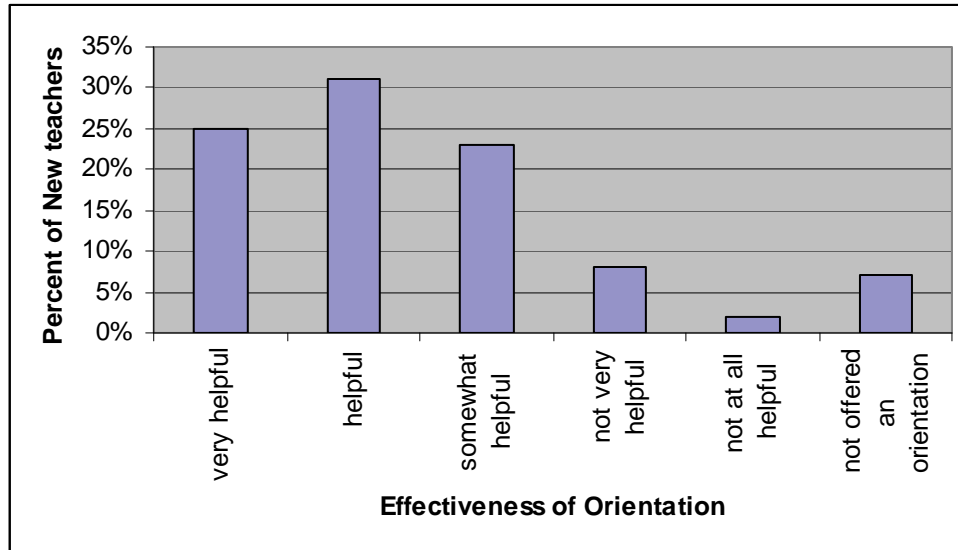
Teachers in focus groups made note of the importance of orientations and shared with us the strategies that were most helpful to them. In many cases orientations consisted of lesson planning, which some individuals found helpful while others did not. In most cases, when veteran teachers shared their expertise with new teachers, this lesson planning time during orientation was seen as beneficial:

> *The classroom strategies that you learn in your teaching curriculum are really reinforced in the orientation program...what was nice about that was bringing seasoned teachers into the mix and then seeing the practical and the realistic side of applying those strategies...that was very helpful* (District B, second year, middle school teacher).

But when only new teachers were involved in the orientation, the quality of the orientation experience was lacking:

> *I know in my department which is pretty small, they put two new teachers together and said ok figure out what your first week of lesson plans are and we kinda looked at each other for an hour and didn't come up with anything and so I think that having an experienced teacher, at least someone that's been in the district*

that has taught those classes would've helped (District G, first year, high school teacher).

New teachers also mentioned how they would have wished for more information on district policy during orientations and more information on the student population in the district including a physical tour of the community (Districts B & G). Here one teacher describes her frustrations with not knowing district and school policy regarding student discipline:

> *Orientation I found amazingly ineffective for me... a larger proportion should've been spent on writing referrals, discipline problems, and situations outside of the classroom that come into my classroom* (District B, second year, middle school teacher).

But when district policy was delivered as a part of the orientation, new teachers were generally pleased:

> *They explained to us how the district works and what's expected and, even though it was all quick 'cause it's right before you begin teaching, it gave you an idea of what should happen, how it should happen, and whatever grade you taught, we went and visited a room, how it should look, or an idea of what [the district] would like it to look like so that you didn't just go into the year hoping that you were doing stuff right* (District H, first year, fifth grade teacher).

In all, the most successful orientations according to new teachers in our focus groups included time learning district policy and curriculum with veteran or mentor teachers, lesson planning with veteran teachers, site specific time to work with veteran teachers in their own buildings and classrooms, and tours of the district and local community.

Seminars Specifically Designed for New Teachers

77% of the districts interviewed suggested that they offered seminars designed specifically for new teachers that ranged in content from classroom management strategies to reviewing grade cards, assessment strategies and or content specific strategies for lesson planning. These findings conflict with the survey, which indicates that the majority of beginning teachers did not receive such seminars. A review of the data suggests that the districts that offered these seminars specifically for new teachers were the districts with smaller new teacher populations and therefore were over-represented in the interview data, thus possibly explaining the apparent contradiction. We may conclude, therefore, that most of the new teachers in the districts assessed by this study are not participating in seminars specifically designed for new teachers.

