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OVERCOMING BEGINNING TEACHER ATTRITION

by

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A dissertation in practice submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Department of Child, Family, and Community Sciences
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at the University of Central Florida
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Major Professors: Thomas Cox & Carolyn Hopp

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ABSTRACT

The goal of this research was to increase the retention of beginning teachers in a large urban public school district in Central Florida through the refinement of the current induction program. In order to understand the needs of beginning teachers, four key stakeholders were surveyed using an online pilot survey developed by the researchers. Beginning teachers, mentors, instructional coaches, and principals each provided their perspective and perceptions on the needs of beginning teachers. Through the analysis of the qualitative results, several commonalities emerged. These themes included discrepancies regarding knowledge and completion of district induction requirements, as well as between the implementation of school-based induction programs.

Based upon the themes of the research and the literature on supporting beginning teachers, a framework was developed to meet the needs of the beginning teachers in order to reduce attrition within the large urban school district. The framework entailed the refinement of the district induction program and the development of a school-based induction program. The amendment of the district induction program included accountability for all stakeholders, three years of induction support for beginning teachers, structures for tracking the completion of induction requirements by beginning teachers, and training for mentors, instructional coaches, and administrators regarding the district induction requirements. The school based induction framework contains support for a beginning teacher's first three years including specific support by mentors, instructional coaches, and administrators.

The framework has been developed based upon the needs of the large urban school district in Central Florida but also has the potential to be applied to any large urban school district. The nature of the framework is that it provides the basic structure and can be customized to meet the needs of any district or school.

This Dissertation in Practice is dedicated to beginning teachers whose perseverance, passion, and dedication will continue to inspire students as they grow professionally.

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Jill Adcock

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Neva Husko

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LIST OF ABBREVIATIONS

ACP	Alternative Certification Program
BTP 1	Beginning Teacher Portfolio Year 1
BTP 2	Beginning Teacher Portfolio Year 2
BTP 3	Beginning Teacher Portfolio Year 3
CTE	Career and Technical Education
DiP	Dissertation in Practice
ELA	English Language Arts
ELL	English Language Learner
ESE	Exceptional Student Education
ETS	Educational Testing Service of Princeton New Jersey
FLDOE	Florida Department of Education
GB	Great Beginnings
GVES	Green Valley Elementary School
HR	Human Resources
IC	Instructional Coach
IRB	Institutional Review Board
MTSS	Multi-Tiered System of Support
MTP	Measurement Topic Plan
NCES	National Center for Educational Statistics
NTC	New Teacher Center at the University of California-Santa Cruz
PD	Professional Development

PDS	Professional Development Services
PEC	Professional Education Competencies
SASS	Schools and Staffing Survey
SDS	Shepard District Schools
TFS	Teacher Follow-Up Survey

CHAPTER 1

Overview of the Problem

Shepard District Schools (SDS), a large urban school district located in Central Florida, budgeted over \$10.9 million to recruit, retain, and provide bonuses for teachers in the 2015-2016 school year (Orange County Public Schools, 2015a). Of the teachers hired each year, approximately 650 are brand new to teaching. The district will spend thousands each year to support these educators through their first three years in the profession. SDS has a problem common to the education field in general; it struggles to retain beginning teachers. Of the new teachers hired to the district each year, nearly 30% will no longer work for the district by the end of their third year. According to Strong (2009), anywhere from 30% to 50% of teachers will leave the profession by the end of their fifth year. The number of teachers exiting the profession nearly doubled from 1998 to 2013 (Goldring, Taie, & Riddles, 2014). Retirement will peak in the next few years which causes more concern regarding the departure rates of teachers (Sun, 2012).

Defining Teacher Attrition, Turnover, and Mobility

When discussing teacher attrition, it is important to have a clear understanding of how attrition is defined. Grissmer and Kirby (1987) state that “there is no single appropriate definition of teacher attrition” and that one must consider the “research context in which a particular definition will be used” (p. 7). The term teacher *attrition* is often used interchangeably with teacher *turnover* and teacher *mobility*, but it is important to make clear distinctions between the three terms. The term teacher attrition is frequently used when referring to teachers who choose

to leave the profession entirely and not return to teaching (Haggstrom, Darling-Hammond, & Grissmer, 1988). However, teacher attrition often describes educators leaving their state to teach in a different state or leaving their school district (Grissmer & Kirby, 1987; Haggstrom et al., 1988). The term teacher turnover is also used to define teachers who leave their school district but not necessarily the teaching profession and can encompass teachers who leave their school to teach at another location within their district (Ingersoll, 2001). Teacher mobility is used to describe educators who switch jobs between schools, districts, or states, but still remain in teaching (Haggstrom et al., 1988). Several studies also refer to teachers as stayers, movers, and leavers; stayers being teachers who remain in the same school from one year to the next, movers being educators who move between schools, districts, or states, and leavers being teachers who exit the profession entirely (Kersaint, Lewis, Potter, & Meisels, 2007).

For the purpose of this Dissertation in Practice, teacher attrition or leavers will refer to both teachers who have left the field of education and teachers who have left the school district. Teacher turnover or the term movers will be used to depict educators who depart from one school then work in another within the same school district. Teacher mobility will describe teachers who move between schools, districts, or states. The term stayers will be defined as teachers who opt to remain in their same school. The phrases beginning teachers and new teachers will be used synonymously and will denote teachers within their first three years in the education profession.

Possible Causes of the Problem

According to Liu and Meyer (2005), the attrition rate of teachers is highly excessive compared to other professions. This begs the question as to why teachers are leaving. Feng (2014), in an eleven-year study that followed the careers of over 11,000 teachers who received their bachelor degrees in 1993, found that teachers who left the profession were not always making more money in other occupations. Although the longtime complaint has been teacher compensation, this alludes to the fact that there must be other reasons that teachers are leaving the education profession.

In a 2001 study examining the U.S. Department of Education's National Center for Education Statistics (NCES) Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-Up Survey (TFS), Ingersoll (2003) found that a majority of teachers who left the profession or switched to different schools did so due to dissatisfaction with the job. Cited reasons for dissatisfaction included a lack of support from school administration, student discipline problems, and a lack of teacher influence in school and policy decisions. Goldring et al. (2014), with the National Center for Educational Statistics, discovered that of the teachers who left the profession in the 2012-2013 school year, 51% reported that the work is more manageable and 53% reported that the conditions are now better than they were when teaching. Teachers often work long days planning and preparing lessons, grading papers, and meeting with parents, and are not compensated for any additional hours (Goldring et al, 2014). Twenty percent of teachers who voluntarily left a school did so due to factors in the school (Goldring et al., 2014).

A common method of providing support for beginning teachers is through a beginning teacher induction program. Induction refers to the support that is provided to new teachers in their first few years of teaching. This process helps to bridge the gap from practicum to application, introduces teachers to the district, and guides teachers in their knowledge and use of effective instruction, with the goal of retaining effective teachers (Breux & Wong, 2003). An analysis of the available data from SDS regarding teacher retention and turnover found that of the 689 new teachers hired in the 2011-2012 school year, only 212 had completed the induction program by the end of their third year (PDS, personal communication, August 2015). This results in only a 31% completion rate of the induction program. Of these 212 teachers, only 24 teachers no longer work at SDS, resulting in an 11% turnover rate of teachers who completed induction. Because of this, it becomes evident that 89% of the teachers who left SDS within their first three years did not complete the teacher induction program, preventing them from receiving complete support from the district.

Significance of the Problem

Cost

In SDS, nearly 30% of beginning teachers choose to leave the district by their third year, forcing schools and the district to hire teachers to fill these vacancies, which in turn costs the district more money each year. A variety of studies have been conducted that attempt to estimate the cost of teacher turnover (Alliance for Excellent Education, 2014; Barnes, Crowe, & Schaefer, 2007; Synar & Maiden, 2012), with estimates ranging from around \$4000 to nearly \$20,000 per new hire. Unfortunately, the true financial cost of hiring new teachers is not always obvious as

these costs must be calculated by considering a variety of factors, including additional bonus pay for high-need areas and the expense of providing professional development (PD) for teachers (Barnes et al., 2007; Synar & Maiden, 2012). The Alliance for Excellent Education (2014) suggests that the true cost of teacher attrition to the United States is between \$1 billion and \$2.2 billion dollars annually, which are funds that could be used to help support schools in other ways (Darling-Hammond & Sykes, 2003).

Impact on School Culture

The vast financial burden placed on schools and districts due to teacher attrition rates is only one portion of the problem caused by teacher turnover. In a study examining data from over 850,000 fourth and fifth grade students in New York City schools gathered over eight years, Ronfeldt, Loeb, and Wyckoff (2013) found schools had lower student achievement scores in years where there was increased teacher turnover or teacher attrition. Even more troubling, however, was that Ronfeldt et al. (2013) found student achievement rates even decreased for students whose teacher had been at the school in previous years, or stayers, suggesting teacher turnover affects more than just students in beginning teachers' classrooms, but teachers and students school wide.

Ronfeldt et al. (2013) suggest high teacher turnover may negatively impact the collegial relationship among faculty, or that it results in a loss of institutional knowledge vital to student learning. Johnson, Kraft, and Papay's (2012) research coincides with the work done by Ronfeldt et al. (2013), but they also contend that strong culture cannot be developed and strong instructional practices cannot be built upon with continual teacher turnover.

To support their assertions, Ronfeldt et al. (2013) cited research conducted by Bryk and Schneider (2002), which found that the quality of relationships and trust between teachers affects student achievement, and research by Hanselman, Grigg, Bruch, and Gamoran (2011), indicating that teacher turnover and principal turnover can have a detrimental effect on the growth and development of a school, impacting staff collegiality, a school's sense of community, and trust among the faculty and staff. Teacher attrition puts a great strain on learning communities and undoes the work toward building a strong school culture (Johnson et al., 2012; Sun, 2012). Teacher turnover can lead to a lack of continuity within a school. Guin (2014) examined how teacher turnover may prevent full and comprehensive implementation of school programs, another issue that can lead to lower student achievement (Newman, Smith, Allensworth, & Bryk, 2011).

Research illustrates that teachers are most effective after 3-5 years in the classroom, and since up to half of new teachers leave within their first five years and new teachers continually have to be hired to take their place, there is an ongoing cycle of less than effective teachers that impacts student learning and achievement (Johnson et al., 2012; Sun, 2012). Guin (2004) further examined relationships at the school level, and found that stayers often bear the brunt of the workload to support beginning teachers. These teachers frequently are responsible for mentoring new teachers, and high turnover rates force stayers to repeatedly take on additional roles and duties (Guin, 2004). New teachers require additional support to help improve their practice as well as preserve a positive sense of efficacy, and teachers in low achieving schools may require

even greater support, further adding to the responsibilities of stayers (Darling-Hammond & Sykes, 2003).

Teachers are leaving schools with 75% or more free and reduced lunch rates, also called Title I or low income schools, at more than double the rate of schools with less than 35% free or reduced lunch rates (Goldring et al., 2014). This is an issue in SDS since more than half of the schools have at least 75% of their students receiving free or reduced lunch (Orange County Public Schools, 2015d). Unfortunately, data is unavailable to determine if SDS's teacher turnover rate in Title I schools mirrors the findings by Goldring et al. (2014).

Student Achievement

New teacher attrition greatly impacts students as first year teachers are found to generally be less effective than experienced teachers (Johnson et al., 2012). With up to 30-50% of new teacher attrition within their first five years in their profession (Strong, 2009), there will continue to be a constant cycle of less effective teachers. Ronfeldt et al. (2013) found teacher turnover affects more than just students of teachers new to the school. Students who had teachers that were veterans to the school had lower levels of achievement on standardized tests during years where there was increased teacher turnover (Ronfeldt et al., 2013).

Exploratory Questions

Because nearly 30% of beginning teachers leave SDS within their first three years with the district, and only 31% of the teachers are completing the induction program, the problem of practice this Dissertation in Practice addressed was the low completion rate of the induction program by beginning teachers within SDS. This Dissertation in Practice was informed by the

following overarching exploratory question (question one) and two sub-questions (questions two and three):

1. How can Shepard District Schools refine an induction program that supports the retention of beginning teachers?
2. What are beginning teachers' perceptions of the current induction program in SDS?
3. What are the reasons that beginning teachers do not complete the induction program?

SDS spends thousands of dollars each year to support teachers within their first three years in the profession. Because the district is unable to retain these teachers, they must continue to spend thousands annually to train new teachers.

Roles of the Researchers

Positionality

Positionality and understanding of how one is situated as a researcher in the context of the research setting helps the researcher understand the role that is taken on in relation to the context of the research (Herr & Anderson, 2015). Bartunek and Louis (1996) define researchers as either insiders or outsiders. An insider is affiliated with a setting and has a personal understanding of the organization. The view of an insider can be somewhat subjective as there is a personal stake in the institution. Outsiders are guests to the setting and are there for a set period of time for the purpose of understanding the context. An outsider is not a member of the setting being studied, but rather has ties elsewhere, and this outside perspective is often perceived as

more objective (Bartunek & Louis, 1996). In the context of this Dissertation in Practice, the researchers will take on the role of both insiders and outsiders, as demonstrated in Table 1 and Table 2, and through their research will provide district perspective as insiders, and school perspective as outsiders working with the insider members of the individual schools.

Table 1: Positionality of Researcher A: Jill Adcock

<u>Positionality of Researcher</u>	<u>Contributes to</u>	<u>Traditions</u>
Insider in collaboration with other insiders	Organizational transformation	Practitioner research
Outsider in collaboration with insider	Knowledge base	Organizational learning

Table 2: Positionality of Researcher B: Neva Husko

<u>Positionality of Researcher</u>	<u>Contributes to</u>	<u>Traditions</u>
Insider in collaboration with other insiders	Organizational transformation	Practitioner research
Outsider in collaboration with insider	Organizational development/transformation	Organizational learning

Both researchers find themselves as insiders in collaboration with other insiders as well as outsiders in collaboration with insiders. As district employees working within SDS at the central office, they are situated in a position that provides them opportunity for collaboration with other insiders (Herr & Anderson, 2015). Through this collaboration with other insiders and each other, the researchers will use data to inform and influence organizational change (Herr & Anderson, 2015).

There is a distinction in the contribution that the researchers aim to achieve in their roles as outsiders in collaboration with insiders. A focus of both Researcher A and Researcher B's work is on new and struggling teachers and in building capacity within the schools. This articulates the role as outsider in collaboration with insiders as the researchers are providing services to individual schools in which they are not members. In Researcher A's role, the knowledge gained through this DiP will inform the work that is done in order to provide support to instructional coaches as well as mentors and new teachers. In Researcher B's role, seeing what changes need to be made to the Clinical Educator program and instructional coach professional development will build capacity at schools, leading to organizational development and transformation.

The researchers conducting this Dissertation in Practice (DiP) are situated uniquely in their roles with the district, which gives an interesting perspective to this DiP. Both Researcher A and Researcher B are district instructional coaches, employed by the Professional Development Services department. The insider perspective that this provides allows for the researchers to study a problem within their own setting and collaborate as insiders with two distinct perspectives (Herr & Anderson, 2015). The roles of the researchers differ in the work that they engage in with the schools that they support. According to Herr and Anderson (2015), Researcher A and Researcher B become outsiders studying insiders as they study the induction program as it is implemented in multiple schools within SDS. This is because although they are insiders in understanding the district structure, they become outsiders in terms of the inner workings of the individual schools. The researchers will engage in cooperative inquiry while

using their own perspectives and experiences in their respective roles to continuously reflect upon their unique experiences throughout this DiP (Heron, 1996). Following are the distinctions between their two roles.

Roles Within the Organization

The role that Researcher A takes within SDS is as a district instructional coach working with the Marzano Instructional Framework within the department of Professional Development Services (PDS). This role includes planning and providing professional development for teachers and instructional coaches. The role Researcher A assumes when supporting specific schools in the North Learning Community consists of delivering training and support to new teachers, observing and providing feedback to teachers during instruction, supplying support to teachers with lesson plan writing, and conducting model lessons for teachers. In Researcher A's in-school support, she offers assistance to instructional coaches and administrators in understanding the instructional framework through engaging in classroom walkthroughs, which includes calibrating teacher evaluation scores based on what each member observes and collaborating on the feedback provided to teachers.

Researcher B's role within SDS is that of a district instructional coach working with beginning teachers, instructional coaches, professional learning communities, common assessments, and facilitating lesson study. Researcher B's position also falls within the PDS department at SDS. This role, much like Researcher A's, includes planning and implementing professional development for teachers and instructional coaches. Additionally, Researcher B facilitates the face-to-face Clinical Educator course for new mentors, as well as the six-week

online portion of the course. Because of Researcher B's position within PDS, she also takes part in the Great Beginnings course for new teachers and helps to track and monitor beginning teachers at the district level. Researcher B's role in supporting beginning teachers and instructional coaches includes observing and providing feedback for both teachers and coaches. Researcher B provides in-school support to teachers and coaches in the SouthEast Learning Community.

These differences in positionality will potentially account for differences in the impact that Researcher A and Researcher B have on the pilot and the framework. As Researcher B works closely with beginning teachers, her insider role with the district induction process will inform the design of the framework that builds upon the existing structure. As outsiders to the culture of the individual schools, Researchers A and B will design a framework based on the needs of the schools that will be structured in its support and resources, but flexible in that schools can make adjustments in order to successfully utilize it for their own specific needs.

The positionality of Researchers A and B evolved over the course of this DiP and a change in Researcher A's position within SDS from a district coach to a school-based coach led to a shift in positionality following the completion of the pilot. This shift is discussed further in subsequent chapters to align with its occurrence.

Organizational Context

SDS serves over 197,000 students, is currently the 10th largest school district in the country, and is the 2nd largest employer in Central Florida (Orange County Public Schools,

2015b). It has 125 elementary schools, 3 schools for kindergarten through 8th grade (K-8), 35 middle schools, 19 high schools, and 4 exceptional education schools for a total of 186 schools. There are also 31 charter schools and 5 tech centers located within the district. The following information regarding induction was articulated due to the knowledge that the researchers have obtained through their positionality as members of the Professional Development Services department.

Teacher Induction

SDS employed 13,747 teachers in the 2015-2016 school year (Orange County Public Schools, 2015b). Each school year SDS hires around 650 beginning teachers that are in their first year as educators. Teachers in their first three years of the profession are considered beginning teachers, are included in the school district's induction program, and are monitored as a cohort, a process run by the PDS department. Teachers are placed into a cohort based upon the year they started, regardless of whether they began employment at the start of the school year or the middle of the year.

Current district policy as identified in SDS "Management Directive A-7: Induction Program for Instructional Personnel New to [Shepard District Schools]," states "All instructional personnel new to [SDS] shall participate in an induction program. This participation shall include the first year of employment and may continue for the second year of employment" (Orange County Public Schools, 2009). Participation in and completion of induction is not mandated by SDS as a condition of employment, though school administrators at each site can opt to make it a requirement for their beginning teachers. Because of this, beginning teachers are encouraged to

participate in a series of four induction courses and are not required to attend. Teachers in their first year of teaching are assigned a mentor at their school site to help in their learning and growth.

The induction program begins before the beginning teacher's first day in the classroom. The week prior to their first week of pre-planning, the beginning teacher is expected to attend two days of training known as Great Beginnings. While the course is not mandated, many school administrators request that their teachers attend the course. Great Beginnings is intended to provide teachers with basic foundational knowledge to help them better understand the expectations of the district and to give them tools and resources to be better prepared for their first year. The course is broken into four sections: Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, Creating a Learning-Centered Environment, Active-Learning Strategies, and Planning in a Standards-Based Environment. Teachers who attend these sessions are provided with a binder of materials from the training and two books to help support their learning. The two books are *Why Didn't I Learn This in College?* by Paula Rutherford (2009) and *Becoming a Reflective Teacher* by Robert Marzano with Tina H. Boogren, Tammy Heflebower, Jessica Kanold-McIntyre, and Debra J. Pickering (2012). Rutherford's book (2009), *Why Didn't I Learn This in College?* gives new teachers a variety of resources to help support them during their first year. Marzano et al.'s *Becoming a Reflective Teacher* (2012) offers teachers new to SDS's evaluation system a basic understanding of the Marzano Instructional Framework along with a variety of instructional strategies that target each of the framework's elements. Teachers who miss the two-day training can attend a series of four

two-hour Great Beginnings Mini Sessions over the course of the school year. These sessions are offered monthly in various locations around the district to help ensure convenience for beginning teachers, no matter their work location.

During their first year of teaching, beginning teachers complete the Beginning Teacher Portfolio Year 1 (BTP 1). The BTP 1 course allows teachers to reflect further upon their practice and experiences in a collaborative online setting. Participants read articles, watch videos, engage in discussion posts with peers, and write journal entries reflecting on their teaching. The course is offered each month and takes place completely online over six weeks. Participants can enroll in either a section for elementary teachers or a section for secondary teachers. The course is facilitated by veteran educators who teach at the same level and have been vetted and selected based upon their experience and success in the classroom. These facilitators complete their work outside of their normal duties and are paid \$20 an hour for facilitating the course.

Once a teacher has completed his/her first year in the classroom, they move into their second year and are expected to enroll in Beginning Teacher Portfolio Year 2 (BTP 2). BTP 2 is structured similarly to BTP 1 and expects teachers to further reflect on their practices, to think about how they performed during year 1, and to pinpoint changes they may make in their second year of teaching. The course is also offered once a month for both elementary and secondary teachers, lasts six weeks, and is facilitated by paid veteran teachers.

Mentoring: Current Structure

Starting in year 1, beginning teachers are provided with a mentor. In order to be a mentor in SDS, teachers must have been teaching for a minimum of three years, have received an

effective or highly effective rating on the teacher evaluation system used in SDS, and must have completed a state-approved Clinical Educator training. The district offers this training to teachers interested in becoming a mentor. The Clinical Educator training involves a one-day face-to-face session where teachers learn about using the process of coaching developing professionals, the developing professional, building a trusting relationship between a clinical educator and developing professional, setting up a pre-observation conference, the process for observing a teacher and collecting data, and conducting a post-observation conference. Following the face-to-face training, participants are enrolled in a six-week online course where they continue to practice establishing a relationship of mutual trust, conducting an observation, and creating a growth plan with a colleague. Participants read articles, watch videos, take part in discussion posts with other peers, complete practice activities, and reflect in a journal. The course is facilitated and offered by members of the PDS team in SDS that have completed Florida's Clinical Educator Trainer course and are certified to provide the Clinical Educator Training to teachers.

Once teachers complete the Clinical Educator course, they receive a certificate of completion, which allows them to mentor beginning teachers. Any teacher who is a mentor of a first year teacher receives a stipend of \$227 for the additional duties being a mentor entails (Orange County Public Schools, 2015c). A teacher can mentor up to three first year teachers and will receive a stipend for each teacher they support (Orange County Public Schools, 2015c). Schools are not required by state or district policy to offer a mentor to first year teachers, but many do since mentor teachers can receive a stipend for providing support. Schools can opt to

supply mentors to teachers in their second and third year of teaching, but these mentors do not collect stipends for their work.

Teachers who serve as mentors for educators holding temporary teaching certificates who are enrolled in the SDS alternative certification program (ACP) have different requirements than mentors of other beginning teachers (Orange County Public Schools, 2015c). These mentors must complete the Clinical Educator certification course and take part in specific training related to the ACP (Orange County Public Schools, 2015c). ACP mentors attend an orientation session on the program, complete four days of training with their mentee on the Florida Department of Education certification exams, and conduct nine observations of their beginning teacher (Orange County Public Schools, 2015c). Mentors of ACP teachers receive a stipend of \$453 and can only work with one beginning teacher. Florida State Statute 1012.56(8) mandates that ACP teachers have a paid mentor until the completion of the program (Educator Certification Requirements, 2015).

Mentors in SDS are supported by their school's instructional coach. The schools within the district may have a variety of supporting instructional personnel at their schools. These can include reading or math coaches, curriculum resource teachers, or testing coordinators. Each school designates one of these teachers to act as its instructional coach. The school's instructional coach is in charge of overseeing the new teacher induction program in their school and providing trainings to mentors as they work with their beginning teachers (Orange County Public Schools, 2015c). The instructional coach receives a stipend of \$793 for his/her role and is assisted by the PDS coach for his/her learning community (Orange County Public Schools,

2015c). Instructional coaches attend trainings with the PDS department that focus on the role of a coach, effective coaching techniques, professional learning communities (PLC), and support for beginning teachers (Orange County Public Schools, 2015c). Instructional coaches are expected to track the progress of beginning teachers through the induction program, to monitor mentor and beginning teacher interactions, and to ensure that the beginning teacher receives the necessary support to be successful (Orange County Public Schools, 2015c). The intent of this structure is to supply beginning teachers with the training, support, and encouragement they need to not only be successful in their teaching, but also to feel good about the work they are doing in their school.

History and Conceptualization of the Problem

History of Shepard District Schools

Establishment

Like several school districts in Florida, SDS was established in the late 1860s following the Civil War (Cochran, 1921). Following Reconstruction, Florida drafted and ratified a new constitution, which was approved by Congress and went into effect in 1868 (Cochran, 1921). This new constitution held several provisions that governed and laid the foundation for the school system in Florida. According to this new constitution, the legislature would establish a school system for all students in the state, including African American students. It created and outlined the role of the superintendent of public instruction and a board of education made up of the superintendent, the secretary of state, and the attorney general (Cochran, 1921).

In response to the constitution, the Florida legislature enacted the School Law of 1869 that led to the administrative organization of school districts, provided an environment and equipment for schools, shaped requirements for the teaching force and curriculum to be offered, and established the financial support for the new school system (Cochran, 1921). The School Law of 1869 initiated the framework for the organizational system in place today. It stated that each county would function as its own school district and would establish its own school board, consisting of no more than five members (Cochran, 1921). Each member of the board was recommended by representatives of the county, nominated by the superintendent of public instruction and then appointed by the state board of education. Each board was led by the county superintendent of schools who acted as the secretary and agent of his school district (Cochran, 1921). The county superintendent, like the superintendent of public education, was appointed by Florida's governor and county superintendent terms lasted for two years (Cochran, 1921).

The provisions of the School Law of 1869 led to the establishment of SDS. It was determined that the district would be led by a board consisting of three members and these officials would appoint three-member boards of trustees for individual schools, who would be in charge of employing teachers for their respective schools (Orange County Retired Educators Association, 1990).

Shepard District Schools' School Board and Teacher Certification

The School Board of SDS held its first meeting on December 11, 1869 (Blackman, 1927). During this first board meeting, it was determined that each member of the board would act as the examining committee in his neighborhood to grant certificates of competency to

teachers which were only valid within SDS (Orange County Retired Educators Association, 1990). Teachers would be considered competent if they could read from the Bible and the school reader, teach from these texts, correctly spell and teach spelling, and write legibly (Orange County Retired Educators Association, 1990). Teachers employed by the district would be paid at a rate of \$1 per month per student in attendance (Orange County Retired Educators Association, 1990). The next school board meeting occurred in 1871 where it was documented that the district had a total of 5 schools and 135 students (Orange County Retired Educators Association, 1990). From 1872 until 1879, SDS added 54 new schools, including three schools for African American children (Orange County Retired Educators Association, 1990). From 1880 until 1889, the district added 112 new schools, 16 of which served African American students (Orange County Retired Educators Association, 1990).

Current Structure of the Shepard District Schools

The following information regarding the structure of Shepard District Schools was articulated due to the knowledge the researchers have obtained through their positionality as members of the Professional Development Services department.

Currently, SDS is the 10th largest school district in the country and contains 186 schools (Orange County Public Schools, 2015b). The 186 schools are divided into different learning communities based on geographic location (Orange County Public Schools, 2015b). These communities are the North, West, East, SouthEast, and SouthWest Learning Communities. Each community has an area superintendent and an executive area director in charge of the

community. The area superintendents report back to the county's deputy superintendent. A sixth learning community, known as the School Transformation Office (STO), works with the lowest performing schools in SDS and is therefore not categorized by geographic location. This learning community's associate superintendent reports to the deputy superintendent. There are also three other learning communities not categorized by geographic location. These communities are Special Centers, Career and Technical Education, and Charter Schools (also referred to within the district as School Choice). However, these learning communities will not be addressed in the scope of this dissertation.

Under each of the geographic learning communities, there are district instructional coaches from the Curriculum and Instruction, Exceptional Student Education (ESE), Multilingual Student Education, and PDS departments. These coaches spend four days a week in schools supporting teachers and school-based coaches in their respective areas of expertise. The Curriculum and Instruction coaches include coaches supporting elementary math/science, textbook digital support, elementary English language arts (ELA)/ social studies, elementary writing, secondary math, secondary social studies, secondary science, secondary reading, secondary textbook digital support for math, secondary ELA, and elementary and secondary advanced studies. ESE coaches include multi-tiered system of support (MTSS) coaches, gifted, elementary and secondary coaches, and ESE compliance coaches. Coaches from the Multilingual Student Education department include elementary and secondary English Language Learners (ELL) and ELL compliance coaches. The Professional Development Services coaches include PLC/Beginning Teacher and Marzano coaches. District coaches are often sent to schools because

they were requested by school administration or because school assessment data indicated that the school needs additional support. Through their work, the coaches attempt to serve all 186 schools, including both the school-based coaches and teachers in these schools.

Schools in SDS are headed by school administrators. Each school's administrative structure varies based upon the school's level and the allocated personnel. Every school has a principal and schools can have zero to several assistant principals based upon the school's student enrollment. Schools in the district are expected to take part in professional learning communities (PLC). PLCs are an important part of the structure in many of SDS's schools. Common organizational structures revolve around PLCs with grade levels, subject areas, or departments working together to create lesson plans. These PLCs may be led by a grade level chair, department chair, or a designated PLC lead. Grade level chairs and department chairs often report back to school-based instructional or curriculum coaches, with coaches reporting back to school administrators. In schools without instructional or curriculum coaches, designated leaders report to school administrators. School administrators often rely on these various school leaders to disseminate information to faculty and staff and to help ensure that the school is following their vision and mission.

History of the Problem Locally

According to communication with the Professional Development Services department (2015), SDS has attempted to keep track of beginning teacher induction and retention rates for several years, and previously used outside companies to help monitor, track, and analyze the data. However, due to budget cuts from the 2008 recession, SDS had to eliminate the use of

outside services. In 2012, the PDS department decided to track data on their own regarding beginning teacher induction and beginning teacher retention rates. PDS administrators hoped to be able to quantify how many teachers attended the various induction courses, how many completed induction, and how many beginning teachers left the district each school year (PDS department, personal communication, September, 2015).

The following process for identifying the completion rates of the induction program by beginning teachers is known based upon the position of the researchers as members of the PDS department.

The department decided to begin with the 2011 school year. This was when local issues regarding data collection became quickly apparent. For starters, a list of beginning teachers hired in the 2011-2012 school year was not readily available through the Human Resources department. The only available data was a list of every teacher hired by SDS that year who had zero to two years of teaching experience on file at the time of the request. In order to identify the beginning teachers, the PDS department had to review information for each new employee and code them as being new or experienced.

Next, the data from the two-day Great Beginnings induction courses needed to be reviewed. Unfortunately, this information was only available as the original sign-in sheets for the course. To make matters more difficult, names on the sign in sheets were not listed in alphabetical order. In order to identify beginning teachers who had attended this course, the PDS staff consulted the binders for the 2011, 2012, 2013, and 2014 classes for every beginning teacher to identify who had attended Great Beginnings.

From here, the staff visited SDS's online professional development system and searched for the name of each beginning teacher to determine if he/she had completed the Great Beginning mini session courses, BTP 1, or BTP 2. To obtain teacher retention rates, PDS staff looked up each individual teacher in a different system to determine when the educator left the school district and whether or not he/she had returned in subsequent years.

The overall systems within SDS led to great difficulty in pinpointing the retention rates for teachers in the 2011-2012 cohort. Because of this, PDS has attempted to improve their tracking systems and streamline the process of monitoring beginning teacher data for the 2014-2015 and 2015-2016 cohorts. The department is currently examining retention rates for these teachers. Unfortunately, while PDS has attempted to simplify the process of tracking beginning teachers, the current district wide systems have not lent themselves to making monitoring or even identifying teachers easy. Because of this, it is possible that there may be beginning teachers within the district who have not been identified as such and could have slipped through the cracks and not completed induction.

Unfortunately, PDS has still not determined retention rates or induction completion rates for subsequent cohorts and is working on compiling the data for the 2012-2013, 2013-2014, 2014-2015, and 2015-2016 cohorts. Because the process of tracking teachers without outside assistance has been so cumbersome, SDS does not have data from recent years, and what has been collected may not completely and accurately identify beginning teacher retention rates. Because the data may not be complete, it proves to be a limitation in the scope of this dissertation.

History of the Problem Nationally

Significance

Nationally, teacher attrition is an issue that is at the forefront of education. In 1983, the National Commission on Excellence in Education published *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983). In its report, the commission made startling pronouncements regarding the current state of education and called on policymakers to act and make drastic changes to the state of education. The report divided its findings into four categories: content, expectations, time, and teaching. In the section on teaching, the commission highlighted a growing shortage of qualified teachers, which led to the start of research regarding teacher shortages and teacher quality. An additional report published in 1984 by Linda Darling-Hammond brought the issue further into the spotlight and quoted a projected teacher shortage of over 100,000 qualified teachers in areas of math and science in the next ten years (Darling-Hammond, 1984). Even more troubling, Darling-Hammond cited research demonstrating that the teachers most likely to leave the profession were the most qualified and most effective educators (Darling-Hammond, 1984). These reports sought to rally American policymakers to make vast and sweeping changes to help retain and attract qualified teachers.

Attrition and Mobility

In response to the reports, the National Center for Educational Statistics under the US Department of Education implemented studies regarding teacher attrition and mobility.

Haggstrom et al. (1988) conducted an analysis of the factors influencing teacher supply and demand. They concluded that the impending teacher shortage was due to an aging teacher population and a decrease in college students pursuing a career in education. Haggstrom et al. found that teacher attrition rates follow a U-shaped pattern in that teachers are more likely to leave at the beginning or the end of their career with middle of career teacher mobility or attrition being low. Haggstrom et al. discovered that teacher mobility rates depended upon current labor market needs and predicted that mobility rates would be higher in the coming years due to the impending teacher shortage (1988).

Haggstrom et al. (1988) completed their analysis by outlining important data that would need to be collected in order to analyze national teacher supply and demand. This analysis helped create a foundation for the Schools and Staffing Survey (SASS) and its supplement, the Teacher Followup Survey (TFS). These surveys proved to be valuable tools in tracking teacher attrition. The Teacher Follow-up Survey (TFS) has been conducted seven times since 1988 and the data collected in a nationally represented sample was used to analyze the breakdown of teachers who leave and stay in education (Goldring et al., 2014). The first survey conducted in 1988-1989 revealed that 5.6% of teachers left education during that year (Goldring et al., 2014). The most recent survey conducted in 2012-2013 demonstrated 7.7% left the profession, which was down from 8.4% in 2004-2005 (Goldring et al., 2014). The increase in teacher attrition rates is a concern nationwide and has become more of an issue in regards to new teachers. Ingersoll (2003), found that approximately 30-50% of teachers leave the profession within their first three years of teaching.

Reasons for leaving the profession. The NCES report found that 19% of the teachers leaving the profession from 1999-2000 to 2000-01 were less than 30 years old; this was an increase of 5.7% from the 1987-88 to 1988-89 school year (Luekens, Lyter, & Fox, 2004). In the 2014 report, the reasons for leaving were only broken down into seven factors. The 2000 report identified eleven factors and disaggregated the data by teacher demographics and school and teacher characteristics (Luekens et al., 2004). In the 2000 report where years of experience were identified with the factors for leaving, teachers with 1-3 years in the profession, were more likely to leave because of salary, lack of community support, dissatisfaction with the changes in their job, a lack of preparation for the position, disagreement with new reforms, or to pursue further education than teachers with four or more years of experience (Luekens et al., 2004).

Analysis of the results from the Schools and Staffing Survey (SASS) and the Teacher Followup Survey (TFS) led to additional research examining teacher attrition and teacher turnover. Previous research suggested that student increases in enrollment and increasing teacher retirement led to teacher shortages, which in turn led to poor school performance. Ingersoll's analysis (2001) of SASS and TFS data indicated that while teacher retirement did account for some of the teacher supply shortage, teacher turnover was having a larger impact on school staffing issues. Ingersoll (2001) found that teacher job dissatisfaction accounted for the largest percentage of turnover. Teachers cited inadequate support from school administration, student discipline problems, and low faculty input into school decision making as being the primary reasons for job satisfaction, and in turn, the reasons for leaving their school.

The Problem Internationally

Throughout the world there is a focus on teacher attrition, with an emphasis on new teachers. Research examining teacher attrition internationally explored individual countries as well as studies spanning several countries to determine the best way to support and retain new teachers. Results of a 25-country study conducted by the Organization for Economic Co-operation and Development (Organization for Economic Co-operation and Development [OECD], 2005) on teacher policy found high rates of new teacher attrition in the majority of countries surveyed. All of the countries reported that teacher quality and teacher retention was at the forefront of their educational concerns. However, teachers hired during the expansion of education in the 1960s and 1970s are soon retiring, which leads to an impending teacher shortage (OECD, 2005). OECD found that 25% to 30% of the teachers in a majority of countries surveyed were 50 years old or older, with rates higher than 40% in some countries (2005). This research demonstrates the urgency in attracting and retaining new teachers to replace an aging population.

Meeting the Needs of Beginning Teachers

Many studies from Australia analyzed beginning teacher retention. This is because Australia has a high attrition rate of new teachers and has discovered that the need for teachers will drastically increase in the next few years (Green & Reid, 2004). Two studies (Hudson, Beutel, and Hudson, 2009; Hudson, 2012) conducted to understand the needs of beginning teachers and the reason for new teacher attrition discovered that while teachers felt welcomed into the school, they did not feel as though their instructional needs were met.

Why Do They Leave or Stay?

In another Australian study, Goddard and Goddard (2006) examined the relationship between teacher burnout and attrition. In a survey of 112 teachers in their first two years of teaching, they found that 20% of teachers intended to leave the profession. When comparing the burnout inventory with the intention of the teachers, it was found that there was a direct correlation between burnout and attrition.

Instead of focusing on why teachers leave, Le Maistre and Pare (2010) took the opposite approach in Quebec, Canada and examined the reasons why new teachers stay in the profession. Because teachers lacked support through induction and mentoring, had insufficient college preparation, and had poor problem solving skills when unscripted issues arose in the classroom, teachers decided to stay when they were able to implement and develop strategies that they learned from successful teachers (Le Maistre & Pare, 2010).

What Has Been Done to Address the Problem

Nationally

A report prepared by the National Commission on Teaching and America's Future (1997) chronicled various changes implemented nationally following the recommendations made by previous reports on how to deal with the shortage of qualified teachers. The state of North Carolina stood out in the report as having made the most drastic changes and improvements by implementing a majority of recommendations made in previous national reports. North Carolina increased starting teacher salaries, created a program to recruit students into teacher programs,

invested funds into improving teacher education programs, and launched beginning teacher mentoring programs (National Commission on Teaching and America's Future [NCTAF], 1997). This led to the largest increase in math and reading scores of any state in the country during the 1990s (NCTAF, 1997). Connecticut also demonstrated tremendous changes through the late 1980s and into the 1990s. Connecticut spent over \$300 million to boost teacher salaries in a way that helped eliminate pay discrepancies between districts in an effort to retain teachers to high-poverty schools (NCTAF, 1997). These changes resulted in a reduction in teacher shortages statewide. To help ensure that teachers were better prepared for life in the classroom, they increased teacher certification standards and implemented a state-funded beginning teacher program (NCTAF, 1997). Connecticut's scores became among the highest in the country in the ten years following these changes (NCTAF, 1997).

School districts across several states offer bonuses or salary increases to attract teachers to hard to staff schools or to areas with high teacher shortages, changes which have helped decrease the demand for teachers in these schools (NCTAF, 1997).

The percentage of teachers who took part in induction programs during their first year of teaching also improved. In 1980, Florida was the only state that had a state-mandated induction program in place (Feiman-Nemser, Schwille, Carver, & Yusko, 1999). By 1997, 55% of teachers with less than five years of experience reported that they had taken part in an induction program, whereas only 17% of teachers with 10 or more years of experience had gone through an induction program (NCTAF, 1997). Currently only 27 states have state level policies regarding induction, though there are a variety of induction programs in place at the district level

(Goldrick, Osta, Barlin, & Burn, 2012). In areas that have induction programs set in place, more than 75% of new teachers reported taking part in induction. While Florida no longer has a state mandated induction program, state law requires that local school boards establish policies regarding mentors and support for beginning teachers and local policies must align with Florida Department of Education guidelines (New Teacher Center, 2011). When surveyed, 90% of teachers in Florida reported that they had been involved in some sort of new teacher induction (NCTAF, 1997).