In those districts that did have seminars, some teachers commented that the seminars were not effective and the relationships built during these seminars were not fostered, "A network would be a strong word" (District R, first year high school teacher).

Some teachers expressed the limitations of these seminars, "I can't name one thing that I used from those meetings" (District G, second year high school teacher), while others explained how these seminars were invaluable as they lesson planned with subject or grade-specific groups and were offered ideas for assessments, lesson designs, classroom management, instruction and uses of technology (Districts G and H). New teacher seminars (when offered) were generally seen as an effective way to improve the instruction and classroom management of new teachers, but were perceived as frustrating to new teachers when they were not given the opportunity to help tailor such seminars to their needs. Mentors and new teachers suggested that release time provided to new teachers for such seminars is a vital next step toward effective induction.

Administrator support

Beginning teachers on average reported that their site administrator had been in their classroom seven times for at least 5-10 minutes during the 2006-07 academic year. This is a lower estimate than was provided by the surveyed site administrators, who reported an average of 13 classroom visits of at least 5-10 minutes. 92% of site administrators who completed the survey provided or participated in an orientation specifically designed for new teachers. 72% reported communicating with beginning teachers at their school on a weekly basis. Most beginning teachers experienced between two and five visits from their site administrators and nearly all respondents indicated that their principal supported their professional growth.

Of concern from this set of data were questions regarding communication between mentors and site administrators around the new teacher support offered by the district. Mentors and site administrators rarely met to discuss new teacher support – such discussions never occurred according to 31% of the mentor respondents and 15% of the site administrators. 49% of the site administrators agreed that these meetings did not occur frequently enough.

The Effectiveness of Teacher Induction Programs in the Kansas City Area

Beginning teachers generally felt that their new teacher support program met their needs as growing professionals (64%), while a smaller proportion (25%) thought it somewhat met their needs and a still smaller proportion (10%) felt their program met their needs 'hardly at all' or 'not at all'. This 35% of respondents, 155 new teachers, believed that more could be done to meet their needs as growing professionals.

Discrepancies in levels of effectiveness. All groups participating in the survey were asked to "Please rate the extent to which the new teacher support program meets the needs of new teachers in your district" and differences among the respondents were marked. The responses of new teachers, mentors and site administrators suggest differing perceptions of the effectiveness of the new teacher programs in the Kansas City Area School Districts as noted in Figure 1. Site administrators were likely to suggest that the

new teacher support program met the needs of new teachers "a great deal" while mentors were more likely to suggest that the new teacher support program was only likely to meet the new teachers needs "quite a bit." New teachers on average were most likely to answer in a similar fashion to that of mentors, but were much more likely than both site administrators and mentors to suggest that the new teacher program only met their needs "somewhat" or "hardly at all." (See Figure 5.)

Figure 5. Differences between Respondents Ratings of the Effectiveness of the New Teacher Support Programs Offered
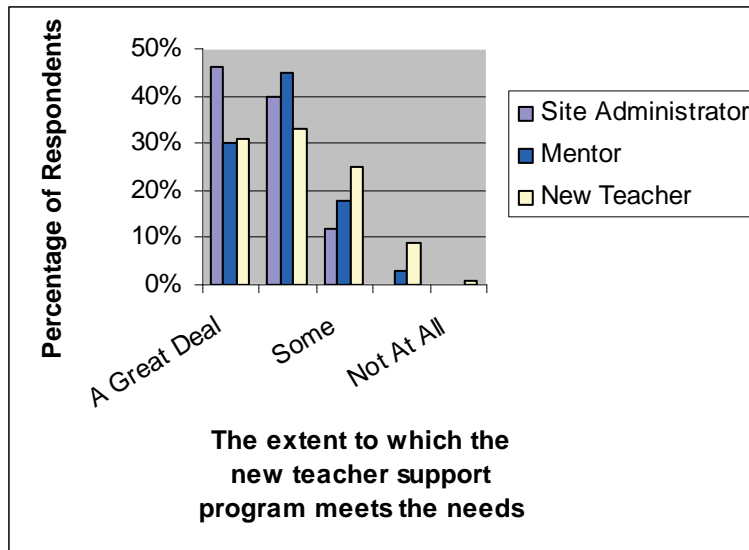
Discrepancies among Reports of Support Options. Furthermore, when responding to questions about support options provided to new teachers, respondents also often varied in their responses. Site administrators and mentors were more likely to report that options were available for new teachers than were the new teachers themselves. For example, 95% of site administrators reported regular communication between new teachers and administrators while only 60% of new teachers reported such communication. Such discrepancies were also found in the following options for new teachers: common planning time (site administrators 82%; mentors 75%; new teachers 58%), seminars specifically designed for new teachers (62%; 48%; 46%), a network of new teachers (76%; 62%; 57%); a coach or support provider beyond a mentor (75%; 55%; 40%), and general professional development (95%; 94%; 75%).