A combination of the reforms conducted in various states may have helped improve teacher job satisfaction. Proportions of teachers who state that they plan to remain in teaching are very dependent upon their feelings about administrative support, faculty cooperation, access to resources, and teacher influence over instructional policy (NCTAF, 1997). However, changes led to more positive views about the profession from 1985 to 1995 with only 41% of teachers reporting they had seriously considered leaving the profession versus 51% a decade earlier. In 1985, only 45% of teachers would have advised someone to pursue a career in teaching versus 67% in 1995 (NCTAF, 1997).

Internationally

Internationally, various programs have been implemented in order to retain new teachers. Howe (2006) performed an international review of effective new teacher programs and found a variety of methods that are being implemented to support new teachers. Germany has a two-year internship program in which teachers work for part of the week and take classes the remainder of the week with teaching increasing to four days a week in the second year. New Zealand provides

20% release time for mentors and new teachers to collaborate in their first year and new teachers are provided with support for their first two to five years. Japan provides 125 days of professional development and spends approximately \$12,000 on induction per new teacher in their first year (Howe, 2006).

Factors Impacting the Problem

Data Collected to Explore the Problem

Currently, limited data exists from SDS that can help explain the causes surrounding the high turnover rate of beginning teachers. Data was collected on teacher departures during previous years through the Florida Department of Education (FLDOE), but the most recent available data is from the 2012-2013 school year (Florida Department of Education, 2013). Data collected from FLDOE includes the number of teacher departures for the state and for individual school districts, the percentage of teachers who left voluntarily or involuntarily, the age of teachers who left, teacher turnover by race, and teacher turnover by gender.

Teacher Separation Category

Table 3 shows that 10.4 % of teachers departed SDS at the end of the 2012-2013 school year. A majority, 70.5% of the leavers, elected to depart the district voluntarily. This demonstrates that large number of the teachers chose to leave the district and were not compelled to seek work in other districts. This suggests there may be issues within the district that are leading to such large voluntary departure rates.

Table 3: Teachers Separating from Service in SDS by Separation Category, 2012-2013

<u>Category</u>	<u>Amount</u> <u>(Percentage of</u> <u>Leaving</u> <u>Population)</u>	<u>Percentage of Total Teacher Population</u> <u>(11,412)</u>
Voluntary	836 (70.5%)	7.33%
Involuntary	339 (28.6%)	2.97%
Other	11 (.9%)	.1%
Total	1,186 (100%)	10.4%

Years of Experience

Table 4 describes the percentage of teachers leaving the district by age and the average years of teaching of all leavers for SDS in the 2012-2013 school year. When analyzing the ages of teachers who left, 40% of the teachers were under the age of 35. Of all the teachers who exited SDS in the 2012-2013 school year the average years of teaching experience was 8 years. This number was calculated including including teachers who retired from the profession. These numbers suggest that younger and newer teachers were more likely to leave the district during the 2012-2103 school year.

Table 4: Teachers Separating from Service in SDS by Age Range and Average Years of Experience

<u>Age Range</u>	<u>Total Number of Teachers</u>	<u>Percentage of Leaving Population</u>
Under 25	83	6.99%
25-29	239	20.12%
30-34	201	16.92%
35-39	129	10.86%
40-44	105	8.84%
45-49	79	6.65%
50-54	65	5.47%
55-59	73	6.14%
60-64	133	11.20%
65 and Over	79	6.65%
Unknown	2	.17%
Total	1,188	
Average Years Experience	8.0	

Reasons for Leaving the District

Exit interviews were also given to teachers who left their positions, which provided data regarding future employment plans and reasons for leaving the district. Unfortunately, as Table 5 and Table 6 demonstrate, because exit interviews were optional, not all teachers completed an interview. Data collected by the FLDOE does not demonstrate the total number of teachers who completed the interview, and, since respondents had the option of selecting from five different

reasons for departure, it is unclear as to what percentage of the teachers who left actually completed the survey. Because 69% of the responses indicated retirement as being a reason for departure and 40% of departures were from teachers under 35, it becomes clear that the data does not provide an accurate picture of reasons teachers left SDS, as it is doubtful that such a large percentage of teachers under 35 would be electing to retire.

Of the teachers who did complete the survey, only 29 indicated future employment plans. This suggests that the number of respondents that were not retiring could have been as low as 29, or only 2.44% of the teachers departing the district in the 2012-2013 school year (Florida Department of Education, 2013). Because 40% of the teachers exiting the district were under 35, it would be expected that a larger percentage would have future employment plans, thus further indicating a gap in the collected data.

Table 5: Reasons for Voluntary Teacher Departure from SDS in the 2012-2013 School Year

<u>Reason for Departure</u>	<u>Amount</u>	<u>Percentage of Total Responses</u>
Inadequate Salary	8	3.00%
Lack of Opportunity for Advancement	3	1.12%
Dissatisfaction with Supervisor	3	1.12%
Dislike/ Unsuitability for Assigned Duties	4	1.50%
Resignation in Lieu of Termination	1	0.37%
Other Family/ Personal Reasons	13	4.87%
Continuing Education	4	1.50%
Relocation	11	4.12%
Retirement	185	69.29%
Inadequate Benefits	3	1.12%
Stress on the Job	10	3.75%
Raising a Family	0	0.00%
Entrepreneurship	1	0.37%
Promoting on to a Non-Teaching Position in the District	0	0.00%
Transfer to a Non-Teaching Position in the District	0	0.00%
Health Problems	1	0.37%
Other	20	7.49%
Total Responses	267	

Note. Exiting teachers could choose up to five reasons for voluntarily separating from service. Therefore, figures in table do not match the number of teachers who voluntarily left teaching found in Table 5.

Table 6: Teachers Separating from Service in SDS by Future Employment Plans

<u>Plans</u>	<u>Amount</u>	<u>Percentage of Leaving Population (1,188)</u>
Teaching	14	1.18%
Employment in Education Other Than Teaching	5	.42%
Employment Outside Education	10	.84%
None or Did Not Disclose	1159	97.56%

Induction

The following information regarding induction was articulated due to the knowledge that the researchers have obtained through their positionality as members of the Professional Development Services department.

Another source of currently available data is the tracked cohort of beginning teachers from the 2011-2012 school year, which induction courses they completed, their job and school, and whether they were still employed by the school district each year. Teachers are considered to be members of cohort years based upon their start date, no matter when this date fell within that particular year. For example, a teacher that was hired in May of 2012 would be included in the data for the 2011-2012 school year.

In analyzing this data however, it becomes evident that beginning teachers are not completing the induction process. As evidenced in Table 7, of the 689 new teachers, only 212 had completed the induction program by the end of the third year, revealing that only 31% of

beginning teachers completed the induction program. Of this 31% however, only 24 teachers are no longer working in SDS, demonstrating that only 11% of teachers who complete induction left the district. This illustrated that 89% of the teachers who left the district within their first three years did not complete the teacher induction program, a program designed to help support teachers within their first three years in education. The low attrition rate of induction completers indicates that the SDS induction has a positive impact on beginning teacher retention.

Table 7: New Teachers, 2011-2012 School Year

<u>Number of New Teachers</u>	<u>Completed induction within 3 years</u>	<u>Completed induction and left SDS</u>
689	212 (31%)	24 (11%)

Upon discussion with district personnel, it became evident that there is currently no system in place that tracks who mentors are, the amount of time they spend supporting their beginning teacher, whether they have completed the required Clinical Educator course, or if they have taken part in additional professional development to learn how to better support their mentee. The PDS department has implemented a new system to help better track beginning teacher attrition and mobility, which will help to improve data collection regarding beginning teachers and ensure that more teachers complete induction. Additionally, SDS has introduced the Facilitative Coaching Series (FCS) which was designed to provide instructional coaches with professional learning opportunities to build their capacity as coaches. Instructional coaches will progress through three levels of learning, with level one requiring coaches to attend a series of 10 courses, level two being evidence of implementation of what was learned during these courses,

and level three requiring a cohort of selected coaches to engage in further training on completing performance tasks and providing evaluative feedback. Because part of the series is the Clinical Educator course and requires coaches to understand how to mentor beginning teachers, it may help improve professional learning opportunities for mentors. However, further data needs to be collected to determine the extent to which coaches are currently providing professional development for mentors and beginning teachers.

Possible Causes of Attrition According to the Literature

Research attributes several possible causes for beginning teacher attrition. A lack of support for beginning teachers through induction programs (Breux & Wong, 2003; Feinman-Nesmer et al., 1999; Glazerman, Isenber, Dolfen, Bleeker, Johnson, Grider, & Jacobus, 2011; Odell & Huling, 2000; Smith & Ingersoll, 2004; Wood & Stanulis, 2009) and mentoring (Bandura, 1977; Goddard, Hoy, & Hoy, 2000; Hoy & Woolfolk, 1993; Hughes, 2012) is one of the most researched causes, though studies also indicate the importance of supportive administration (Charlotte Advocates for Education, 2004; Curtis 2012; Johnson et al., 2012; Loeb, Darling-Hammond, & Luczak, 2005; Tickle, Chang, & Kim, 2011), a positive school culture for new teachers (Johnson et al., 2012; Liu, 2007; Ronfeldt et al., 2013; Kardos, Johnson, Peske, Kauffman, & Liu, 2001), a lack of self-efficacy in beginning teachers (Bandura, 1977; Caprara, Barbaranelli, Stecka, & Malone, 2006; Ingersoll & Kralik, 2004; Liu & Meyer, 2005), and student achievement (Johnson et al., 2012; Ingersoll, 2003; Ronfeldt et al., 2013) can also influence teacher decisions to remain in or leave the profession. The following sections provide a detailed examination of these possible causes.

Beginning Teacher Induction Programs and Mentoring

Beginning teachers who complete induction programs are more likely to remain in teaching or to report an intention to remain in teaching than those who do not (Breux & Wong, 2003; Darling-Hammond & Sykes, 2003; Glazerman et al., 2011; Ingersoll & Strong, 2011; Kapadia, Coca, & Easton, 2007; Smith & Ingersoll, 2004). Kapadia et al. (2007) studied induction programs in Chicago Public Schools and organized the programs into three categories: weak, average, and strong. They found that even though induction programs were mandatory, about 20% of new teachers reported that they were never part of an induction program. Using this information, Kapadia et al. (2007) found that participating in an induction program alone had little positive effect on teacher intentions to stay in the profession, but strong induction programs with a large mentoring component or with multiple supports had more influence on teacher retention.

One study conducted by Glazerman et al. (2011) focused on 17 large urban school districts and compared comprehensive induction programs with district implemented induction programs. The comprehensive induction programs were provided by either the Educational Testing Service of Princeton, New Jersey (ETS) or the New Teacher Center at the University of California-Santa Cruz (NTC). District induction programs varied from district to district and Glazerman et al. did not examine the quality of induction programs at the school level. What Glazerman et al. (2011) found was that having comprehensive induction programs did not lead to greater teacher retention or improvement in teacher performance compared to standard district

programs, but both comprehensive and district induction programs led to greater retention than no induction at all.

In their analysis of the SASS and the TFS, Smith and Ingersoll (2004) found induction decreased teacher turnover rates, but some induction supports had a stronger impact than others. Smith and Ingersoll (2004) discovered that having a mentor in the same field, common planning time with other teachers, and regularly scheduled collaboration with other teachers had the biggest impact on reducing teacher turnover.

Smith and Ingersoll's (2004) findings support other research indicating teachers are likely to leave their school or the profession due to a lack of support in their school. In a 2001 study of the SASS and the TFS, Ingersoll found teachers cited lack of support in school as being the main reason for leaving their school (2001). Kersaint et al.'s (2007) study of two large Florida school districts found leavers named lack of support from school administration and colleagues, a desire to spend more time with family, and family responsibility as being factors that led to leaving the profession. While family responsibility and time spent with family are factors beyond the control of schools, the level of provided support is not.

Several studies (Breux & Wong, 2003; Feinman-Nesmer et al., 1999; Odell & Huling, 2000; Wood & Stanulis, 2009) have been put forth outlining traits of a quality induction program. A commonality across all of these studies is the importance of having trained and qualified mentors work with beginning teachers. Breux and Wong (2003) do contest that mentoring alone does not make for a successful induction program but this is one of the supports that, when implemented appropriately, can greatly impact the connectedness and efficacy of new

teachers (Kapadia et al., 2007; Moulding, Stewart, & Dunmeyer., 2014). An increase in teacher efficacy, through the encouragement and support that is provided by a mentor, can greatly increase a new teacher's likelihood to stay in the profession and leads to an increase in student achievement (Bandura, 1977; Goddard et al., 2000; Hoy & Woolfolk, 1993; Hughes, 2012).

The Role of an Instructional Coach

The role of the instructional coach in the induction process is not clearly defined in the literature but it is implied. Many of the aspects of an effective induction program cannot take place without the support of an instructional coach. An induction program that successfully prepares, supports, and retains new teachers needs to include continued professional development for both mentor and mentee, networking between new teachers, model classrooms and lessons, as well as feedback for new teachers (Breux & Wong, 2003; Feinman-Nesmer et al., 1999; Odell & Huling, 2000; Richter, Kunter, Lüdtke, Klusmann, Anders, & Baumert, 2013; Wood & Stanulis, 2009). SDS's induction program leaves the role of school-based professional development to the instructional coach and does not provide additional training for mentors past the Clinical Educator course. Without an instructional coach professional growth opportunities including observing and providing feedback for new teachers and training for mentees and mentors would not happen.

Self-Efficacy

In Italy, a study performed by Caprara et al. (2006) surveyed over 2,000 teachers across 75 junior high schools and examined how teacher self-efficacy impacts student achievement through the use of teacher surveys and an examination of students' final grades for two years. It

was found that there is a direct correlation between teacher efficacy, student achievement, and job satisfaction (Caprara et al., 2006). Liu and Meyer (2005) discovered that there is a link between job satisfaction and teacher attrition, therefore, the self-efficacy of new teachers is integral to reducing attrition rates. According to Bandura (1977), the efficacy that one possesses impacts his or her ability to cope and persist in stressful times. Because of this, low self-efficacy in new teachers leads to higher attrition (Ingersoll & Kralik, 2004).

Administration

The administration in a school greatly impacts a teacher's decision to remain teaching at that institution and sometimes impacts his or her choice to continue teaching altogether. In many instances, lack of administrative support was the most common factor in teachers' decisions to leave the profession (Curtis, 2012; Johnson et al., 2012; Loeb et al., 2005; Tickle et al., 2011). Using data from the SASS, Tickle et al. (2011) found administrative support to be a greater predictor of teacher attrition than factors such as years of experience, students, and pay. A study performed to understand the impact of principals on teacher retention in Charlotte-Mecklenburg Schools found that teacher retention increases with specific principal characteristics (Charlotte Advocates for Education, 2004). Charlotte Advocates for Education determined teachers are more likely to be satisfied with their work environment and remain in their school if they have a principal that is goal oriented and willing to take risks in order to achieve these goals, feel valued through provided feedback, have access to professional growth opportunities, and have time set aside for collaboration (Charlotte Advocates for Education, 2004).

School Culture

Culture is difficult to build in a school with high attrition rates, and when teacher turnover is high, it makes it difficult to be consistent with implementing and sustaining new practices (Johnson et al., 2012). A survey of over 25,000 teachers in Massachusetts found that work conditions which included faculty relationships, principal leadership, and a positive school culture had the greatest impact on job satisfaction (Johnson et al., 2012). If the school culture and relationships between teachers do not form, job satisfaction will be low and teachers will continue to leave the profession (Johnson et al., 2012). Using data from the SASS and TFS from NCES, Liu (2007), found a correlation between teacher influence and new teacher attrition. If the opportunity for teachers to influence school policy is embedded into the culture of the school, then new teachers are more likely to remain. It was found that the new teacher does not need to have any influence as long as he/she sees that the opportunity is there for more experienced teachers. In a study of fourth- and fifth- grade students in New York, Ronfeldt et al. (2013) found that stayers, or teachers who had been at their school for more than one year, had lower student achievement scores during years of higher turnover. Ronfeldt et al. (2013) suggested that turnover affected the culture of the school and led to struggles within teams that had changes.

Developing a Framework

Process of Developing a Framework

Through the literature, as well as observing Shepard District Schools' current induction process, it was determined that mentors are essential to the success of new teachers (Breux &

Wong, 2003; Feinman-Nesmer et al., 1999; Goddard et al., 2000; Hoy & Woolfolk, 1993; Hughes, 2012; Kapadia et al., 2007; Moulding et al., 2014; NCTAF, 1997; Odell & Huling, 2000; Wood & Stanulis, 2009), and that many mentors, including those within SDS, have limited structure, support, and growth opportunities from the district (Beutel & Spooner-Lane, 2009; Goddard et al., 2000; Goldring et al, 2014; Hoy & Woolfolk, 1993; Hughes, 2012; Orland-Barak & Hasin, 2010). Due to this finding, a plan was created to develop a framework to provide a system of support for mentors. In order to develop a framework specific to the needs of the district, a pilot was conducted to collect data on the needs of beginning teachers and mentors.

It was determined that SDS was better suited for a framework rather than a model due to the vast needs that are represented within the district. Ingersoll and Strong (2011) found that a model that prescribes what each school must do is often ineffective in schools with varying needs. Over half of the schools within Shepard District Schools are considered to be Title I, high poverty schools (Orange County Public Schools, 2015b) and the schools vary between urban and suburban, and high and low income. The customizable nature of the framework that will be developed will ensure that it is successful in supporting the specific population of teachers and students within each school.

A survey of beginning teachers was given at two points during the duration of the pilot. The first survey was distributed by teacher trainers during the Great Beginnings teacher induction course in July and August of 2015 and was completed on paper by attendees. Approximately 600 beginning teachers had the opportunity to participate in the survey. The second form of data collection, the needs assessment, consisted of survey items. This was

distributed during November and December of 2015, and targeted beginning teachers, mentors, instructional coaches and administrators at participating schools. Participants were identified as teachers who were in their first three years of teaching, the mentors assigned to the participating new teachers, the instructional coaches, and the principals of schools within SDS.

Evolution of the Framework

Following the pilot, which is detailed in Chapter 2, coding took place in which common themes across surveys were identified. Common themes and relevant literature informed the design of the framework, and from these themes, the literature informed the key elements of the framework that were developed. After the collection of the data, the initial plan to develop a framework for mentors evolved into a framework focusing on roles, responsibilities, and accountability for each of the key stakeholders, the refinement of the district induction program, and the development of a school-based induction framework. The developed framework consisted of a school-based structure for the administrators, mentors, and instructional coaches to utilize to effectively support beginning teachers. The refinement of the district-based induction program incorporated tools and resources to support the development of beginning teachers, mentors, instructional coaches, and administrator.

Roles of the Members of the Collaborative Dissertation

The roles of the members of this collaborative dissertation were clearly defined. The data from the Great Beginnings survey as well as the data from the needs assessment were analyzed by both researchers in order to determine the needs of new teachers and mentors and review the

perspectives of the instructional coach and principal. Researcher A and Research B collaborated to establish roles, responsibility, and professional accountability for the framework. Delineations in the work followed this collaboration as Researcher A reviewed the literature and the collected data to prepare a framework for a school-based induction program supporting instructional coaches, mentors, and new teachers, and Researcher B reviewed the literature and collected data to prepare a framework for a district-based induction program supporting the same stakeholders. The support provided by the district must align with the needs of the framework developed for the schools in order for the framework to be effective. Because of this, collaboration took place along the way in order to ensure the developed frameworks for the district and the school were aligned.

CHAPTER 2

Overview of the Problem of Practice

The purpose of this dissertation in practice was to examine the beginning teacher attrition rate in Shepard District Schools (SDS). Because the attrition rate of beginning teachers in SDS is nearly 30% and only 31% of beginning teachers completed the induction process, it was important to determine whether beginning teachers were aware of the induction process and if so, why they were not completing it. The following overarching exploratory question (question one) and two sub-questions (questions two and three) were created to help inform this dissertation in practice:

1. How can Shepard District Schools refine an induction program that supports the retention of beginning teachers?
2. What are beginning teachers' perceptions of the current induction program in SDS?
3. What are the reasons that beginning teachers do not complete the induction program?