These differences in responses could be attributed to sampling errors or to alternative perceptions, or a combination of the two. Sampling errors would lead to these results through the overrepresentation of data from site administrators who were highly involved in high-quality induction programs. Site administrators that are more involved in a given district's new teacher support program may be more likely to complete the survey and may also report more options for new teachers because their district offers high quality programs. In addition, new teachers and mentors from the low-quality induction programs in certain districts may have been required to complete the survey as

a formality of their training thus providing a more accurate sample of new teachers and mentors within the Kansas City area but not necessarily an accurate sample of site administrators. Site administrators and mentors who were not required to take the survey or who were less involved in their district induction program (and were associated with a low quality program) may not have completed the survey and may have led to the discrepancies found here.

A second explanation for the range in responses is that there are differences in perception among site administrators, mentors and new teachers in this sample. This possibility should warrant concern from the districts examined by this study. If site administrators and mentors believe that new teachers are offered more options than the new teachers perceive, something must be done to clarify the options to both parties. If more is being offered to new teachers than they are aware, these options must be made more clearly available to new teachers. If these options are not available in the district, the mentors and site administrators should be made aware of the lack of options for new teachers and begin a discussion around what options would help new teachers develop their practice based on the findings of this report.

Other forms of support beyond induction programs

In light of Kansas and Missouri state policy and their references to school community and climate regarding new teacher induction, we asked survey respondents to comment on what other forms of support beyond mentoring were provided by their school site or district. The majority of beginning teachers reported experiencing support from working with colleagues (90%), informal communication with colleagues (78%), and district professional development (68%).

Most Valuable Experiences & Future Improvements

We asked new teachers open-ended questions regarding the most valuable experiences of the induction program They consistently reported that support from and interactions with colleagues, support from mentors, and new teacher seminars were the most valuable elements of their induction programs.

All groups taking the on-line survey were asked *What would you change about the support program?* and *What would be of assistance in improving your new teacher support program?* The most common response among all groups was "more time between mentors and new teachers and between new teachers and their veteran colleagues". Respondents also noted the need for new teacher seminars and a reduced workload for new teachers. Mentors and new teachers agreed that better matching between mentors and new teachers is essential to an effective mentoring relationship and mentors and site administrators agreed that more observations are necessary and should come in a variety of forms including: administrator observations of new teachers which are formative and not evaluative, mentor observations of new teachers which again are formative and not evaluative, new teacher observations of mentors teaching either their own students or in another classroom, new teacher observations of veteran teachers, and new teacher observations of other new teachers.

Disaggregated Group Responses

In both focus groups and open-ended responses to the on-line survey, new teachers stressed 1) the need for additional support through reduced workloads and more time to spend working with their mentors; 2) better, more closely aligned mentor/new teacher match; 3) more help with lesson planning, content knowledge or classroom strategies; and 4) more help with understanding the district curriculum and other district schedules or assessment plans.

Mentors also frequently cited a need for more time to collaborate with their new teachers. When asked what would be of assistance in improving the support program for new teachers, mentors consistently suggested that they would like to have more time to collaborate with their new teachers. In addition to this suggestion, mentors highlighted a need for more training for mentoring, a need for better mentor/new teacher matching, more training specifically designed for beginning teachers, and more time for observations done by both the mentor of the new teacher and by the new teacher of other veteran teachers.

Site administrators felt that to improve the new teacher program in their districts, the most important additional support would be more contact between the new teachers and their administrators including more observation and feedback that was not a part of evaluation. They also indicated that the new teacher programs in their districts would be improved if there was more time for new teachers and mentors to meet, more relevant and frequent seminars specifically designed for beginning teachers, more observations

done by both mentors of new teachers and by new teachers of veteran teachers, and a reduced workload for new teachers.