Understanding Shepard District Schools' Induction Program

Based upon the positionality of the researchers as members of the PDS department, it was known that the current induction program in SDS requires teachers to complete a series of four courses during their first three years in the profession. The first course teachers complete is Great Beginnings, a two-day training offered in the summer prior to the start of the school year. Great Beginnings provides teachers with essential components for their first year: Creating a Learning-Centered Environment, Active-Learning Strategies, and Planning in a Standards-Based

Environment. The fourth component, Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, or Code of Ethics, is one of the four required components of induction, and is integrated into the summer Great Beginnings course. Teachers who cannot attend Great Beginnings in the summer must attend four Great Beginnings mini sessions that consist of the four components of the summer sessions. Teachers then complete Beginning Teacher Portfolio Year 1 during their first year of teaching and Beginning Teacher Portfolio Year 2 during their second year. Beginning teachers who have fallen behind with induction still have their third year of teaching to complete the requirements.

Intention of the Pilot

While SDS has a current induction program in place to meet the needs of beginning teachers, only 31% of teachers complete it within the first three years of employment. Research indicates that beginning teachers who participate in an induction program are more likely to remain in the profession (Breux & Wong, 2003; Darling-Hammond & Sykes, 2003; Glazerman et al., 2011; Ingersoll & Strong, 2011; Kapadia et al., 2007; Smith & Ingersoll, 2004). Because of this, the pilot sought to explore reasons beginning teachers are not completing the induction program and their perceptions regarding the current induction process.

Responses to these exploratory questions would help to target the main intention of the pilot which was to determine what beginning teachers, mentors, instructional coaches, and school administrators perceived to be needed areas of support for beginning teachers. Although extensive literature already exists regarding the needs of beginning teachers, a survey was developed to understand the specific needs of the beginning teachers in SDS, a large urban

school district, and address these needs through the development of a framework. Data from a survey created by the Professional Development Services (PDS) department in SDS would also be used to further identify unmet needs.

Success Criteria for the Pilot

For the pilot to serve its purpose, it needed to provide insight into inadequate support for beginning teachers as perceived by beginning teachers, mentors, instructional coaches, and school administrators. These gaps would act as the starting point for refining elements of the current induction program in SDS. The pilot was also a means to identify reasons beginning teachers do not complete the induction program and beginning teacher perceptions of the current induction program.

To increase support for any proposed framework, input from various stakeholders was needed to create a framework that supported beginning teachers, their mentors, and instructional coaches. The stakeholders providing input were beginning teachers, mentors, instructional coaches, and school administrators. For the survey to provide adequate data, the researchers determined a 30% to 40% response rate would meet both the norm of survey response rates and provide sufficient data to examine trends and themes in participant responses.

The pilot also hoped to identify successful structures currently being implemented in schools that support new teachers. Understanding successful systems within SDS would be beneficial to the development of the framework and would provide valuable and applicable ideas for inclusion within the framework.

Development of the Pilot

The impetus for the pilot study was the current induction program in SDS. The pilot study was informed by the literature gathered regarding beginning teacher induction as well as by the overarching exploratory question and two sub-questions. The goal of the pilot was to provide perceptions of the current program, needs of its stakeholders, and reasons the induction process is not being completed. It was determined that a survey would be needed to capture stakeholder views in relation to beginning teachers. Four stakeholders were identified as being integral to participation in the pilot: beginning teachers, mentors, instructional coaches, and school administrators. Beginning teachers are identified as teachers in their first three years of teaching. SDS requires mentors for all beginning teachers in their first year in the profession and provides these mentors with a \$227 stipend for each beginning teacher they support, with three beginning teachers being the maximum number of teachers they are allowed to support (Orange County Public Schools, 2015c). The designated instructional coaches at each school site receive a stipend of \$793 and are responsible for coordinating the school-based new teacher induction program and providing assistance and support to teachers new to SDS (Orange County Public School, 2015c).

To identify the perceptions and needs of each stakeholder, four question blocks or sections were created, one block for each stakeholder. Each section was composed of questions generated to identify the perceptions and needs of these four stakeholders. The first draft of questions was developed by the researchers and consisted of classification questions, questions

related to current district induction, and a section pertaining to perceptions regarding areas of support.

This first draft was shared with administrators in the PDS department of SDS. Since the PDS department organizes the current teacher induction program, the researchers felt it important to review the survey with these additional stakeholders. This collaboration led to the expansion of the pilot. The researchers had initially anticipated that the pilot would only be conducted in six schools, but the collaboration with the PDS team allowed for the pilot to be disseminated to all 186 schools located in SDS. The researchers worked collaboratively with the PDS administrators to further refine the survey to examine teacher identified areas of need and to determine gaps that may exist between the current induction program and identified areas of need (PDS department, personal communication, October, 2015).

Classification

In order to differentiate between the roles of survey participants, a question was added at the beginning of the survey in which participants selected the role that best described them. The four roles listed were beginning teacher (0-3 years), mentor, instructional coach, and school administrator. This question was created to lead participants to a block of questions specific to their role in the induction process. Following discussion between the researchers, it was decided to create a fifth section with questions for respondents who serve the role of both mentor and instructional coach.

Teachers who identified themselves as beginning teachers were asked to select the number of years they have been teaching. This question helped distinguish participants with four

or more years of teaching experience who misidentified themselves as beginning teachers from participants with three or fewer years of experience.

The second and third questions of the survey asked respondents to identify which portion of the district they worked in and then the specific school. This allowed the data to be examined by learning community, school level, and individual school. These questions were added at the request of the PDS department and this information was used by the researchers to cross examine beginning teacher, mentor, instructional coach, and school administrator responses at each school (PDS department, personal communication, October, 2015).

District Induction

The survey then split into question blocks, or sets of questions, based on participant roles of beginning teacher, mentor, instructional coach, instructional coach and mentor, and school administrator. Each question block followed the same structure. The first portion of the question block included compliance questions to determine participants who had completed the necessary courses of induction and what parts were not yet completed. Instructional coaches and school administrators were also asked about the completion of current induction requirements by beginning teachers and mentors. For beginning teachers, this included the Great Beginnings summer or mini-sessions, Beginning Teacher Portfolio Year 1, and the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida course. For mentors and instructional coaches, this was whether these stakeholders had completed the Clinical Educator certification course. The components of the induction program are known to the researchers due to their positions within the district.

Follow-up questions regarding compliance were embedded in this section. Participants who completed the requirements for their role in the induction process were asked to identify the parts of these courses they found beneficial to their role. Respondents who did not complete courses related to their role were asked whether they were aware of the requirement and if so, their reason for not completing it. These follow-up questions allowed for an understanding of perceptions of the current program and reasons teachers were not completing the induction program.

Areas of Support

The literature regarding the needs of beginning teachers was consulted in order to determine the areas in which beginning teachers in SDS may need support (see Table 8). The themes that emerged from the literature were classroom observations, feedback, curriculum support, instructional support, assessment support, emotional support, understanding school culture, establishing rules and procedures, and clarifying the evaluation model. Beginning teachers, mentors, and instructional coaches were all asked to rank the areas of support in order to determine the areas of greatest need for supporting beginning teachers as well as the gaps in the current induction program. The ranking of the areas of support was also intended to inform the development of the framework.

Table 8: Areas of Support for Beginning Teachers and Research Supporting Their Importance

<u>Area of Support</u>	<u>Research</u>
Classroom Observations (Of mentor, of beginning teacher, peer observations)	Boogren, 2015; Hall, Johnson, & Bowman, 1995; Harris, 2015; Saphier, Freedman, & Aschheim, 2011; Villani, 2002;

Area of Support

Research

Feedback (non-evaluative coaching, actionable feedback)	Boogren, 2015; Harris, 2015; Luft & Cox, 2001; Saphier et al., 2011; Villani, 2002
Curriculum Support (deconstructing and understanding standards, creating learning goals and scales, understanding the scope and sequence, understanding curriculum resources, understanding digital resources)	Boogren, 2015; Moran, Dallat, & Abbot, 1999; Oberski, Ford, Higgins, & Fisher, 1999; Saphier et al., 2011
Instructional Support (lesson planning with the instructional framework, using strategies within the instructional framework, effective delivery of lesson, reflecting on daily lessons)	Boogren, 2015; Harris, 2015; Moran et al. 1999; Oberski et al., 1999
Assessment Support (creating formative and summative assessments, data analysis, planning remediation based on student data, planning enrichment based on student data, blueprinting, reflecting on student data)	Boogren, 2015
Emotional Support (celebrating success, active listening, encouragement, empathizing)	Boogren, 2015; Harris, 2015; Moir, 1999; Villani, 2002
Understanding School Culture (understanding diversity of student population, understanding students' interests and backgrounds, fostering relationships with students, fostering relationships with coworkers, cultural norms)	Boogren, 2015; Breaux & Wong, 2003; Danin & Bacon, 1999; Harris, 2015; Moran et al., 1999; Oberski et al., 1999; Villani, 2002
Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules)	Boogren, 2015; Dunne & Villani, 2007; Harris, 2015; Moir, 1999; Moore-Johnson & The Project on the Next Generation of Teachers, 2004; Moran et al., 1999; Oberski et al., 1999; Saphier et al., 2011; Villani, 2002
Clarifying the Evaluation Model (Domain 1: Classroom Strategies and Behaviors, Domain 2: Planning and Preparing, Domain 3: Reflecting on Teaching, Domain 4: Collegiality and Professionalism, Deliberate Practice)	Boogren, 2015; Harris, 2015

Beginning teachers were asked to rank the forms of support they believe are most important and then identify specifically what aspect of that support they would like to receive. Mentors ranked the same indicators but from the perspective of what they believe is most important to their work with beginning teachers. Instructional coaches (IC) ranked these indicators as being most important to their work with beginning teachers and mentors. If an individual identified him or herself as both instructional coach and mentor, ranking was done from the perspective of both a mentor and an IC. During the collaboration with PDS, it was determined it would be valuable to identify what aspect of these areas participants wanted further support with. Because of this, respondents' top three answer choices led to follow up questions where participants selected further needed support.

Each stakeholder was then asked to identify which area of support was actually provided or received. The correlation between the perceived importance of each type of support through the ranking and the identified support received or provided allowed for the framework to be developed with an emphasis on meeting the needs deemed as most important and not being met.

Two additional items were added to the nine areas of support that were identified; these items were classified as "other." The inclusion of these two ranking items allowed the survey participants to self-identify additional areas of support for beginning teachers that were not already listed. If a participant chose to use the "other" options, he or she was asked to record the area of support in a box next to the word "other". This made for a total of eleven items for participants to rank, the nine items that emerged through the literature, and the two items

identified as other. The following is the rationale for the inclusion of each of the nine identified areas of support as part of the pilot survey.

Classroom Observations

When beginning teachers observe other classrooms or have mentors, coaches, and other non-evaluative individuals observe their classrooms, it helps them feel less isolated (Harris, 2015). The beginning teacher can make connections between what they are already doing in their classroom and what they see in experienced teachers' classrooms (Boogren, 2015). This can be done through visits to other classrooms, through watching videos of master teachers, and by watching videos of themselves. Beginning teachers find observing others and being observed to be a valuable part of beginning teacher induction programs as it allows for further reflection on teaching (Hall et al., 1995). The benefit of the beginning teacher visiting the classroom of a master teacher is that there can also be a pre- and post-lesson discussion regarding planned for and observed strategies and management techniques (Saphier et al., 2011; Villani, 2002).

Feedback

In addition to observing classrooms and having their classroom observed, beginning teachers value feedback concerning their instruction (Luft & Cox, 2001). Non-evaluative feedback provided by a mentor, administrator, coach, or peer allows a teacher to see their areas of strength as well as areas of growth (Boogren, 2015; Saphier et al., 2011; Villani, 2002). Data collected from feedback can be used to track progress and encourage reflection for beginning teachers (Boogren, 2015; Saphier et al., 2011; Villani, 2002). Providing consistent feedback in the same areas allows beginning teachers to see how they progress in these areas over time.

Using student surveys is another way to support beginning teachers in receiving feedback, this time from the students (Boogren, 2015).

Curriculum Support

In order for curriculum support to occur, considerations must be taken for scheduling common planning between beginning teachers, mentors, or other peers that teach the same content area (Saphier et al., 2011). It may also be necessary for teachers to meet with colleagues to study a particular content they teach, and scheduling of common planning is necessary for this support (Moran et al., 1999; Oberski et al., 1999; Saphier et al., 2011). Availability of common collaborative time between experienced and beginning teachers allows the veteran teacher to share appropriate pacing for lessons and units of study with beginning teachers (Boogren, 2015).

Instructional Support

Instructional support begins with a common understanding of the instructional framework and the strategies that it contains (Boogren, 2015). This understanding will help beginning teachers with planning, implementing, and reflecting upon their teaching. Planning and collaborating with a team is important for beginning teachers to both learn from their more experienced peers as well as to share their own ideas (Harris, 2015; Moran et al., 1999; Oberski et al., 1999).

Assessment

Support with understanding assessments and how they can be used in instruction can be provided to beginning teachers by their team or by instructional coaches. Assessment support

includes understanding the connection between assessments and grading as well as how to compare pre-tests and post-tests to make instructional decisions based on results (Boogren, 2015).

Emotional Support

Due to the limited prior experience beginning teachers come with, there is often uncertainty about what is normal to experience and to feel in the first year of teaching. Experienced teachers can provide assurance that the feelings are normal and can simply be good listeners (Boogren, 2015; Harris, 2015; Villani, 2002). Beginning teachers go through several phases during their first year and may experience feelings of disillusionment (Moir, 1999). A beginning teacher's esteem can be built by more experienced peers by offering encouragement and by guiding and giving advice on how to deal with difficult situations and maintain a work/life balance (Breaux & Wong, 2003; Villani, 2002).

Understanding School Culture

Beginning teachers need the support of experienced teachers with understanding both the written and unwritten rules, guidelines, and expectations within a school (Boogren, 2015; Danin & Bacon, 1999; Odell & Huling, 2000). Knowing how to find information on school policies and what is contained within the staff handbook is just as important as the unwritten expectations that are simply a part of the school culture (Boogren, 2015). Beginning teachers also require support with understanding the community in which the students live, the school is located, and what strengths and struggles this brings to the students (Boogren, 2015). Understanding the cultural diversity of the students and their families and how this translates to the classroom is an

important part of a beginning teacher's learning that can be supported by experienced teachers (Villani, 2002). Beginning teachers need to understand this background information about their students in order to build effective relationships with them (Moran et al., 1999; Oberski et al., 1999).

Establishing Rules and Procedures

Beginning teachers often identify discipline and classroom management as being the area in which they need the most assistance (Dunne & Villani, 2007; Moran et al., 1999; Oberski et al., 1999). Ellen Moir (1999) explained that beginning teachers go through several different phases during their first year, starting with anticipation. As the year progresses beginning teachers move into the survival and disillusionment phases. At this point, teachers identified their greatest area of need as discipline and classroom management (Moir, 1999; Moore-Johnson & The Project on the Next Generation of Teachers, 2004).

Clarifying the Evaluation Model

An understanding of how evaluations will be conducted and how scores are calculated is essential knowledge for a beginning teacher (Harris, 2015). In order to be successful, new teachers will need to know the components of the evaluation process, how scores will be calculated, and what they need to prepare when it comes time for an evaluation (Boogren, 2015; Harris, 2015).

Professional Development

The final section of the survey led to questions regarding support offered by various stakeholders. These questions asked for support by the mentor, IC, or school, and whether the support was adequate. This gave insight into teacher perceptions of the current induction program along with ways to refine the program.

These forced choice and open response items asked participants if professional development (PD) was provided at their school and if so, to elaborate regarding the specific topics. A follow-up question was also asked regarding PD the participants would have liked to have received. These questions were asked from the perspective of the beginning teacher, mentor, and instructional coach. If a participant self-identified as a mentor and instructional coach, he or she received both sets of questions.

Beginning Teacher

Teachers who are new to the profession need ongoing professional development given both by their school and the district in order to learn about standards, instructional strategies, and their classroom responsibilities (Breux & Wong, 2003; Saphier et al., 2011). Beginning teachers would also benefit from interactions through PD with other new teachers in order to share their successes and challenges while being supported in their learning (Villani, 2002).

Mentor

Mentors of beginning teachers need professional development in strategies to support teachers as well as the opportunity to work with other mentors to reflect, problem solve, and

receive feedback on their successes and struggles (Odell & Huling, 2000; Saphier et al., 2011). To successfully support beginning teachers, mentors need to learn strategies to identify and provide their mentee with the help that he or she needs (Villani, 2002). Beginning teachers will also need support with the induction process and mentors would also benefit from PD that makes a link to the classroom application of the work that the beginning teacher is completing during induction (Saphier et al., 2011).

Instructional Coach

The Instructional Coach in a school is responsible for supporting all teachers in improving their practice. This consists of providing professional development for beginning teachers and mentors as well as attending professional development to increase and refine their own knowledge. Based on the areas of support for beginning teachers, professional development needs to be planned for the new teacher with complementary training for mentors on related strategies to support the mentee (Harris, 2015). Instructional coaches should provide the opportunity for mentors and beginning teachers to learn, plan, and collaborate together through shared learning opportunities (Harris, 2015).

Survey Provided to Great Beginnings Participants

Because of the collaboration between the PDS department and the researchers, the PDS administrators shared with the researchers a survey given to beginning teachers who attended the Great Beginnings course during the summer. The Great Beginnings summer training is a two-day face-to-face course beginning teachers attend prior to the start of the school year.

The survey consisted of 16 Likert-scale questions asking participants to rate their response to a statement from strongly agree to strongly disagree and three qualitative questions enabling participants to respond freely to questions about the training. Because the researchers were not directly engaged in the process, the rationale for the specific statements was unclear. The 19 statements and questions can, however, be categorized into four areas: teacher perceptions of the course, teacher confidence, uniformity across presenters, and teacher knowledge of support.

Since the survey provided teacher perceptions of the course, the researchers decided to request to incorporate results from the survey in the dissertation in practice. Approval was received from the SDS Institutional Review Board to use the results.

Methodology

Two surveys were employed in the pilot. The first survey, given in July and August of 2015, was created by the PDS department and was given to every summer participant of the Great Beginnings course. This survey was provided to all participants at the end of the second day of each of the Great Beginnings summer sessions by the session's trainers. Participants were given 5 to 10 minutes to complete the survey anonymously and these were placed in a stack by participants on their way out from the course. All surveys were then compiled from the various classrooms and dates and merged into one final stack to help further increase participant anonymity. Survey data was tallied and transcribed to a final table by one of the PDS administrative assistants. Qualitative data was also transcribed by the administrative assistant and added to the same document under the Likert data.

The second survey, given in November and December of 2015, was developed by the researchers. In this survey, questions were asked in order to fully address the three exploratory questions. Each survey question, with the exception of the classification questions, was designed to inform a specific exploratory question (see Appendix E). In order for the survey to provide adequate measures for analysis, it was necessary to have participation from each of the stakeholders (beginning teachers, mentors, instructional coaches, and school-based administrators) in each level of schooling (elementary, middle, and high) and across all six learning communities (North, East, SouthEast, SouthWest, West, and School Transformation Office). Participants needed to complete the survey in its entirety in order for their responses to be utilized. Each participant completed one survey, which took anywhere from 15-45 minutes depending on their role and the amount of time taken to answer the written responses.

Implementation of the Pilot

The pilot was conducted in two phases. The first phase was carried out over the course of two weeks in July and August of 2015 by the PDS department and its Great Beginnings trainers. Great Beginnings trainers distributed paper and pencil copies of the survey to participants. Participants received 5 to 10 minutes to complete the survey.

The second phase of the pilot was completed digitally over a three-week period at the end of November and the beginning of December of 2015. Participants involved in the pilot responded to survey questions via a digital survey platform. The participants could complete the survey at a time of his or her convenience during the three-week open period for the survey.

The PDS department disseminated the survey to beginning teachers, instructional coaches, and school administrators. School administrators received information about the survey prior to its release through a weekly administrator newsletter that is distributed by the deputy superintendent. School principals then received an e-mail the following day from the PDS department director containing the survey link and instructions regarding the completion of the survey.

Because SDS does not have a clear record of who the true beginning teachers are, surveys were sent out to over 3000 teachers identified by the Human Resources department as having 0-3 years of teaching experience. It is uncertain how many of these individuals were beginning teachers as several did reply back they had more than three years of experience. A break in service could classify a teacher as having less years of experience due to the years of service beginning at zero when he or she rejoined the profession or district. These teachers must submit an instructional experience verification form in order to be classified as having experience, so it is possible that several had not completed the necessary documentation to receive credit for their teaching experience (PDS department, personal communication, November 2015)

The email requested that beginning teachers forward the survey link to their mentors as there was no clear list of mentors readily available. While mentors do receive stipends, these stipends come from different budget allocations depending on whether they support alternative certification teachers or beginning teachers. Additionally, because only mentors who are supporting first year teachers receive a stipend, payroll information would not account for any mentors of second and third year teachers.