Retention of Beginning Teachers in the Kansas City Area

State data on the retention of new teachers suggest similarities between Kansas and Missouri. Missouri has an average new teacher retention rate of 63% after 5 years of teaching (an average calculated from the most recent available data (99-01); Recruitment and Retention of Teachers in Missouri Public Schools, 2007). Kansas has an average new teacher retention rate of 61% after five years (data from 1997-2007, Fultz, 2007). Of our survey sample, 85% of beginning teachers planned to stay teaching at their school, while 8% planned on moving to another school, 1% planned on moving to a non-teaching position in their school. While these data seem promising, this retention rate indicates the likelihood of a respondent staying in the profession after only one year. This rate is similar to state indicators from first-year retention rates which for Kansas is 89% and Missouri, though first-year retention rates are unavailable, is at 73% for teachers in their first through third years (data from 2003).

Though these figures are consistent with state data, they may be misleading as state-level data tend to address leavers (teachers quitting the profession or leaving the region) rather than movers (teachers moving from school to school or from district to district within the state). This movement or shifting of new teachers has adverse effects on student populations, school climates, and districts.

Missouri and Kansas: A State-Level Comparison

The samples of beginning teachers in each state were similar in terms of gender, ethnicity, their teaching assignments and class sizes. Differences were found between the two groups in terms of years in the teaching profession (first year teachers were 69% in the Missouri sample and 87% in the Kansas sample), and type of school (our Missouri sample was more likely to teach in a large urban district while Kansas state teachers more frequently reported teaching in smaller suburban schools). Only three differences were noted: the ways in which mentors and new teachers are matched; the options provided new teachers at each school; and the overall extent to which the new teacher support program meets the needs of the new teachers as growing professionals.

New teachers experienced greater matching in terms of subject/content matter in Missouri Schools (MO 57% vs. KS 43%) and grade level (MO 45% vs. KS 37%), though in Kansas new teachers were more likely to be matched by school site (MO 34% vs. KS 51%). The overall options offered to new teachers through a support program also differed between states with more support frequently offered to teachers in Missouri (see Figure 6).

Figure 6. New Teacher Support Offered by State
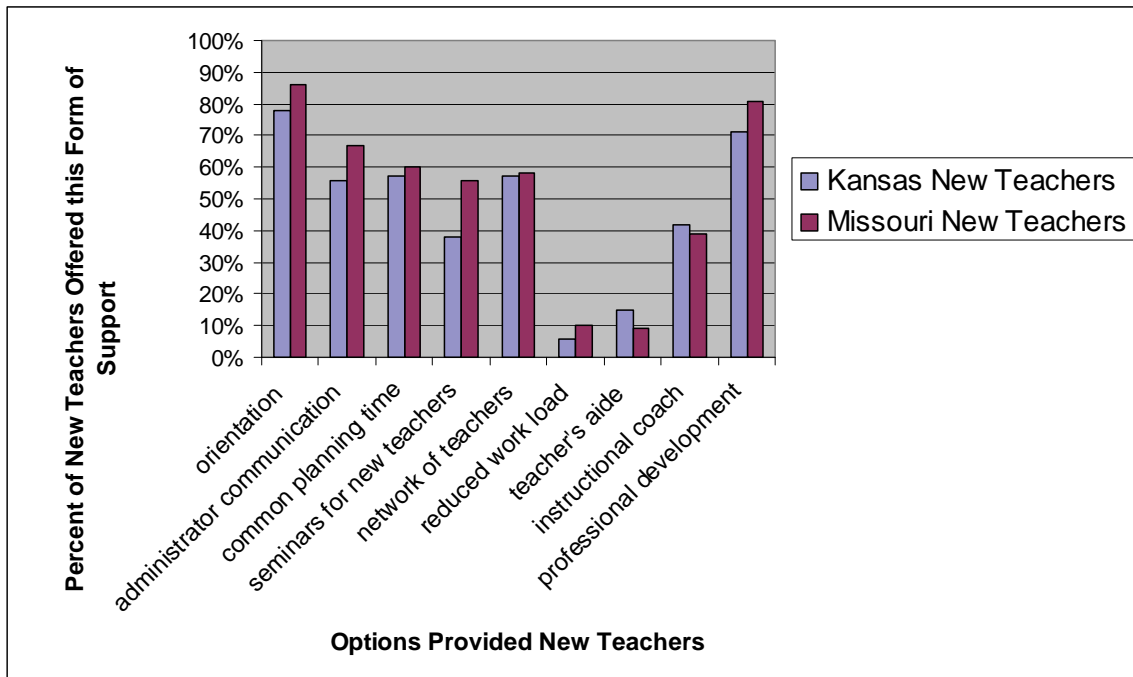
Surprisingly this extra support in Missouri did not translate into responses that would indicate more effective new teacher programs in the state (see Figure 7).

Figure 7. Effectiveness of New Teacher Support Program by State
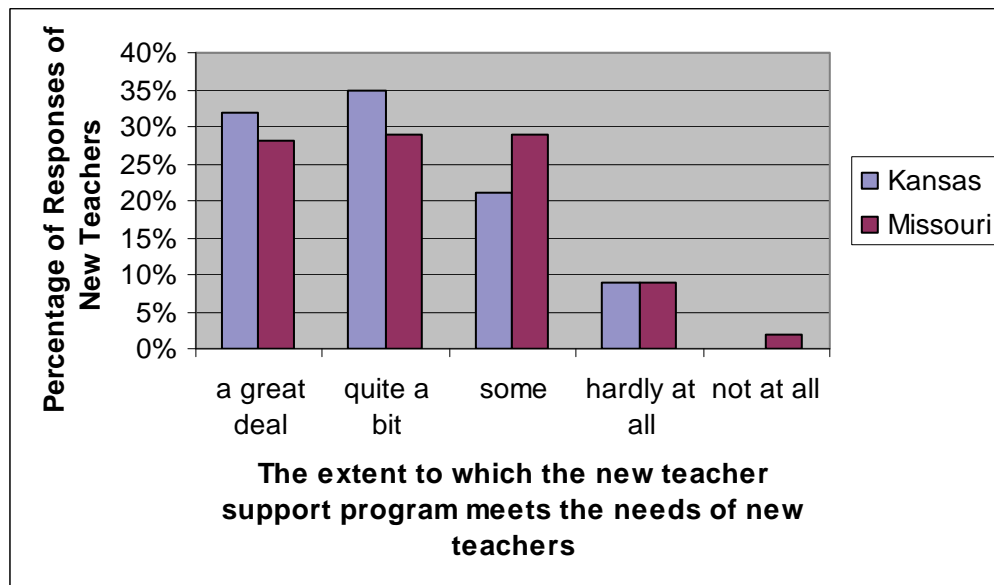
In fact, when examining levels of new teacher support through a composite measure based on both elements of support offered and their effectiveness as rated by new teachers (see Appendix for further explanation of this composite measure), we find that Missouri and Kansas seem very well matched. Two districts in Missouri and two districts in Kansas earned the lowest rating on new teacher support, one district in each state earned mid-range scores, and two districts in Missouri and one district in Kansas earned the highest ratings (See Table 2).

Table 2. Level of New Teacher Support by District and State

District	State of District	Level of New Teacher Support	Approximate Per Pupil Expenditures 2006 data
A	Missouri	Low	$8,000
B	Missouri	Low	$9,000
C	Kansas	Low	$12,500
D	Kansas	Low	$13,000
E	Missouri	Mid	$12,000
F	Kansas	Mid	$8,000
G	Missouri	High	$8,000
H	Kansas	High	$12,000
I	Missouri	High	$9,000

Both states are known to have a high inter-district variation in expenditures per pupil (Sherman, Gregory, Poirier, & Ye, 1998). Within our sample the greatest discrepancies were found between states, with Kansas on average spending over $2,000 more per pupil than districts in the state of Missouri (Kansas State Department of Education, 2006; Missouri Department of Elementary and Secondary Education, 2006). Within the districts examined in this report, the lowest per pupil expenditures and the greatest inter-district variation occurred within Missouri.

Considering these differences and the per pupil expenditures accounted for in Table 2, one could assume that some of the additional funding provided in the state of Kansas would go to new teacher support. If this is the case, these findings suggest that districts in the state of Kansas are providing less cost effective programs than the districts in Missouri. For example, the top scoring district in Kansas spends $12,000 per pupil while the top scoring districts in Missouri spend $8,000 and $9,000 per pupil.