An email was sent directly to all instructional coaches as identified through the SDS payroll department. Because the list only consisted of coach names from 167 of the 186 SDS schools, every instructional coach did not receive the e-mail. A reminder email was sent out to beginning teachers, instructional coaches, and administrators at the start of the survey's third week. Beginning teachers were asked again to forward the message to their mentors.

The dissemination of the survey by the district made it feasible to obtain a broader and larger sample size than would have been possible had the survey been distributed by the researchers. The PDS department has a strong focus on retaining beginning teachers and collaboration with these key stakeholders continued throughout the DiP. The researchers shared their analysis of the results and a collaborative effort between the researchers and PDS was made to enact changes to better support beginning teachers.

Results of the Pilot

It is estimated that the survey link was sent out to around 4000 teachers, mentors, coaches, and school principals. Of the 4000 people surveyed, 1999 began the survey but 1351 completed it, resulting in a 68% completion rate and a 34% response rate. Beginning Teachers made up the largest percentage of respondents, as displayed in Table 9, with 927 beginning teachers completing the survey. Though survey links were not directly sent to mentors and were forwarded to them by beginning teachers, 265 participants still identified themselves as mentors and 96 identified themselves as the instructional coach at their school. Of the 186 school

administrators, 99 administrators responded, with a total of 102 school administrators submitting responses.

Table 9: Total Survey Responses by Category

<u>Participant Categories</u>	<u>Total Number of Identified Participants Per Category</u>
Beginning Teachers	927
Mentors	265
Instructional Coaches	96
School Administrators	102

What are the Reasons Beginning Teachers Do Not Complete the Induction Program?

Year 1 Induction Courses Completion Rates

Of the teachers who completed the survey, 24% identified they had not completed Great Beginnings, 30% had not completed or signed up for Beginning Teacher Portfolio Year 1, and 13% had not taken Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, as noted in Table 10. All three courses are part of SDS new teacher induction program and should be completed during the teacher’s first year of employment. Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida had the highest enrollment and completion rate of all induction courses by beginning teachers. The reason for this cannot be determined based upon the survey results.

Table 10: Beginning Teachers Who Have or Have Not Completed or Enrolled in Year 1 Induction Courses

<u>Course</u>	<u>Percent Completed of Enrolled</u>	<u>Percent Not Enrolled</u>
Great Beginnings	76%	24%
Beginning Teacher Portfolio Year 1	70%	30%
Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida	87%	13%

Mentor Role in Supporting Beginning Teacher Induction Completion

When questioned regarding reasons teachers had not completed specific courses, 22% of Beginning Teachers reported that they were unaware as to what the Beginning Teacher Portfolio Year 1 (BTP 1) is. Of this 22%, 71% had mentors and 29% did not. Since a majority of the beginning teachers who were unaware of BTP 1 had mentors, it is unclear as to whether the mentors themselves are aware of the induction program and no question was asked in the survey to indicate mentor understanding of the SDS induction program.

Instructional Coach Role in Supporting Beginning Teacher Induction Completion

The instructional coach at each school site is responsible for monitoring and supporting beginning teachers and it is his or her responsibility to ensure that beginning teachers are aware of the induction process. When examining instructional coach responses, 18% were unsure whether their beginning teachers had completed Great Beginnings and 23% were unsure if their

teachers had completed BTP 1, as displayed in Table 11 and Table 12. It is unclear why instructional coaches do not know whether their beginning teachers have completed the year 1 induction courses because no question was asked of the coaches in the survey to identify the cause for this.

Because of this, it cannot be determined if the instructional coach has an understanding of the induction process, who is required to complete induction, or how coaches identify beginning teachers. Unfortunately, this also does not provide information on if instructional coaches reviewed the induction process with their beginning teacher.

It also cannot be determined if institutional barriers, such as a coach's inability to access staff professional development records or the inaccessibility of both digital and paper copies of the PDS induction tracking record, prevent the coach from being sure of a teacher's completion of the course. In order to find out who has completed requirements, instructional coaches must speak to each individual teacher to monitor their progress towards the completion of induction, a task that can prove to be especially difficult for coaches with 15 or more beginning teachers.

Table 11: Instructional Coach Responses Regarding Completion of or Enrollment in Great Beginnings

<u>Have all your beginning teachers attended Great Beginnings or are currently enrolled in the Great Beginnings Mini Sessions?</u>	<u>Percent</u>
Yes	56%
No	26%
Not Sure	18%

Table 12: Instructional Coach Responses Regarding Completion of or Enrollment in Beginning Teacher Portfolio Year 1

<u>Have all your beginning teachers enrolled in or completed Beginning Teacher Portfolio Year 1 (BTP 1)?</u>	<u>Percent</u>
Yes	44%
No	34%
Not Sure	23%

Further follow up must also be done to determine what knowledge coaches may have regarding beginning teachers who have not yet enrolled in or taken induction courses. Coaches may know the teacher is overwhelmed and waiting to enroll later in the school year, is currently working on the alternative certification course which also has its own set of coursework, or is completing Professional Educational Competencies (PEC), such as an English for Speakers of Other Languages (ESOL) endorsement, which are courses required to maintain employment.

More troubling, however, is the data in Table 13, which displays the percentage of coaches who misidentified beginning teachers as having completed the first year induction

requirements. A cross examination of the data between beginning teachers, instructional coaches, and school locations was conducted. Schools where the coach identified that all beginning teachers had completed induction courses were cross referenced with beginning teachers at the same school site who stated they had not completed the same induction courses. Of the 56% (35) of coaches who identified that their beginning teachers had completed Great Beginnings, 60% (21) were incorrect. Of the 44% (27) who selected that all their beginning teachers were enrolled in or had completed BTP 1, 74% (20) of coaches were incorrect. This data reveals that a greater percent of ICs incorrectly identified that teachers had completed BTP1 than completed GB, but none of the survey responses accounted for the reason for this difference. If instructional coaches do not realize the beginning teacher has not completed the requirements, the beginning teacher will not be encouraged to participate in the induction courses.

Table 13: Incorrect Instructional Coach Responses Regarding Completion of or Enrollment in Year 1 Induction Courses

<u>Question</u>	<u>Percent (Number)</u>	<u>Percent Wrong (Number Wrong)</u>
Identified that all teachers had attended Great Beginnings or were currently enrolled in the Great Beginnings Mini Sessions	56% (35)	60% (21)
Identified that all teachers had complete Beginning Teacher Portfolio Year 1 or were currently enrolled in the course	44% (27)	74% (20)

School Administrators Role in Supporting Beginning Teacher Induction Completion

While it is not the direct role of school administrators to track beginning teacher induction completion, studies have demonstrated the importance of supportive administration (Charlotte Advocates for Education, 2004; Curtis, 2012; Johnson et al., 2012; Loeb et al., 2005; Tickle et al., 2011;) and the creation of a positive school culture for new teachers as important to the retention of beginning teachers (Johnson et al., 2012; Liu, 2007; Ronfeldt et al., 2013). Because of this, it is helpful for administrators to have knowledge regarding beginning teacher's progress with the induction program. Having an awareness of this can help the administrator provide support for beginning teachers with knowledge or skill gaps until the beginning teacher can attend the necessary induction courses.

Table 14 displays administrator results regarding their knowledge of teacher year 1 induction course completion. Although almost 90% of administrators were confident that the beginning teachers had completed or enrolled in Great Beginnings, it is unclear as to how school administrators determined this information. However, because Great Beginnings is a course that beginning teachers attend prior to the school year, many schools had their secretaries enroll and schedule newly hired beginning teachers during the summer. This may account for administrator confidence in knowing that their beginning teachers have completed or enrolled in Great Beginnings. Teachers hired during the school year have to attend the Great Beginnings mini sessions or attend the following summer, so schools without mid-year hires may have enrolled all of their beginning teachers.

Table 14: Administrator Responses Regarding Completion of or Enrollment in Great Beginnings

<u>Have all your beginning teachers attended Great Beginnings or are currently enrolled in the Great Beginnings Mini Sessions?</u>	<u>Percent</u>
Yes	87%
No	6%
Not Sure	7%

Sixty percent of administrators identified that all of their beginning teachers had completed or enrolled in Beginning Teacher Portfolio Year 1 (BTP 1), while over 30% indicated that they were not sure. The higher percentage of “not sure” responses indicates that administrators are not confident as to what progress their teachers have made towards completing BTP 1 (see Table 15). It is possible that administrators are unsure of teacher progress with BTP 1 because it is offered multiple times during the school year and teachers have the option to complete the course at any point during their first year.

Table 15: Administrator Responses Regarding Completion of or Enrollment in Beginning Teacher Portfolio Year 1

<u>Have all your beginning teachers enrolled in or completed Beginning Teacher Portfolio Year 1 (BTP 1)?</u>	<u>Percent</u>
Yes	60%
No	8%
Not Sure	32%

A cross examination was conducted that analyzed the data collected from beginning teachers and administrators at their respective school sites. Of the 87% (88) of administrators whose responses indicated that all of their teachers had completed or were enrolled in Great Beginnings (see Table 16), 70% (62) of these administrators were incorrect and had teachers who still had not completed the courses. Of the 60% (61) of administrators who said their beginning teachers had completed BTP 1, 79% (48) were incorrect. Similar to instructional coaches (Table 13), the data collected from administrators indicated a larger percentage of incorrect completion rates of BTP 1. It is unclear as to why such a large number of administrators incorrectly identified the induction completion rate of their beginning teachers. Because so many school administrators misidentified their teachers' progress towards completion of the induction process, the data suggests that they may not be following up with beginning teachers to ensure that they are completing the required first year courses.

Table 16: Incorrect School Administrator Response Regarding Completion of or Enrollment in Year 1 Induction Courses

<u>Question</u>	<u>Percent (Number)</u>	<u>Percent Wrong (Number Wrong)</u>
Identified that all teachers had attended Great Beginnings or were currently enrolled in the Great Beginnings Mini Sessions	87% (88)	70% (62)
Identified that all teachers had complete Beginning Teacher Portfolio Year 1 or were currently enrolled in the course	60% (61)	79% (48)

Beginning Teacher Reasons for Not Completing Year 1 Courses

When reviewing the responses of beginning teachers who are aware of the induction courses but have neither enrolled in nor completed them, the most frequently cited reason was that the courses had been full. This prevented the teachers from signing up for the course, as the responses demonstrate in Table 17.

Two sections of the elementary BTP 1 and two sections of the secondary BTP 2 course are offered online once a month and are listed for registration one month in advance. Because the course is offered monthly, there is room for 1200 participants to complete the course during the school year.

A similar problem regarding available space was cited for the Great Beginnings mini sessions offered during the school year. Participants must attend all four sessions in order to complete the induction process. Each session is offered twice a year in five different locations, with a participant cap of 30 per date and location. This demonstrates that there are 300 slots available for each of the four courses. However, these sessions fill up quickly and teachers struggle to find a slot to attend, especially during the second set of sessions in the spring. The responses by beginning teachers in Table 17 also indicated that they may have been overwhelmed or in survival mode during their first few months. These teachers indicated these feelings made courses such as Beginning Teacher Portfolio and Great Beginnings a low priority during this time period. Many responses indicated that teachers started the course earlier in the year and dropped out, felt too overwhelmed to enroll, or were waiting until the spring when they might feel less busy. Since half of the courses are offered during the beginning half of the school

year, the number of available spots in the second half of the year is reduced, thus increasing the instances of full courses.

Table 17: Reasons Beginning Teachers Identified for Not Completing or Enrolling in Year 1 Induction Courses

<u>Theme</u>	<u>Characteristic Responses</u>
Unaware of the course	<p>“Not sure how/when/what it is” “Was not aware there was an online enrollment.” “I actually just heard about it [BTP 1] at one of the Great Beginning classes.” “Was not aware that this was a requirement.” “I didn’t know I had to enroll in a course.” “Not sure what it is. Is it the PEC [Professional Educational Competencies] packet that needs to be done? If not, then I don’t think I have heard of it.”</p>
Course is Full	<p>“I was a very late hire and then every course I’ve tried to apply for (mini sessions, ESOIL [<i>sic</i>]...) were full.” “Classes are full” “I went to enroll, and the classes were full. I have been checking weekly but there still isn’t any availability.” “I was hired in October. The classes were already full.” “I was not made aware that I needed to complete this in August from my school administration. I had just moved to Florida from Pennsylvania. I have attempted to sign up and every time I look on PDS every class is full! I have been able to take one Great Beginning Mini Course. I am still needing to take 3 more.”</p>
Lack of Time	<p>“Have not yet felt that I have been able to give the class the time that is needed.” “I signed up but was not able to complete the course due to the craziness of the beginning of the year. I will be signing up and taking it over break.” “Classes were full AND I am currently enrolled and working on my [Alternative Teacher Certification] Modules with [SDS] through [Alternative Teacher Certification]. It’s way too much to take on at this particular time.” “I vaguely remember something about it, but it was all at the same time as actually starting teaching so it became a low priority, and now I don’t actually remember any of the details or requirements.” “Did not have any time during the first session to complete it so I withdrew. I am now waiting for more classes to open up so I can enroll” “I was waiting until after Thanksgiving to look online for the courses. It’s a little overwhelming to have so many different courses to have to do at so many different locations when I am ‘learning the ropes’ of teaching. I will not hit my one year mark until January.” “With my new infant at home I was not able to commit to additional requirements after school till January.” “I’m trying to get a handle on my curriculum based planning and common board configurations, which are new to me. I will enroll in the Beginning Teacher Portfolio Year 1 by the end of the year.” “Because this district/my school requires for so much paperwork, book studies, training, meetings, etc. that between those things and preparing for my class every day, and including working on these things at home, I haven’t felt like I have had the time to even look at it.”</p>

School Based Support of Beginning Teachers

Both instructional coaches and administrators were asked to describe what practices were implemented within their respective schools that go beyond the district induction program and to describe what makes their school's induction program unique. Within these two questions, which were answered by two key stakeholders, five themes emerged. In order to identify the themes, codes were determined for each response. The codes were then broadened and finally narrowed into the five themes as follows (Cresswell, 1998): identifying specific practices to support beginning teachers, general offering of support, identifying general school practices that are implemented district wide, identifying a practice that is already a part of the district induction and mentoring program, and not identifying any practices.

The specific practices which were identified included professional development (PD) specific to beginning teachers, differentiated professional development, mentor/mentee meetings, weekly or monthly meetings with beginning teachers, and implementing surveys completed by beginning teachers to identify their needs. General support can be summarized by school personnel being available for support, nonspecific meetings and professional development, and encouragement. General school practices implemented across the district included meeting in professional learning communities and common planning, general PD for all teachers, and having instructional coaches at the school. When practices which were already part of district induction and mentoring were identified they included providing the beginning teacher with a mentor, and basic mentoring practices such as meeting with and observing beginning teachers. Responses coded as having no identified practice included responses indicating that the

participant was unsure of the specifics of district induction, unsure of what school level induction entails, and responses including N/A or no response.

As Table 18 demonstrates, just under 50% of all responses identified specific practices that were implemented within the school in order to support beginning teachers and 9% more administrators than instructional coaches identified specific practices to support beginning teachers. Of all the administrators and instructional coaches who responded to the question, 33% identified practices that were either already part of district required school practices, the induction process, or did not identify areas in which additional support is given to beginning teachers. This demonstrates that a large percentage of school administrators and ICs are unaware of what is expected to occur at the school level for induction. This also identifies a gap in school-based support for beginning teachers in that these teachers are not receiving individualized support at the school level.

Table 18: Practices That Go Beyond the District's Induction and are Unique to the School

	<u>Induction Unique- Instructional Coach</u>	<u>Induction Unique- Administrator</u>	<u>Beyond District Induction- Instructional Coach</u>	<u>Beyond District Induction- Administrator</u>
Specific practice identified	35%	48%	46%	57%
General offering of support	30%	17%	18%	18%
General school practices that are implemented district-wide	4%	7%	14%	6%
Practice is part of district induction/mentoring	5%	7%	2%	1%
No identified practice	26%	21%	21%	17%

Conclusions

Through an examination of beginning teacher data, it becomes evident that beginning teachers are not completing the induction process because they are unaware of the courses, they feel too overwhelmed to complete the first year courses, or they have not been able to enroll in courses because they are full. Research indicates (Boogren, 2015; Moir, 1999; Rutherford, 2009) teachers fall into the survival and disillusionment phases of Moir's "The Stages of a Teacher's First Year" (1999) from September through January. Teachers in these stages are too stressed

and overwhelmed to focus on improving instruction and only begin to work on improving instruction when they enter the rejuvenation phase, beginning in January (Boogren, 2015; Moir, 1999; Rutherford, 2009). Adding more opportunities for beginning teachers to take the induction courses in the spring will not only help to increase completion rates but will also help beginning teachers better learn from the courses and take the information back to their own classroom.

Of the teachers who were unaware of the induction courses, 71% had mentors, suggesting that mentors may not be aware of the induction courses. When examining the data for instructional coaches and administrators, it becomes evident that school sites are not tracking beginning teacher induction completion rates as a large number of respondents misidentified the completion rate of year one induction courses for their beginning teachers. School administrator and instructional coach responses regarding what they do differently at their schools to support beginning teachers suggested that 33% of these stakeholders are unaware of the components of the current induction program. Opportunities need to be created to allow beginning teachers, mentors, instructional coaches, and school administrators to learn about and understand the different components of the induction program.

What Are Beginning Teachers' Perceptions of the Current Induction Program in SDS?

In order to determine beginning teacher perceptions of the current induction program in SDS, participant responses from both the Great Beginnings survey and the online survey needed to be analyzed. Neither survey asked teachers to respond to the induction program as a whole, therefore data was not collected regarding the beginning teacher's perception of the entire program. Because the questions targeted specific induction courses, commonalities needed to be

identified across courses, and for each individual course. The researchers examined the responses to the various questions, searching for common themes across both data sets. Themes were identified through developing a list of codes that illustrated the narrative responses (Creswell, 1998). This analysis led to the discovery of positive response commonalities and negative response commonalities.

Positive Commonalities

Five themes were identified that held positive responses to the data. The themes were identified by developing a list of possible codes that illustrated the narrative responses, and then expanding and narrowing the codes as the data was reviewed (Creswell, 1998). The themes that emerged were an appreciation for working and collaborating with both new and experienced teachers, learning more about the Marzano Instructional Framework, learning about engagement and active-learning strategies, gained knowledge regarding standards-based planning and instruction, and feeling emotionally supported.

Working with New and Experienced Teachers. Research has revealed that beginning teachers benefit from working in teams, with experienced teachers, and with instructional coaches (Boogren, 2015; Harris, 2015; Villani, 2002). Beginning teacher responses across both the Great Beginnings survey and the online survey indicated collaborating with peers was one of the qualities they found valuable and made the courses beneficial to them. While a greater percentage of responses from the Great Beginnings August survey indicated collaboration was something beginning teachers found indispensable, many participants who completed the online

survey in November still identified opportunities to work with peers as the most beneficial aspect of the courses.

Learning About the Marzano Instructional Framework. The Marzano Instructional Framework serves as an instructional framework, a growth model, and the system of evaluation for SDS. Prior to the 2015-2016 school year, beginning teachers were first introduced to the framework when they began at their school sites. However, the 2015-2016 induction courses were updated to incorporate an overview and introduction to the framework and provided teachers with the *Becoming a Reflective Teacher* book (Marzano et al., 2012) as a resource to help plan lessons within the framework. Beginning teachers need a common understanding of the instructional framework in order to be successful with planning and implementing lessons (Boogren, 2015). Because the framework also serves as the system of evaluation, it is vital that teachers understand how to prepare lessons within the framework in order to be aware of the preparation and process of evaluations (Boogren, 2015; Harris, 2015). Teacher responses indicated providing an overview of and exposure to the framework before starting school helped them better grasp it as they progressed through the year. Work completed during induction courses allowed beginning teachers to align their instruction to the framework and eased their transition into schools, leading to a positive perception of these courses.