General Trends in Induction Support

General trends in induction support in the Kansas City area suggest that rural districts and urban districts where the student population is primarily economically disadvantaged and consists of a majority of students of color have lower levels of new teacher support than do districts in urban or suburban settings where the student population is less economically disadvantaged and where the student population is primarily White (see Table 3). The three districts with the strongest new teacher support program as demonstrated by composite scores based on elements of support offered and their effectiveness as rated by new teachers all had smaller populations of economically disadvantaged students, student populations which were primarily white, and new teacher retention rates at or above 90%. Districts with low levels of new teacher support were all either rural districts with small student populations (under 2,000) or were urban districts with student populations that were primarily economically disadvantaged and primarily students of color. These districts that scored very low on the composite score for new teacher support also had lower levels of new teacher retention on average.

Urban Districts and Teacher Retention

Through brief discussions with professional development coordinators in both states, we learned that "stealing" practices take place throughout the Kansas City Area. Professional development coordinators from urban districts with a history of diverse and low-income student populations suggested that they nurture new teachers through their first years in the district and in time, the district loses these teachers to districts who recruit these "seasoned" new teachers out of their schools by paying them more and offering them "easier" classrooms, greater resources and a more supportive community. Until the disparity between districts is addressed, urban schools will continue to face retention challenges and the challenges that ensue from issues of retention (teacher quality, student achievement, unstable school communities).

Further study as to the effects of induction on movement within and between districts in the Kansas City Area would likely uncover what one professional development coordinator explained as "stealing" of new teachers from urban, low-income districts by suburban/urban schools with strong community support and higher per pupil expenditures.

Table 3. District Demographics, Level of New Teacher Support and New Teacher Retention Rates

District	State	Economically Disadvantaged Students	Location of District/Size of Student Population	Approximate Per Pupil Expenditures 2006 data	District Student Ethnicity	District AYP Reading (Kansas) Communication (Missouri)	District AYP Mathematics	Level of New Teacher Support †	Level of Mentor Training	New Teacher Retention Rates
A	Missouri	21%	Rural Less than 2,000	$8,000	White 95% Hispanic/Latino 2% Other 2% African American 1%	Y	Y	LOW*	NA	NA
B	Missouri	69%	Urban Less than 8,000	$9,000	African American 76% White 18% Hispanic/Latino 5% Other 1%	Not met for 3-5, 6-8 or 9-11 Communication Arts	Not met for 3-5, 6-8, or 9-11 Mathematics	LOW 997	54	78.5%
C	Kansas	16%	Rural Less than 2,000	$12,500	White 94% Hispanic/Latino 3% Other 2% African American 1%	Y	Y	LOW 1059	94	79%
D	Kansas	73%	Urban Above 20,000	$13,000	African American 45% Hispanic/Latino 33% White 18% Other 4%	N (not met for all students, free/reduced lunch, students with disabilities, English language learners, African Americans, Hispanic/Latino, Asian/Pacific Islanders)	Y (not met for free/reduced lunch, students with disabilities)	LOW 1090	83	~85%

† Composite scores were calculated by a summation of items from professional development coordinators and on-line surveys of new teachers. A detailed listing of these items can be found in the appendix.

* Due to the small number of respondents to the on-line survey for this district only, this one assessment was based primarily on interview data. However, the results of these data were consistent with this assessment.

District	State	Economically Disadvantaged Students	Size of Student Population	Approximate Per Pupil Expenditures 2006 data	District Student Ethnicity	District AYP Reading (Kansas) Communication (Missouri)	District AYP Mathematics	Level of New Teacher Support	Level of Mentor Training	New Teacher Retention Rates
E§	Missouri	3%	Suburban Between 14,000 and 20,000	$12,000	White 86% Asian American 9% African American 3% Hispanic/Latino 2%	Y	Y	MID RANGE 1162	92	97%
F	Kansas	37%	Suburban Between 14,000 and 20,000	$8,000	White 77% African American 18% Hispanic/Latino 3% Other 2%	Y	Y	MID-RANGE 1282	90	70%
G§	Missouri	40%	Suburban Less than 10,000	$8,000	White 53% African Americans 40% Hispanic/Latino 5% Other 2%	N (not met for 6-8 Communication Arts or Graduation Rate)	N (not met for 3-5 Math)	HIGH 1304	93	~ 90%
H	Kansas	16%	Suburban Above 20,000	$12,000	White 80% Hispanic/Latino 8% African American 6% Other 6%	Y (not met for ELLs)	Y	HIGH 1328	100	96%
I	Missouri	14%	Suburban Less than 10,000	$9,000	White 89% African American 6% Hispanic/Latino 3% Other 2%	Y	Y	HIGH 1366	86	91% of all staff NOT new teacher

† Composite scores were calculated by a summation of items from both interviews of professional development coordinators and on-line surveys of new teachers. A detailed listing of these items can be found in the appendix.

§These districts provided partial or full-release mentoring to new teachers.

Urban Districts, Teacher Induction and NCLB

The urban, high minority, low SES districts also had difficulty meeting the requirements of No Child Left Behind Legislation and were therefore undergoing sanctions by the government, which include offering students school choice. In one of these urban districts, 63% of schools did not meet the Annual Yearly Progress (AYP) required by NCLB in either mathematics, reading, or both and were therefore in the School Improvement classification, which required the district to offer low achieving and low income students choice to move to another school within the district and supplemental services to low income students (per conversation with J. Clevenger, July 5, 2007). While these services are meant to improve a school district's ability to reach the standards set by the NCLB legislation, continued shortfalls in meeting AYP will affect the district adversely. After three years of failing to meet AYP standards schools must begin planning for restructuring and after four years schools must open as charters, replace all or most of staff, or turn management over to private management company. As noted in the education research literature, such sanctions have ramifications beyond the improvement of schools leading to further inequitable student outcomes (Fuller, Elmore, & Orfield, 1996; Lowe & Miner, 1996). It is likely in such districts that the emphasis will move from quality professional development for new teachers toward prescriptive instructional programs and professional development focused on standardized testing. Such a shift toward more control-oriented educational policies may exacerbate the social injustice that currently takes place within these districts. Such policies can lead to professional isolation and greater teacher attrition as teachers in such environments have a limited ability to implement professional principles, including diversified instruction, high expectations, and creativity (Achinstein & Ogawa, 2006).

New Teacher Induction in Rural Districts

The two rural districts assessed in this study had low scores in terms of level of new teacher support. Both districts had scores below 1100 out of a possible 2000. When looking at the detailed survey data, we find that teachers in rural settings experienced induction support from mentoring and orientations. The lack of support came from a lack of common planning time with colleagues, the support of an instructional coach, general professional development, or seminars specifically designed for new teachers. In addition, the mentoring support that new teachers received was not very helpful. Most teachers in the rural districts reported that they were not observed by their mentor. Furthermore, the teachers in the rural districts were less likely than their urban and suburban colleagues to report that their support program or mentoring had helped them to develop a repertoire of teaching strategies or that their support program's professional development seminars have enhanced their skills and abilities to apply learnings in the classroom.

NCLB, Rural Districts and Induction Support. Studies that examine the differences between urban, suburban and rural induction practices suggest differences in reasons for attrition. Teachers in high-poverty, urban public schools tend to leave out of frustrations with poor administrative support, lack of faculty influence and classroom intrusions. Teachers in low-poverty, suburban districts cite poor salary, poor administrative support and poor student motivation. Rural superintendents responding to

questions about teacher attrition identified low salaries, social isolation and geographic isolation as the top reasons for their difficulties in retaining teachers. We know that teacher turnover in low-income urban and rural communities is a financial burden. It impedes school improvement efforts and undermines teaching quality and student achievement (National Commission on Teaching and America's Future, 2003). The new certification requirements of the NCLB Act will likely increase the disincentives to teach in rural schools because such schools tend to rely on teachers to teach more than one subject or grade level due to their smaller school enrollments (McClure, Redfield, & Hammer, 2003). In the case of rural districts within the Kansas City area, common planning time with colleagues for these multiple classroom preparations is crucial. Additional support in the form of instructional coaching, general professional development and seminars specifically designed for new teachers keeping in mind the primary reasons (social and geographic isolation) for rural school attrition are necessary.

Policy Influences

When asked how legislation has affected the districts new teacher induction programs, surprisingly most administrators and mentors did not know. Very few acknowledged the state requirements or the funding (if provided) the legislation addressed. When asked how state legislation could improve the district's new teacher program, the majority of administrators suggested that funding was the best way for the state to improve the program.

Implications for District Practice and State Policy

It is hoped that this report sheds some light on the current induction practices taking place in the Kansas City Metropolitan Area. Though only a small sample of districts was examined here, we feel confident that the districts sampled provide a variety of induction programs which reflect the diversity of programs found in the Kansas City Metropolitan Area. Thus, some generalizations can be made from the data collected.