Engagement and Active-Learning Strategies. Engagement and active-learning strategies are part of quality instruction (Marzano et al., 2012). The Great Beginnings survey included the statements, “The session about creating an effective learning environment provided a good foundation for beginning my career as an OCPS teacher” and “The conference activities

have provided me with new ideas that I will use in my classroom.” A majority of participants for these sessions agreed with the statements, with 98% agreeing with the first statement and 97% agreeing to the second statement. The online survey included “using strategies within the instructional framework” and “effective delivery of lessons” as elements of instructional support. Engagement and active-learning strategies fall under both of these components of instruction. Results of the online survey revealed that instructional support is one of the most important forms of support to beginning teachers, with 46% of beginning teachers ranking this item within the top three areas of support. Of these teachers, 47% wanted additional help with using strategies within the instructional framework and 41% wanted assistance with effective delivery of lessons. Because so many teachers indicated these as important areas and they identified strategies they liked within the courses, the induction courses were perceived as useful to many teachers.

Standards-Based Planning and Instruction. Beginning teachers across induction courses identified practices and activities addressing standards-based planning and instruction to be helpful to their work. This was overwhelmingly cited more in the qualitative data than other components as being the biggest takeaway from the induction courses and the area that has benefitted teachers the most. Teachers named deconstructing standards as what allowed them to understand how to identify smaller targets within a standard to help scaffold student learning. Teachers also discussed how planning using standards and being introduced to backwards design as outlined by Wiggins and McTighe (2005) allowed them to set a purpose for learning and

better structure their lesson plans. Teachers perceived this aspect of the induction courses as being a vital part of their learning.

Emotional Support. Beginning teachers often experience feelings of isolation during their first year of teaching (Brighton, 1999). Respondents to the Great Beginnings and online survey indicated working in these courses allowed them to see the feelings of being lost, alone, or isolated as normal for beginning teachers and that others were experiencing the same thing (Boogren, 2015; Harris, 2015). Simply having conversations with experienced course facilitators and receiving validation from peers allowed beginning teachers to feel more confident, prepared for the school year, and supported (Breux & Wong, 2003; Villani, 2002). This increase in confidence suggests beginning teachers benefitted from attending the induction courses. Beginning teachers felt positively about this component of support provided through the induction courses, as indicated by the responses in Table 19.

Table 19: Positive Themes from Teacher Responses Regarding Induction Courses

<u>Theme</u>	<u>Characteristic Responses</u>
Working with new and experienced teachers	<p>“It was great to be able to share ideas and learn from other new teachers. Some of the material presented was very beneficial.” “It was nice to hear from other teachers from different back grounds [<i>sic</i>]” “I benefitted from the instructors. All of the little things they would tell us, and their personal stories have helped me with similar situations at my school. I also liked working with other first year teachers and collaborating to make lesson plans. This has also helped me throughout my first year teaching.” “[The most important thing was] [m]eeting a couple of new teachers at the same school” “[The most important thing was] [t]he ability to ask questions of our teacher instructors who had been through it and we're willing to help with practical advice.”</p>

<u>Theme</u>	<u>Characteristic Responses</u>
Learning about the Marzano Instructional Framework	<p>“[The most important thing was] [l]earning what the strategies were and the book [<i>Becoming a Reflective Teacher</i>] that was used in the training to show how to teach to the Marzano elements.” “[The most important thing was] [l]earning more about Marzano strategies” “[This course] gave me an introduction to the Marzano framework that really helped me transition into the classroom.” “Learning Marzano background from other teachers was the most beneficial as a beginning teacher in OCPS.” “[I learned] [c]ooperative learning strategies that align with the elements to engage students, while teaching according to the Marzano Framework.”</p>
Engagement and active-learning strategies	<p>“I was introduced to effective strategies I could use in the classroom to help me navigate the challenging first year of teaching.” “I learned some new interactive learning strategies that I can integrate into my lessons.” “I received resources with many active learning strategies that I’m very excited to implement in my classrooms.” “[I learned] [a]ctive learning strategies. – Loved the two books [<i>Becoming a Reflective Teacher</i> and <i>Why Didn’t I Learn This in College?</i>] that were given, great resources” “I enjoyed the activities we learned in great beginnings that I can use in my classroom. The grouping strategies taught at great beginnings I now use in my own classroom.”</p>
Standards-Based Planning and Instruction	<p>“I thought the most important thing was learning how to read standards” “The most important thing I learned through Great Beginnings is having a standard-based lesson is key to success” “[The most important thing I learned was] [v]ertical planning and standards based planning because it helped me to grasp how to set a specific purpose for learning.” “[The most important thing I learned was] [w]orking with the standards and learning objectives. I learned to deconstruct, break down the standards into targets.” “I found that the information provided regarding deconstructing the standards was benneficial [<i>sic</i>].”</p>
Emotional Support	<p>“[I learned] [t]hat I am not alone in feeling lost and confused before the school year begins!” “[I learned] [t]hat I’m not the only one with these worries.” “[I learned] [t]hat always I can look for people, help, resources to create a safe and an appropriate fun class.” “It’s okay to ask for help, and I was also provided with where to get help!” “I am not in this alone.” “One of the most important things I learned was where to go for help. Another thing I learned was I should find my CRT.” “...[I learned] I have people and resources that will help me” “[I learned] [t]hat there is support for us new teachers and to just not freak out or overthink it.”</p>

Negative Commonalities

Three negative commonalities emerged from analyzing the Great Beginnings and online survey data. All three commonalities stemmed from the same issue, a lack of differentiation for participants. Teachers in the induction program want differentiation for teachers who possess education degrees, differentiation for alternative certification teachers, and differentiation for non-classroom positions, such as guidance counselors, special education, and specials teachers such as music, art, and physical education teachers.

Differentiation for Teachers with Degrees in Education. When reviewing the comments regarding differentiation for teachers with education degrees, it became clear beginning teachers perceived much of what is covered in the current induction courses to be repeating information from undergraduate and graduate programs. The teachers expressed they found the information to be redundant and neither new nor helpful. However, despite this, none of the comments offered insight into whether these teachers would be interested in taking courses tailored to their background to help them grow as educators or whether they preferred not to be part of induction courses. Additionally, it was unclear what topics these teachers may have found to be more useful in induction courses.

Differentiation for Alternative Certification Teachers. One commonality that emerged was requests from alternative certification teachers for a class geared towards them and their needs. These teachers expressed wanting to understand how to write a lesson plan, how to establish procedures, what to do on the first day of school, and even how to grade student work.

While SDS has an alternative certification program (ACP) with its own set of courses, participants do not enroll in these courses until after the start of the school year.

Teachers who attend Great Beginnings in the summer may not have basic knowledge of education and may be taking their first dive into teaching and the profession through this two-day course. Because the course consists of non-stop learning and activities, ACP teachers are likely to feel overwhelmed by the barrage of information. It is no surprise alternative certification teachers would like to receive additional help and support before the start of the school year.

Teachers who enroll in ACP do get support with understanding the profession as they must take their own series of courses that focus on professional practices. These teachers are also expected to complete all of the elements of the district's induction program. Several participant responses regarding the Beginning Teacher Portfolio Year 1 (BTP 1) course indicated they were in an ACP teacher and felt too overwhelmed to enroll in BTP 1 as well. Combining the work between these two programs or beginning the coursework prior to the start of the school year may help these teachers feel further supported.

Differentiation for Different Positions. A commonality found through all courses and all levels was a need for differentiation for various teacher positions, as demonstrated by the responses in Table 20. At the elementary school level, specials teachers, such as music, physical education, and art, wanted additional support with how to manage and prepare to work with every child in the school. While many of the active-learning strategies could be tailored to their course, much of the content in both Great Beginnings and the beginning teacher portfolio courses

is geared towards regular classroom teachers. Unfortunately, many times these specials teachers are the only ones who provide instruction in the subject at their school site, suggesting that they also do not receive content specific support at their schools. These teachers may be assigned a school-based mentor who does not teach their subject and may have to find mentors at different school sites to collaborate with and receive help in their content area.

At the secondary level, career and technical education (CTE) instructors requested their own courses specific to their needs. While Great Beginnings does have a session for CTE teachers, the other induction courses do not. Many CTE teachers face the daunting task of learning how to teach their content area to secondary students and possibly adults while ensuring student safety. A course such as automotive tech has different needs than a math or English class at the secondary level. Moreover, CTE teachers often come from the work force and may lack basic knowledge in regards to educational pedagogy.

Support personnel, such as guidance counselors and speech pathologists, and exceptional student education teachers were the most vocal about wanting to receive differentiation. These roles have a unique set of needs in that people new to these positions must learn about the paperwork and forms for the district, the various processes they must follow to complete their work, and new reporting systems. While these educators can gain some information on classroom strategies from completing the regular induction coursework, these beginning teachers indicated that much of the induction work was irrelevant to them.

Table 20: Negative Themes from Teacher Responses Regarding Induction Courses

<u>Theme</u>	<u>Characteristic Responses</u>
Differentiation for teachers with degrees in education	<p>“Most was covered in my graduate program” “[I learned that] [r]edundancy is a common theme in [SDS]” “As an education major, I did not find Great Beginnings to be very helpful. It was all materials I had covered in my education coursework at the university.” “[The most useful thing was] [g]etting to meet other teachers and networking. Otherwise, nothing new has been taught.” “[This training should] [a]llow people to pick which classes they want to go to and when. Separate the education majors from non-education major because this is a repeat of all the education classes.”</p>
Differentiation for alternative certification teachers	<p>“[I would add a course with a] [f]ocus for ‘brand’ new teachers and teachers who got their certification through alternative programs because the teacher / educator lingo and procedures aren’t known to us.” “[I would add] [a] session for non-education majors to learn more in depth how to write a lesson plan.” “This class was very much geared toward teachers with education degrees/backgrounds. I would have a different class for alternative route.”</p>
Differentiation for different positions	<p>“...I wish this training included material related to my specific field/job” “[This training needs] [g]rouping teachers by grade / area. Specifically for special areas, more techniques for large class sizes.” “ [I would add] [a] session that would help teachers in the fields of music, art, PE, etc. How to manage and organize themselves with 300+ students.” “I do not feel that the Great Beginnings training was beneficial to me as I am a school counselor. I can see how it could be beneficial to teachers, but for counselors who do not teach or use instructional strategies in their daily tasks, it was unhelpful. It would have been more beneficial [<i>sic</i>] to have a training related to my position.” “I’m actually a Guidance Counselor and I don’t believe great beginnings helped me at all. I feel as if it was a waste of my time and I would have preferred to take a training that would have related more to my job. I also feel that the Beginner portfolios that we must complete are extra work that Guidance Counselors should not have to do. They are not relevant to our positions and add more stress to a beginning counselor rather than help us to learn useful things.” “CTE [Career and Technical Education] instructors training should be in a different class.” “[I would add] [a] special section for electives.”</p>

Conclusions

Beginning teachers overall had positive perceptions of the induction program. Beginning teachers cited they enjoyed working and collaborating with both new and experienced teachers, learning more about the Marzano Instructional Framework, learning about engagement and active-learning strategies, gained knowledge regarding standards-based planning and instruction, and feeling emotionally supported through the induction courses. These elements should remain in the induction program and expanded upon. Negative teacher perceptions of the current induction program were related to a lack of differentiation for different types of first year teachers in SDS. Opportunities for differentiation need to be built into the induction program in order to satisfy the needs of all beginning teachers in SDS.

How Can Shepard District Schools Refine an Induction Program to Support the Retention of Beginning Teachers?

In order to refine the district induction program, data from multiple stakeholders who have a direct impact on beginning teachers was correlated and analyzed. The questions from the pilot survey were designed to examine specific aspects of the existing induction program and a variety of research-based support structures in order to design a framework that supports the retention of beginning teachers in SDS.

An analysis of the structures of support provided to new teachers was completed. This analysis began with identifying supports already in place within the school through questions completed by all four key stakeholders. Then, by examining beginning teacher and mentor data,

the support being provided was compared with the support beginning teachers feel they need. Finally, the beginning teachers' overall perception of support they were receiving was analyzed.

In analyzing the data, several discoveries were made that helped to clarify what beginning teachers valued versus the support they were getting. It allowed for a more in depth and comprehensive understanding of areas that could be refined in the district's current induction program.

Ranking Areas of Support by Beginning Teachers

Beginning teachers, mentors, and instructional coaches were all asked to rank nine areas of support. These areas of support were selected and included in the survey based upon research indicating their importance for beginning teacher success and retention. Beginning teachers were asked to rank the items based on the areas that were important to them, while mentors were asked to rank the items based on the importance to them and their work with their beginning teacher, and instructional coaches were asked to rank the items based on their importance to them and their work with their mentors and beginning teachers.

Table 21 details the results of beginning teacher responses with the exact number of teachers who selected each area as their first, second, or third choice. The numbers were totaled and divided by the 927 beginning teacher respondents. This determined the percentage of teachers who selected each of the areas as one of the top three important types of support.

Table 21: Beginning Teacher Ranking of Areas of Support

<u>Beginning Teacher Answers</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>Percentage of Total Respondents (927)</u>
Curriculum Support	126	145	183	49%
Establishing Rules & Procedures	212	134	86	47%
Instructional Support	126	141	155	46%
Feedback	128	136	112	41%
Classroom Observations	101	93	100	32%
Emotional Support	90	67	94	27%
Understanding School Culture	71	98	56	24%
Assessment Support	15	44	90	16%
Clarifying the Evaluation Model	45	58	46	16%
Other	12	6	4	2%
Other	1	5	1	1%

In examining the data, curriculum support, establishing rules and procedures, instructional support, feedback, and classroom observations ranked as the top five most important areas of support. Each had more than 30% of respondents place these elements as one of their top three areas. Establishing rules and procedures had the greatest frequency of number one responses, with assessment support having the lowest frequency. Once respondents ranked their areas of support, they were directed to follow up questions based upon their top three responses. Respondents were asked to identify how they wanted further support in each area they selected as being the top three most important.

Curriculum Support. Table 22 outlines the beginning teacher ranking of the specific curricular support needed. Beginning teachers who ranked curriculum support as one of the top three areas were asked to identify specific areas of curriculum support in which they would like additional help. Beginning teachers had the option to select from six areas in which they would like additional support (Table 22), and were able to select as many areas of support in which they would like additional help. Of the teachers who received this question, 18% identified they personally did not need curriculum support, but just found it to be an important area for beginning teacher support. Creating learning goals and scales was the most selected area beginning teachers wanted additional aid in, with 40% of teachers selecting this option. This indicates teachers want support with creating a learning goal for their instruction, along with scales outlining a clear progression of knowledge and learning for students. Teachers also identified deconstructing and understanding standards as an area in which they would like further assistance. Understanding the measurement topic plan, which serves as district created unit outlines that demonstrates instructional sequences of standards, and the scope and sequence was also selected often (32%) and aligns with both learning goals and scales and deconstructing and understanding standards. Understanding curriculum resources was selected often by teachers, with 37% of respondents choosing this area. More than 30% of beginning teachers indicated they wanted support with four of the five areas, with understanding digital resources being the option least selected. It is unclear as to why this area had such a low percentage of teachers select it, given that all high schools in SDS will become one-to-one digital schools next year.

Table 22: Selected Types of Needed Curriculum Support

<u>Areas for Further Support</u>	<u>Percentage of Teachers Who Selected Area</u>
Deconstructing and Understanding standards	38%
Creating learning goals and scales	40%
Understanding the measurement topic plan (MTP) and scope and sequence	32%
Understanding curriculum resources	37%
Understanding digital resources	28%
I don't need support with this.	18%

Establishing Rules and Procedures. When further examining establishing rules and procedures, it becomes clear that beginning teachers who selected this felt relatively confident in this area, as illustrated in Table 23. Teachers were asked to select if they wanted additional support with classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, or acknowledging adherence to rules. Of the teachers who were provided this question, 28% stated that they did not need support with establishing rules and procedures and almost every area had less than 25% of teachers. However, a whopping 59% of teachers identified they wanted support with applying consequences for lack of adherence to rules. It cannot be discerned from the data why such a large number of teachers felt they needed additional support in the area, though it is clear that further support is needed for these teachers.

Table 23: Selected Types of Needed Support with Establishing Rules and Procedures

<u>Areas for Further Support</u>	<u>Percentage of Teachers Who Selected Area</u>
Classroom routines	23%
Classroom layout	12%
Classroom procedures	22%
Applying consequences for lack of adherence to rules	59%
Acknowledging adherence to rules	20%
I don't need support with this.	28%

Instructional Support. Teachers who identified instructional support as an area of importance were asked to select areas in which they would like to receive further assistance. Teachers were asked to select from lesson planning with the instructional framework, using strategies within the instructional framework, effective delivery of instruction, and reflecting on daily instruction. Three areas, lesson planning with the instructional framework, using strategies within the instructional framework, and effective delivery of instruction, were selected by over 40% of participants, as illustrated in Table 24. The remaining areas were selected by less than 20% of beginning teachers, indicating that lesson planning, strategy usage, and lesson delivery were of the most importance. These results also align with the positive commonalities regarding teacher perceptions of the induction courses (see Table 19).

Table 24: Selected Types of Needed Instructional Support

<u>Areas for Further Support</u>	<u>Percentage of Teachers Who Selected Area</u>
Lesson planning with the instructional framework	41%
Using strategies within the instructional framework	47%
Effective delivery of instruction	41%
Reflecting on daily instruction	18%
I don't need support with this.	13%

Feedback. Of the teachers who selected feedback as an area they found important, 13% indicated they did not want more feedback. However, as indicated in Table 25, 75% of teachers identified a desire for more non-evaluative coaching and 51% requested more actionable feedback. This suggests that a majority of teachers who identified feedback as important to them did not feel as if they were receiving adequate feedback regarding their performance. Since 75% of beginning teachers identified a desire for non-evaluative coaching, it leads to questions regarding how feedback is currently provided by the mentor or instructional coach. Unfortunately, the data does not provide information regarding either the frequency of feedback provided or the type currently being given.

Table 25: Selected Types of Needed Feedback

<u>Areas for Further Support</u>	<u>Percentage of Teachers Who Selected Area</u>
Non-evaluative coaching	75%
Actionable feedback	51%
I don't need support with this.	13%

Classroom Observations. Of the beginning teachers who selected classroom observations as one of the top three areas of support, 21% selected they did not need support with this, as exhibited in Table 26. Teachers had the option of selecting observing a mentor, having a mentor observe them, or peer observations as types of classroom observations they would like to engage in more frequently. Observing a mentor or observing a peer were selected most often with over 45% of teachers selecting these areas. Only 31% of teachers wanted to have a mentor observe them more frequently. These results indicate that beginning teachers would like to have more opportunities to see other teachers providing instruction to students. The data however does not make it clear as to whether beginning teachers would like to see teachers in their grade level providing instruction in the same lessons or if there are specific areas they would like to observe.

Table 26: Selected Types of Additional Classroom Observations

<u>Areas for Further Support</u>	<u>Percentage of Teachers Who Selected Area</u>
Observe mentor	47%
Have mentor observe me	31%
Peer observations	46%
I don't need support with this.	21%

Support Provided to Beginning Teachers

Beginning teachers were asked to identify the areas of support they received from their mentors and from their professional learning communities (PLCs), which is illustrated in Table 27. Beginning teachers designated their PLCs as providing more support than their mentors in

curriculum, instruction, assessment, understanding school culture, and clarifying the evaluation model. It is likely more beginning teachers identified receiving this assistance from their professional learning communities for a two reasons: the role of professional learning communities in SDS and a lack of mentor support.

SDS expects professional learning communities in each school to work with curriculum, instruction, and assessment during their meetings. Because of this, teams sit together to understand the curriculum, develop assessments, and plan instruction together, so it is likely beginning teachers get more support from PLCs in these areas. Elements of understanding school culture and clarifying the evaluation model can be linked to instruction and assessment, which may explain why these areas were also supported more frequently in PLCs.

The other reason for this difference between support received from mentors and support received by PLCs may be a lack of mentor support. Of the beginning teachers surveyed, 24% identified they did not have a mentor. Because the current induction program only provides stipends for mentors of first year teachers (Orange County Public Schools, 2015c), many teachers who are in their second or third year in the profession may not have a mentor. These teachers likely received some sort of support from their professional learning community, and these identified areas are linked to work done in these meetings.

Table 27: Support Provided to Beginning Teachers as Identified by Beginning Teachers

<u>Answer</u>	<u>Response for Mentor</u>	<u>% Mentor</u>	<u>Response for PLC</u>	<u>% PLC</u>
Classroom Observations	372	47%	388	45%
Feedback	525	66%	500	58%
Curriculum Support	486	61%	669	77%
Instructional Support	500	63%	660	76%
Assessment Support	376	47%	587	68%
Emotional Support	546	69%	554	64%
Understanding School Culture	377	47%	417	48%
Establishing Rules & Procedures	405	51%	419	48%
Clarifying the Evaluation Model	332	42%	454	52%
Other	67	8%	17	2%
Other	3	0%	1	0%

Support Provided Aligned with Ranking of Areas. Although the areas of support were identified with some consistency between beginning teacher, mentor, and instructional coach, when analyzing the support actually provided there is a discrepancy between the beginning teachers and mentors. The beginning teachers were asked to check the areas of support they were provided and the mentors were asked to check the areas of support they provided to beginning teachers. Comparing this data demonstrated a discrepancy between the support received and provided across all areas. In each area the mentors identified providing more support than the beginning teachers identified receiving. The nine areas of support identified in Table 28

demonstrate a perception gap between mentors and mentees. In all of the categories the mentors' perception is that they are providing more support than perceived by the beginning teachers. This may indicate that assumptions are being made as to the kind of support that beginning teachers need rather than asking in what areas support is needed. Another possible reason for this discrepancy may be that the perception of what each of the categories of support represents differs between beginning teachers and mentors, leading beginning teachers and mentors to select contrasting areas.

Table 28: Discrepancy Between Support Provided by Mentors and Received by Beginning Teachers

<u>Area</u>	<u>Beginning Teacher (identifies support provided by mentor)</u>	<u>Mentor (identified support provided to beginning teacher)</u>	<u>Discrepancy</u>
Classroom Observations	47%	51%	4%
Feedback	66%	81%	15%
Curriculum Support	61%	76%	15%
Instructional Support	63%	81%	18%
Assessment Support	47%	60%	13%
Emotional Support	69%	95%	26%
Understanding School Culture	57%	77%	30%
Establishing Rules & Procedures	51%	78%	27%
Clarifying the Evaluation Model	42%	54%	12%

Adequate Support. Mentors and beginning teachers meet through a variety of venues and at a variety of times including after school, during planning, during PLC meetings, on Wednesdays during early release time, during observations, before school, during lunch, via email, between classes, and during school-based mentor-mentee meetings. Several responses indicated there is not a designated time to meet or meetings do not occur at all due to scheduling conflicts. When asked how often beginning teachers and mentors meet, the responses varied greatly including once a week, once a month, a few times a week, whenever necessary, biweekly, and every day. Some responses also indicated that no formal meetings are set while others revealed that no meetings occur between mentor and mentee or that the meetings occurring are never one-on-one but happen through team meetings and PLCs.

Of the 927 beginning teachers, 448 responded to the open response question that asked if the beginning teacher feels as though he or she is receiving adequate support from their school. Of the 479 that did not respond, most left the response blank with a handful that entered N/A. Each of the responses was given a code, and the codes were condensed into three themes. The three themes that emerged were teachers feel they are receiving support, teacher do not feel as though they are receiving support, and teachers feel as though they are receiving support but there are more areas in which support is needed. A commonality between all three themes was the desire for non-evaluative, actionable feedback. The responses displayed in Table 29 correlate with the data found in Table 25 in which 75% of beginning teachers identified they would like additional non-evaluative coaching and 51% identified that they would like actionable feedback.

Table 29: Beginning Teacher Responses to the Question "Do you feel as if your school is providing you with adequate support?"

<u>Theme</u>	<u>Characteristic Responses</u>
Yes 65%	<p>“Yes, we have many methods of contact to ask questions and gain feedback.”</p> <p>“Yes. Ample support, new teacher PLC, emotional support” “Yes they provide feedback when they come into my classroom.” “My school provides quality professional development sessions that are incredibly informative and helpful.”</p> <p>“Yes. Frequent input on things I am doing well and some things I can improve in with support provided.” “Yes, the new teachers meet once a month to discuss any questions/concerns we might have.”</p>
No 10%	<p>“No. I have not had any feedback other than evaluative feedback.” “No, I am not being provided with exact feedback or actionable plans.” “Not enough administrative feedback - even a post-it note at the end of an informal drop in would provide emotional support.” “No, but this is not a problem for just new teachers. We are being asked to do too much with too little--Too little resources, too little time, too little professional development. This leads to our focus changing from fostering learning and inquiry in our students to "covering" content, and simply getting through one day at a time.” “No, I feel that we are expected to know a lot without thorough explanation.”</p>
Yes, but I need more support 25%	<p>“Yes, but support is often spotty or focused on the areas I am most comfortable with (ie standards) and neglects the areas where I need support (ie classroom management)” “There is adequate support but not enough time to really practice and sharpen skills and tools we receive in trainings before moving on to the new best thing!!” “Would like more support. I think only input is for means of evaluation rather than to help me develop as a teacher. No grade, just help.”</p> <p>“Support is only given when asked for. With more available staff to assist teachers in the classroom and to provide feedback, I feel support would be more forthcoming. But with so little staffing at my campus, this kind of support must be actively sought out and advocated by the teacher, sometimes successfully.”</p>

Ranking by Stakeholder

Table 30 displays the percentage of individual stakeholders who ranked each area of support in their top three. The table illustrates the ranking across beginning teachers, mentors,

and instructional coaches and demonstrates the differences between the three stakeholders in what they feel is the most important area of support.

Table 30: Ranked Areas of Support by Roles of Beginning Teacher, Mentor, and Instructional Coach

<u>Area</u>	<u>Beginning Teacher (Rank Number)</u>	<u>Mentor (Rank Number)</u>	<u>Instructional Coach (Rank Number)</u>
Curriculum Support	49% (1)	39% (4)	43% (3)
Establishing Rules & Procedures	47% (2)	56% (1)	60% (1)
Instructional Support	46% (3)	45% (3)	50% (2)
Feedback	41% (4)	33% (5)	32% (5)
Classroom Observations	32% (5)	27% (6)	32% (6)
Emotional Support	27% (6)	51% (2)	42% (4)
Understanding School Culture	24% (7)	27% (7)	23% (7)
Clarifying the Evaluation Model	16% (8)	8% (8)	10% (8)
Assessment Support	16% (9)	6% (9)	8% (9)

Beginning teachers, mentors, and instructional coaches each ranked the most important forms of support differently. Beginning teachers identified establishing rules and procedures as the second most important area of support with 47% of teachers identifying it as important. Mentors and instructional coaches however, identified this as the most important area, with 56% and 60% respectively, placing it in their top three. While the survey does not provide an

explanation for this, the difference between the ranking of this category could simply be attributed to beginning teachers not yet understanding the importance of establishing classroom rules and procedures in leading to a successful classroom.

Of the teachers surveyed, 49% of beginning teachers identified curriculum support as one of the top three most important areas of support, ranking it number one overall for beginning teachers. However, mentors and coaches ranked it as fourth and third, with 37% and 43% identifying it as important. Instead, mentors and instructional coaches ranked instructional support as higher. While the data does not provide an explanation for this, it indicated that beginning teachers want support with understanding what they are teaching whereas their mentors and coaches believe they need support with actually teaching the content.

The biggest discrepancy between the ranking for beginning teachers, mentors, and instructional coaches was found in emotional support. Mentors and instructional coaches ranked emotional support as being 2nd and 4th most important, whereas beginning teachers ranked it lower, with it coming in 6th place. An astonishing 51% of mentors ranked emotional support in their top three compared with only 27% of beginning teachers. When investigating the support provided by mentors to beginning teachers, both mentors and beginning teachers identified emotional support as being the support most provided and received.

The question remains as to why it is that mentors are providing the amount of emotional support to beginning teachers when beginning teachers rank it low in order of importance. It is possible that beginning teachers identify the issues they face as falling into other categories or they may be unaware of their need for emotional support. In “The Stages of a Teacher’s First

Year,” Ellen Moir (1999) identified that teachers go through six attitude stages during their first year of teaching. Teachers begin with anticipation, then move into survival, disillusionment, rejuvenation, reflection, and back to anticipation. In Moir’s work, beginning teachers identified needing support with classroom management and discipline during the survival, disillusionment, and rejuvenation stages (1999). However, according to Moir (1999), these phases are “overwhelming” (p. 20), “stressful” (p. 21), and lead to “waning self-esteem” (p. 21) and “self-doubt” (p. 22). It is possible that beginning teachers are unaware they need emotional support at this time, which may be the reason it ranked low with them but high with mentors.

Mentors

In order to be a mentor of a beginning teacher, teachers in SDS are required to complete the Clinical Educator training. When asked if they had in fact completed the required coursework, 83% of mentors stated they had completed the necessary training. Instructional coaches were asked if their mentors were certified Clinical Educators, and 74% of coaches responded yes. Of those coaches, only 9% were incorrect, indicating the coaches were more likely to know whether their mentors were certified Clinical Educators than which induction courses their beginning teachers had completed (see Table 13). The same was true for school administrators (see Table 16). Of the 64% of school administrators who stated all of their mentors were certified Clinical Educators, only 11% were incorrect. Because both school administrators and instructional coaches demonstrated they were more likely to incorrectly identify beginning teacher completion rates than mentor certification rates, it further indicated

that tracking beginning teacher induction course completion to be an area of weakness at the school level.

Mentor Support of Beginning Teachers. Mentors were asked to rank the areas of support in the order they believe is most important to their work with beginning teachers. Table 31 displays the top three rankings for each area of support as well as the total number of mentors that selected each area within his or her top three choices. Establishing rules and procedures, emotional support, instructional support, curriculum support, and feedback were the top five areas of support mentors ranked as most important in supporting beginning teachers. These areas will be further analyzed in order to identify the assistance mentors need in implementing these supports with their mentees.

Table 31: Mentor Ranking of Areas of Support

<u>Mentor Rank Answers</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>Total</u>	<u>Percent of Total Responses (265)</u>
Establishing Rules & Procedures	70	43	35	148	56%
Emotional Support	66	42	27	135	51%
Instructional Support	18	54	48	120	45%
Curriculum Support	34	25	44	103	39%
Feedback	16	35	37	88	33%
Classroom Observations	25	27	19	71	27%
Understanding School Culture	20	23	28	71	27%
Clarifying the Evaluation Model	8	6	7	21	8%
Assessment Support	0	3	14	17	6%
Other	3	2	0	5	2%
Other	0	0	1	1	0%

Establishing Rules and Procedures. Within the category of establishing rules and procedures, displayed in Table 32, mentors were asked to select specific areas of additional support that they need with establishing rules and procedures in order to more effectively work with beginning teachers. 67% of mentors selected that they do not need additional support in this area. Of the remaining areas for further support, 27% identified that support is needed in applying consequences for lack of adherence to rules. This area was selected by the highest percentage of beginning teachers, indicating that they would like additional support in this area, which suggests that mentors may also need additional resources in this area in order to effectively support beginning teachers (see Table 23).

Table 32: Selected Types of Needed Support with Providing Help with Establishing Rules and Procedures

<u>Areas for Further Support</u>	<u>Percentage of Mentors Who Selected Area</u>
Classroom routines	11%
Classroom layout	6%
Classroom procedures	7%
Applying consequences for lack of adherence to rules	27%
Acknowledging adherence to rules	7%
I don't need support with this.	67%

Emotional Support. As demonstrated in Table 33, mentors who selected emotional support within their top three choices were asked to select from five specific areas in which they need additional support. Of the mentors who selected emotional support as one of the top three areas of support, 50% selected that additional help was not needed in this area with under 25% selecting any of the other area for additional support. Although mentors find emotional support to be an important area of support by ranking it second in importance, beginning teachers rated it sixth (see Table 21), indicating that this kind of support is not as important to beginning teachers as many of the other areas. Mentor responses indicated that many felt confident that they could provide effective emotional support to their beginning teachers.

Table 33: Selected Types of Needed Support with Providing Emotional Support

<u>Areas for Further Support</u>	<u>Percentage of Mentors Who Selected Area</u>
Celebrating success	21%
Active listening	21%
Encouragement	24%
Empathizing	10%
I don't need support with this.	50%

Instructional Support. As displayed in Table 34 there were five areas that mentors could have identified as areas in which additional support was needed when providing instructional support to beginning teachers. The majority, 55%, reported they did not need support in this area. Only one area, using strategies within the instructional framework, was selected by at least 20% of respondents with less than 20% selecting each of the other areas. Over 40% of beginning teachers indicated needing support with lesson planning, using strategies, and delivery of instruction. Based upon the responses provided by mentors, they are confident in the support that they provide to beginning teachers in these areas (see Table 34).

Table 34: Selected Types of Needed Support with Providing Instructional Support

<u>Areas for Further Support</u>	<u>Percentage of Mentors Who Selected Area</u>
Lesson planning with the instructional framework	13%
Using strategies within the instructional framework	20%
Effective delivery of instruction	12%
Reflecting on daily instruction	16%
I don't need support with this.	55%

Curriculum Support. Mentors indicated that they are confident in the support that they provide to beginning teachers with curriculum. This is evidenced by Table 35 in which 50% of mentors selected that additional support is not needed and an average of 15% of teachers selected any of the five areas of support.

Table 35: Selected Types of Needed Support with Providing Curriculum Support

<u>Areas for Further Support</u>	<u>Percentage of Mentors Who Selected Area</u>
Deconstructing and understanding standards	21%
Creating learning goals and scales	11%
Understanding the measurement topic plan (MTP) and scope and sequence	11%
Understanding curriculum resources	11%
Understanding digital resources	23%
I don't need support with this.	50%

Feedback. Of all of the areas of support that were identified by mentors, feedback was the area with the highest percentage of mentors who would like additional support in working with their beginning teachers. Of the mentors who were given this question, almost 40% selected that they would like support with non-evaluative coaching and actionable feedback when working with beginning teachers. Although this area of support ranked 5th, more mentors identified areas for further growth in feedback over any other ranked areas of support. This suggests that mentors would like to be able to provide their mentee with coaching and feedback but need help in understanding how to do so.

Table 36: Selected Types of Needed Support with Providing Feedback

<u>Areas for Further Support</u>	<u>Percentage of Mentors Who Selected Area</u>
Non-evaluative coaching	38%
Actionable Feedback	39%
I don't need support with this.	48%

Instructional Coaches

The 96 instructional coaches (ICs) in SDS who responded to the survey reported on information pertinent to their role within their respective schools. Ninety percent of the ICs surveyed reported they are Clinical Educator certified. The coaches were also aware of who in their school is Clinical Educator certified with 74% reporting all their mentors are certified, 15% reporting that all mentors are not certified, and 10% reporting they were not sure.

The instructional coaches were asked if they provide support to their beginning teachers and mentors through professional development (PD). Of the coaches who responded, 89% reported providing PD to beginning teachers and 29% reported providing PD to mentors. Although 29% reported providing PD to mentors, 71% specified professional development that would be beneficial to mentors and 68% identified support that would be needed from the district in order to provide the PD.

Professional Development

Instructional coaches were asked to identify the professional development offered to beginning teachers and mentors. Of the instructional coaches surveyed, 89% provide support to beginning teachers and 29% provide support to mentors through professional development. Although just over a quarter of instructional coaches provide PD to mentors, 71% responded with professional development ideas they thought would be beneficial to help mentors support beginning teachers and 68% responded with ideas for support they would need from the district in order to provide these opportunities to mentors. The survey responses do not provide enough insight into why coaches are unable to provide professional development to their mentors.

Even though only 29% of instructional coaches identified providing professional development for mentors at their school, 45% of mentors responded they received professional development from instructional coaches at their school site. When cross referencing these results between mentors, instructional coaches, and schools, 14% of the schools surveyed had this discrepancy in perceptions of provided professional development. The exact reasoning behind

this discrepancy cannot be determined, though it may be that instructional coaches and mentors have differing perceptions of what qualifies as professional development specific to mentors.

Support of Beginning Teachers and Mentors

Instructional Coaches were asked to rank the areas of support in order of their importance to the work that they do with beginning teachers and mentors. Table 37 identifies the top three areas of support as ranked by instructional coaches and the percentage that ranked each individual area within their top three choices. The top six responses were each analyzed in depth by examining the areas in which the ICs would like further support. Six areas were analyzed rather than five due to the fifth and sixth categories each receiving the same ranking. Each of the top six choices were ranked in the top three by over 20% of the instructional coaches.

Table 37: Instructional Coach Ranking of Areas of Support

<u>Instructional Coach Rank Answers</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>Total</u>	<u>Percent of Total Responses (265)</u>
Establishing Rules & Procedures	12	16	9	37	39%
Instructional Support	3	15	13	31	32%
Curriculum Support	13	7	7	27	28%
Emotional Support	15	6	5	26	27%
Feedback	4	7	9	20	21%
Classroom Observations	7	4	9	20	21%
Understanding School Culture	7	4	3	14	15%
Clarifying the Evaluation Model	1	1	4	6	6%
Assessment Support	0	2	3	5	5%
Other	0	0	0	0	0%
Other	0	0	0	0	0%

Establishing Rules and Procedures. When exploring the breakdown of instructional coaches who identified establishing rules and procedures within their top three choices, it was found that the most coaches responded that additional support is not needed in this area, as illustrated in Table 38. Although most coaches do not need additional help applying consequences for lack of adherence to rules and procedures was selected by almost 40% of instructional coaches. This correlated with beginning teacher data in which 58% of teachers selected this area over all other areas of support within rules and procedures (Table 23). The data indicates that instructional coaches are aware of the needs of beginning teachers in this area due to many coaches identifying this area as one in which they need support in meeting the needs of

their beginning teachers. This also indicates that while ICs have identified this as an area of need, they are unsure as to how to best support beginning teachers with establishing rules and procedures.

Table 38: Selected Types of Needed Support with Providing Help with Establishing Rules and Procedures

<u>Areas for Further Support</u>	<u>Percent of Instructional Coaches Who Selected Area</u>
Classroom routines	0%
Classroom layout	0%
Classroom procedures	5%
Applying consequences for lack of adherence to rules	38%
Acknowledging adherence to rules	14%
I don't need support with this.	57%

Instructional Support. Instructional coaches who selected instructional support as one of the top three important areas of support for their work with beginning teachers and mentors were asked to identify further needs in working with instructional support. Instructional coaches selected from five areas, displayed in Table 39. Of the coaches who were provided this question, each area was selected by under 25% and 55% identified they do not need support with this. The low percentage of responses for each area indicates that instructional coaches are confident with providing instructional support.

Table 39: Selected Types of Needed Support with Providing Instructional Support

<u>Areas for Further Support</u>	<u>Percent of Instructional Coaches Who Selected Area</u>
Lesson planning with the instructional framework	13%
Using strategies within the instructional framework	23%
Effective delivery of instruction	16%
Reflecting on daily instruction	16%
I don't need support with this.	55%

Curriculum Support. As demonstrated by Table 40, 41% of instructional coaches identified they do not require additional support with providing curriculum support to beginning teachers and mentors. Under 20% of coaches would like support with deconstructing and understanding standards, creating learning goals and scales, understanding the measurement topic plan and scope and sequence, and understanding curriculum resources. However, 37% of instructional coaches would like additional support with understanding digital resources. One possible reason for this is that all high schools within SDS will become digital one-to-one schools in the 2016-2017 school year and all schools within SDS will become digital within the next few years. As SDS continues to make the shift towards the use of digital devices and resources, support will be needed and be in even greater demand by all stakeholders.

Table 40: Selected Types of Needed Support with Providing Curriculum Support

<u>Areas for Further Support</u>	<u>Percent of Instructional Coaches Who Selected Area</u>
Deconstructing and understanding standards	4%
Creating learning goals and scales	15%
Understanding the measurement topic plan (MTP) and scope and sequence	11%
Understanding curriculum resources	19%
Understanding digital resources	37%
I don't need support with this.	41%

Emotional Support. Instructional coaches selected the areas in which they would like additional help with supporting beginning teachers emotionally and helping mentors provide emotional support. As displayed in Table 41, the majority of responses indicate that instructional coaches feel strong in this area and do not require additional support.

Table 41: Selected Types of Needed Support with Providing Emotional Support

<u>Areas for Further Support</u>	<u>Percent of Instructional Coaches Who Selected Area</u>
Celebrating success	19%
Active listening	12%
Encouragement	23%
Empathizing	27%
I don't need help with this.	42%

Feedback. Instructional coaches who selected feedback in their top three areas of support for beginning teachers and mentors could select from three additional areas, displayed in Table 42. Of the instructional coaches who were given this question, 55% selected they did not need support in this area, with fewer identifying areas of providing feedback in which they would like support. This suggests that most coaches believe that they are proficient with providing feedback.