The findings here indicate that districts within the Kansas City Metropolitan Area have a variety of induction programs. Data collected from interviews, on-line surveys, and focus groups suggest that the districts need new teacher support programs that offer more time for mentor and new teacher meetings, more focused and consistent mentor support for new teachers, better matching between mentors and new teachers, more frequent and higher-quality mentor training, more observations of new teachers and more observations by new teachers of veteran faculty.

Data further suggest that districts can improve their programs by paying special attention to the effective elements of orientations, new teacher seminars, and to the requests of mentors and new teachers for more release time. Districts should also be aware of the likely discrepancies in perception between site administrators, mentors, and new teachers regarding new teacher support, recognizing the optimism inherent in the perceptions of the former two groups. Communication may be the best remedy for these differences in perception.

Differences in levels of new teacher support programs between districts were marked and suggest that rural districts and urban districts where the student population is primarily economically disadvantaged and consists of a majority of students of color have lower levels of new teacher support than do districts in urban or suburban settings where the student population is less economically disadvantaged and where the student population is primarily White. Considering the challenges both environments face in retaining teachers, districts and the state would do well to consider focusing new teacher induction efforts and financial incentives in these areas.

The two districts which choose to fund partial or full release mentoring were rated as mid-range and high-quality new teacher support programs. While this sampling is small, it is noteworthy. Further research documenting the effectiveness of partial and full release mentoring would provide a better understanding of such models and the cost-benefit of initiating such a program in each district. Since this information is yet to be gathered, it would behoove states to recognize districts that would like to improve their induction programs through the implementation of partial or full release models through financial incentives rather than financial penalties which were noted here in Kansas.

In addition, both states would do well to assure that state requirements are being met by districts. Such an assessment is no easy task and often cannot be conducted by an interview with a district official. Through this study, we met a number of new teachers

who had no contact with a mentor though all districts had a mentor program in place. Ground level assessments by either state or district personnel are necessary to assure even basic standards while qualitative research is necessary to examine the benefits and nuances of programs.

Despite the variation in induction programs found in these districts, we found that each district is aware of the importance of induction and has made a commitment it. If this awareness and commitment can be combined with high-quality standards, continuous assessment and improvement, informed training for mentors and new teachers, and equitable funding the outcomes of effective induction will likely ensue.

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Appendix

A composite score for the quality of a district's support for new teachers was created from the following items posed by the on-line survey. Items with yes/no responses were scored by adding the percentage points of the yes answers. Items with a range of possible responses were scored by adding the percentage points of the two highest responses (A great deal and Quite a bit; Very helpful and Helpful). Items were treated as individual questions totaling 100 points on items in which respondents could respond to all answers that were applicable (items 5 and 11). All scores were added as percentages which totaled 100.

1) Do you have a mentor?

Yes   No

2) Of the success you've had as a beginning teacher, what proportion would you attribute to help from your mentor?

A great deal   Quite a bit   Some   Hardly any   None at all   Do not have a mentor

3) At your school, mentors are matched to new teachers by: (Mark All That Apply)

4a) Grade Level
4b) Subject Matter/Content Matter
4c) School Site

5) My principal supports my professional growth

Agree   Disagree

6) My support program/My mentor has helped me to develop a repertoire of teaching strategies

Agree   Disagree

7) My support program's professional development seminars have enhanced my skills and abilities to apply learnings in my classroom.

Agree   Disagree

8) Overall, my mentor meets my needs as a growing professional.

Agree   Disagree

9) Overall, my support program meets my needs as a growing professional.

Agree   Disagree

10) At your school, what options are provided for new teachers? (Mark All That Apply)

11a) An orientation specifically designed for new teachers
11b) Regular communication with administrator
11c) Common planning time with colleagues
11d) Seminars specifically designed for new teachers
11e) A network of teachers
11f) Reduced number of prep for new teachers/reduced work load for new teachers
11g) Teacher's aide
11h) A coach or support provider beyond a mentor
11i) General professional development

12) If you were provided an orientation specifically designed for new teachers, how helpful did you find this orientation?

Very helpful   Helpful   Somewhat helpful   Not very helpful   Not at all helpful

13) Overall, to what extent does the new teacher support program meet your needs as a growing professional?

A great deal   Quite a bit   Some   Hardly at all   Not at all   Does Not Apply