Table 42: Selected Types of Needed Support with Providing Feedback

<u>Areas for Further Support</u>	<u>Percent of Instructional Coaches Who Selected Area</u>
Non-evaluative coaching	25%
Actionable Feedback	35%
I don't need support with this.	55%

Classroom Observations. When instructional coaches selected classroom observations as one of their top three choices, they were prompted to select from four areas of support, depicted in Table 43. In all other areas of ranked support, 40% to 50% of instructional coaches selected not needing additional support. For classroom observations, however, only 25% selected not needing support. Fifty percent of coaches selected observing beginning teachers and peer observations as areas in which they would like additional support. Although classroom observations ranked as the fifth most selected choice overall, more instructional coaches identified specifics for further support in this area than any other ranked choice.

Table 43: Selected Types of Needed Support for Classroom Observations

<u>Areas for Further Support</u>	<u>Percent of Instructional Coaches Who Selected Area</u>
Observe beginning teacher	50%
Have beginning teacher observe me	10%
Peer observations	50%
I don't need support with this.	25%

Conclusions

An emerging theme throughout the data is the desire to provide observations and non-evaluative, actionable feedback to beginning teachers. All stakeholders identified this as being an important aspect of supporting beginning teachers. Beginning teachers, when describing if adequate support is being given, either identified or stated they desired additional feedback in order to improve their practice. Mentors and instructional coaches also frequently identified observations and feedback as areas in which they would like to provide support to beginning teachers. Further opportunities need to be provided for mentors, instructional coaches, and school administrators to observe and provide feedback and non-evaluative coaching for beginning teachers. Opportunities need to also be given to beginning teachers to take part in observing their peers.

When beginning teachers identified the areas of support that are the most important, they identified curriculum, establishing rules and procedures, instructional support, feedback, and classroom observations as areas they found important. When analyzing these specified areas in

which beginning teachers would like to receive additional assistance, non-evaluative coaching and addressing a lack of adherence to rules and procedures were the highest identified areas. Additional professional development opportunities need to be given at the district and school-based levels to help support beginning teachers in all areas they identified as areas of need.

Framework Structure

Based upon the findings of the pilot, an outline of a framework to support the retention of beginning teachers was developed. This structure was based on the already existing district induction program in SDS and refined to best meet the needs of the teachers within this district by utilizing the results of the pilot survey. Analysis of the data suggested a breakdown in support at the school level, therefore a large focus of the framework's structure demonstrates improving current systems at the school level while enhancing elements of the district level induction.

A recurring trend that appeared through analysis of the data was a lack of accountability across all areas, levels, and stakeholders. Beginning teachers are not required to complete the new teacher induction program and neither incentives nor consequences are in place to encourage completion of these courses. Specific expectations regarding the roles of mentors do not exist, indicating that support provided by mentors varies greatly across the district, schools, grade levels, and even within the same school by individual mentors. Instructional coaches are not required to track and submit beginning teacher progress with induction to school administrators or district personnel which leads to a misunderstanding of what courses beginning teachers have actually completed. Many school administrators were unaware of what courses their teachers had completed and therefore were not encouraging teachers to complete induction.

Additionally, it is unclear if beginning teachers, mentors, instructional coaches, or school administrators have a clear understanding regarding the required induction courses. In order to help eliminate issues with accountability, further systems needed to be developed for tracking and monitoring at the school and district level.

CHAPTER 3

Overview of the Problem of Practice

The purpose of this Dissertation in Practice (DiP) was to examine the beginning teacher attrition rate of Shepard District Schools (SDS). Because only 31% of beginning teachers completed the induction process and the attrition rate of beginning teachers in SDS was nearly 30% during the three-year induction period, it was necessary to determine beginning teacher perceptions of the induction process and reasons for not completing it. The following overarching exploratory question (question one) and two sub-questions (questions two and three) were designed to address this problem of practice:

1. How can SDS refine the induction program to support the retention of beginning teachers?
2. What are beginning teachers' perceptions of the current induction program in SDS?
3. What are the reasons that beginning teachers do not complete the induction program?

Changes in the Positionality of Researchers

Identifying the positionality situated within the context of the study allows researchers to understand their role in the research (Herr & Anderson, 2015). Researchers can be defined as being either insiders or outsiders (Bartunek & Louis, 1996). Insiders are affiliated with the setting, have a personal understanding of the organization, and may have subjective views due to their personal stake in the institution. Outsiders are guests to the research setting and are involved for a set period of time in order to gain an understanding of the context. Because an

outsider is not a member of the studied setting and has ties elsewhere, this perspective is perceived as more objective than the insider role (Bartunek & Louis, 1996). Due to a change in role within Shepard District Schools, the positionality of one of the researchers, Researcher A, shifted following the collection and analysis of the data.

During the initial phases of the DiP, the researchers took the roles of both insiders and outsiders; they provided an insider perspective in the district and an outsider perspective in the schools, collaborating with the insider members of individual schools. As district employees working within SDS at the central office, they were also situated in a position that provided the opportunity for collaboration with other district insiders and each other and to use data to inform and influence organizational change (Herr & Anderson, 2015).

In their roles as outsiders in collaboration with insiders, there is a distinction in the contribution aimed at the achievement. Both researchers' work was with new and struggling teachers as well as building capacity within schools. This articulates the role as outsiders in collaboration with insiders due to the researchers providing services to individual schools in which they were not members. In Researcher A's role, the knowledge gained through the DiP would inform the work in supporting instructional coaches, mentors, and new teachers. In Researcher B's role, identifying changes that need to be made to beginning teacher induction, to mentor training through the Clinical Educator certification course, and to current instructional coach professional development (PD) will influence improvements to district programs, leading to organizational development and transformation.

The unique roles within the district gave researchers conducting the DiP an interesting perspective to the DiP. At the start of the Dissertation in Practice, both researchers were instructional coaches, situated in the Professional Development Services (PDS) department at the district level. The insider perspective allowed the researchers to examine a problem within their own setting and collaborate as insiders to combine two distinct perspectives (Herr & Anderson, 2015). The roles of the researchers differed in the work that they engaged in with the schools supported. According to Herr and Anderson (2015), the researchers both become outsiders studying insiders as they studied the induction program within SDS. Although they are insiders in understanding the district structure, they are outsiders in their work with individual schools. The researchers engaged in cooperative inquiry as they used their own perspectives and experiences to continuously reflect upon unique experiences throughout the DiP (Heron, 1996). Table 44 and Table 45 provides the previous distinctions between their two roles.

Table 44: Previous Positionality of Researcher A: Jill Adcock

<u>Positionality of Researcher</u>	<u>Contributes to</u>	<u>Traditions</u>
Insider in collaboration with other insiders	Organizational transformation	Practitioner research
Outsider in collaboration with insider	Knowledge base	Organizational learning

Table 45: Positionality of Researcher B: Neva Husko

<u>Positionality of Researcher</u>	<u>Contributes to</u>	<u>Traditions</u>
Insider in collaboration with other insiders	Organizational transformation	Practitioner research
Outsider in collaboration with insider	Organizational development/transformation	Organizational learning

Changes in Roles Within the Organization

Following the collection and analysis of data, Researcher A’s role in SDS changed from a district instructional coach working with the Marzano Instructional Framework within Professional Development Services to a school-based math and science coach at Green Valley Elementary School (GVES). This role includes coaching teachers at GVES in the areas of math and science, lesson planning, curriculum, and assessment. Researcher A also supports beginning teachers in GVES through coaching, mentoring, and providing professional development. Researcher A is continuing her previous work with the instructional framework by providing assistance to GVES’s coaches and administrators with understanding the instructional framework through classroom walkthroughs, calibrating teacher evaluation scores, and collaborating on the feedback provided to teachers. The changes in positionality for Researcher A are demonstrated in Table 46.

Table 46: Current Positionality of Researcher A: Jill Adcock

<u>Positionality of Researcher</u>	<u>Contributes to</u>	<u>Traditions</u>
Insider in collaboration with other insiders	Organizational transformation	Practitioner research
Insider in collaboration with outsiders	Organizational development/transformation	Organizational learning

Researcher B’s role within SDS did not change. She remains a district instructional coach supporting beginning teachers, instructional coaches, professional learning communities, working with common assessments, and facilitating lesson study. This role involves planning and implementing professional development for teachers and instructional coaches. Additionally, Researcher B facilitates the face-to-face and six-week online Clinical Educator course for new mentors. Because of Researcher B’s position within PDS, she takes part in the Great Beginnings course for new teachers and tracks and monitors beginning teachers at the district level. Researcher B’s role in supporting beginning teachers and instructional coaches includes observing and providing feedback for both teachers and coaches. Researcher B provides in-school support to teachers and coaches in the SouthEast Learning Community.

The differences in positionality between the researchers accounts for differences in the impact that both researchers have on the pilot and the framework. As Researcher B works closely with beginning teachers, her insider role with the district induction process informed the design of a framework that built upon the existing structure. As an insider at one of the schools in SDS, Researcher A’s work has informed the design of a school-based framework, taking into consideration the needs of GVES. These insights allow for the development of structured support

and resources and provides flexibility so schools can make adjustments to successfully utilize the framework for their specific needs.

Results of Pilot Conducted to Examine Exploratory Questions

A pilot was conducted to research the exploratory question and sub-questions. Each question was examined individually and trends regarding each question were identified. Beginning teachers who attended Great Beginnings (GB) prior to the start of the school year in August 2015 completed a survey regarding their perceptions of the course. Beginning teachers, mentors, instructional coaches, and school administrators were provided with the pilot survey, given in November and December of 2015 and completed through Online, a data collection survey tool, to supply information on all three exploratory questions. Results from both surveys were used to draw conclusions regarding the exploratory question and two sub-questions.

What are the Reasons Beginning Teachers Do Not Complete the Induction Program?

Beginning teachers cited several reasons that prevent them from fulfilling the induction program requirements. Beginning teachers who were aware of induction courses, but did not enroll in or complete them, cited that they were unable to enroll because courses were at capacity, had a lack of time to complete the courses due to other beginning teacher requirements, or were experiencing the stress of being a first year teacher (see Table 17). Percentages of beginning teachers identifying that they were not informed of induction courses ranged from 9% to 22% per induction course (see Table 17). Of the beginning teachers who were unaware of Beginning Teacher Portfolio Year 1 (BTP 1), 71% had mentors, indicating that the mentors either did not

know about the induction courses or did not ensure that their beginning teachers had knowledge of the courses.

Instructional coaches and school administrators misidentified the percentage of beginning teachers who completed the induction courses, with 60% and 74% of instructional coaches (see Table 13) and 70% and 79% of school administrators (see Table 16) incorrectly identifying completion rates for the induction courses. This indicates school-based instructional coaches and administrators' knowledge regarding induction completion rates of beginning teachers was inaccurate. When surveyed regarding what made their own programs unique, 33% of instructional coaches and school administrators listed practices that are already part of the current induction program, suggesting these key stakeholders may hold imprecise knowledge regarding the current district induction program (see Table 18). These results suggest beginning teachers, mentors, instructional coaches, and school administrators would benefit from receiving an overview of the induction program to ensure a common understanding of its components.

Beginning teachers also need to be offered additional opportunities to complete the induction courses later in the school year. This would provide better opportunities for completion to teachers who must meet other requirements during their first year, such as the alternative teacher certification program, or required certification courses such as English for Speakers of Other Languages (ESOL). Teachers in the survival or disillusionment phase from Ellen Moir's stages of a first year teacher (1999), would benefit from taking these courses later in the school year. Moir (1999) and Boogren (2015) explain that teachers in these stages typically are not focused on improving instruction, but rather on making it through the profession. Because

feelings of being overwhelmed, stressed, and dissatisfied do not abate until the beginning teacher enters rejuvenation, it would be beneficial to offer more induction courses later in the school year.

What are Beginning Teachers' Perceptions of the Current Induction Program in Shepard District Schools?

Beginning teachers had both positive and negative feedback regarding the current induction program in SDS. Positive themes that emerged from the Great Beginnings survey and from the pilot survey given through Online identified that beginning teachers enjoyed working with both new and experienced teachers, learning about the Marzano Instructional Framework, learning engagement and active-learning strategies, learning about standards-based planning and instruction, and having the opportunity to receive emotional support from their peers (see Table 19).

Negative feedback regarding the induction courses demonstrated a lack of differentiation for teachers with degrees in education, teachers who are career changers and new to the profession, and teachers who work in different positions, such as guidance counselors, exceptional student education teachers, and special area teachers including fine art and physical education teachers (see Table 20). These teachers expressed a desire for opportunities for differentiated professional development in order to help meet their specific needs.

How Can Shepard District Schools Refine an Induction Program to Support the Retention of Beginning Teachers?

In examining how to refine the current SDS induction program, the researchers analyzed the online survey and identified requested areas of support. It was determined that beginning

teachers want additional support with curriculum, establishing rules and procedures, instructional support, feedback, and classroom observations (see Table 21).

These findings align with the research done by Strong (2009), which identified engaging in post observation discussions, observing others, and being observed, as well as receiving help with the areas of classroom management, lesson planning, and relationships with students as areas in which beginning teachers want support. Mentors and instructional coaches indicated that establishing rules and procedures, emotional support, instructional support, curriculum support, and feedback were the most important areas of support for beginning teachers. These areas correspond with the support received by beginning teachers, but not with the support beginning teachers identified as the most important. Mentors and instructional coaches expressed the desire for additional professional development to assist their work with beginning teachers.

Development of a Framework to Address Beginning Teacher Attrition

Based upon the positionality of the researchers, the results of the pilot, and reviewed literature, a framework was developed to address the attrition rate in SDS. Due to the nature of SDS being a large urban school district, a framework was determined to be more appropriate to meet the needs of all stakeholders involved in the beginning teacher induction program. Recommendations for the framework are outlined in subsequent sections and implementation of the framework was beyond the scope of this Dissertation in Practice.

The framework consists of one overarching goal and two sub-goals. The overarching goal is to decrease beginning teacher attrition. This goal is achieved through the framework's two secondary goals: developing professional accountability for all stakeholders and improving

beginning teacher induction completion rates. The framework consists of five components to meet these goals: defined roles and expectations, four professional commitments, six elements for improvement, a district-based induction program, and a school-based induction program. A visual representation of the components of the framework is outlined in Figure 1.

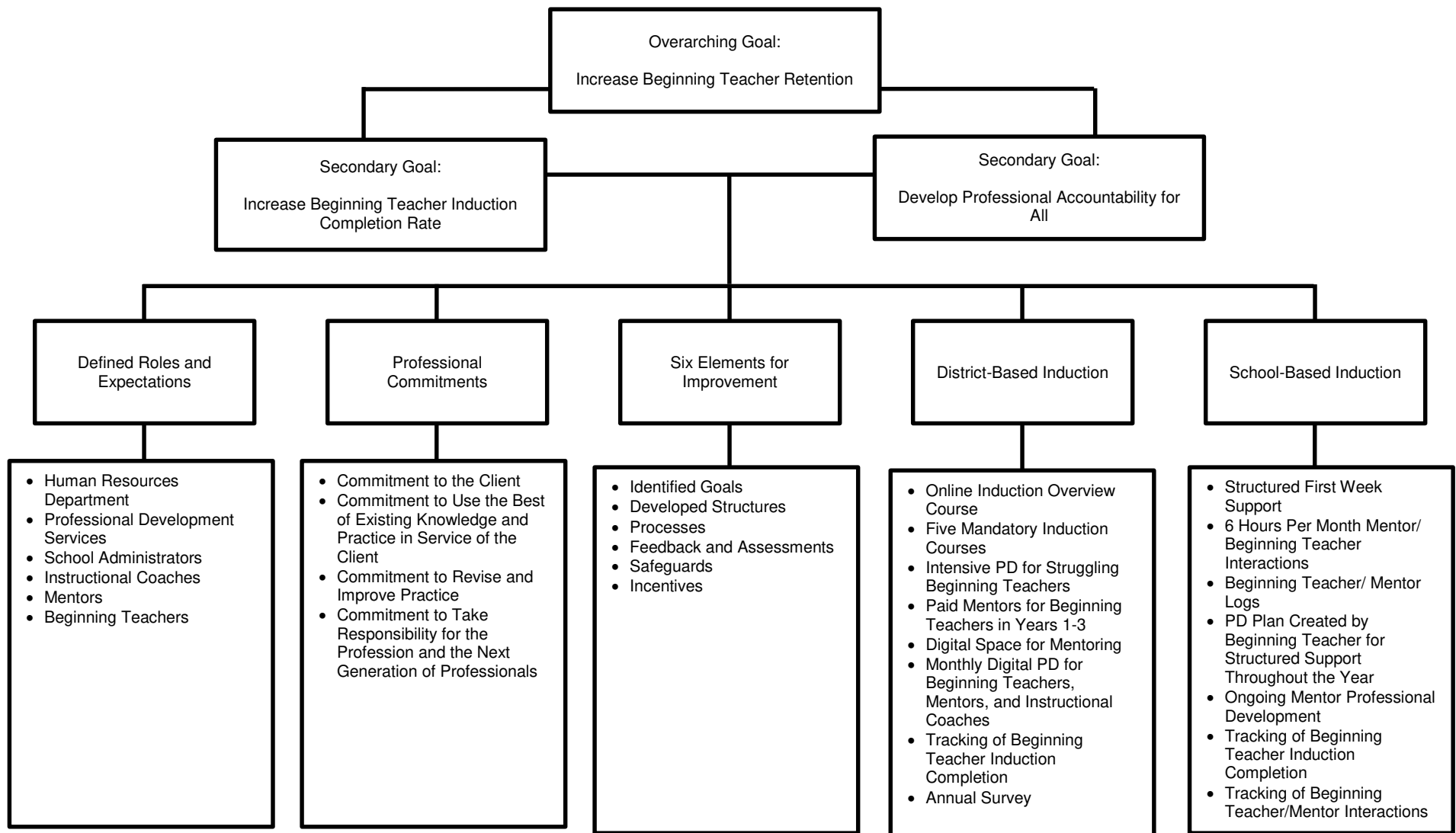


Figure 1: Overview of the Framework

Goals for the Development of a Framework

The overarching goal of developing a framework to support beginning teachers is to reduce the current attrition rate of the targeted population, beginning teachers. The supporting goals of the framework are to improve induction completion rates, and increase professional accountability for all stakeholders (see Figure 2).

The implementation of a pilot survey prior to the development of the framework was completed in order to determine the specific needs of the beginning teachers within SDS. Data from the pilot was examined in order to identify themes relating to the DiP's overarching question and two sub-questions.

Because results of the pilot were considered in the development of the framework, its expected outcome is to provide effective support to beginning teachers, therefore increasing the retention rates. The framework will accomplish this by refining the current induction program and developing a school-based induction framework.

Overarching Framework Goal: Decrease Beginning Teacher Attrition

The overarching goal of the framework is to decrease the beginning teacher attrition rate within SDS. The current SDS beginning teacher attrition rate after three years in the profession is nearly 30 percent. Teacher turnover and attrition can be costly for schools and districts with estimates ranging from \$4000 to nearly \$20,000 per new hire (Alliance for Excellent Education, 2014; Barnes et al., 2007; Synar & Maiden, 2012). High turnover rates have also been linked to negative impacts on school culture (Bryk & Schneider, 2002; Darling-Hammond & Sykes, 2003; Goldring et al., 2014; Guin, 2014; Hanselman et al. 2011; Johnson et al., 2012; Newman et al.,

2011; Ronfeldt et al., 2013; Sun, 2012). Most importantly, high teacher turnover negatively impacts student achievement in schools and even in classrooms of veteran teachers who have remained at the same school (Ingersoll, 2003; Johnson et al., 2012; Ronfeldt et al., 2013).

Secondary Framework Goal 1: Develop Professional Accountability for All Stakeholders

An analysis of the pilot results led to the discovery of a common theme that the researchers had not considered: a lack of accountability for all stakeholders. Following this discovery, a review of the current induction program was conducted through the lens of accountability and it became evident the current structures in place in SDS lacks verification metrics for all stakeholders. For the purpose of the Dissertation in Practice, the word accountability was used to reference Snyder and Bristol's (2015) definition of professional accountability for improvement.

Snyder and Bristol (2015) describe professional accountability for improvement as containing two orientations: professional orientation and improvement orientation. The professional orientation indicated living up to four commitments:

1. A primary and inviolable commitment to the client (the children and families in the care of educators)
2. A commitment to use the best of existing knowledge and practice in service of the client
3. A commitment to continually revising practice and creating new and better knowledge in service of the client; and,
4. A commitment to take responsibility for the profession and the next generation of professionals. (Snyder & Bristol, 2015, p. 3)

For an accountability system to be a system of improvement, it must include six interdependent elements (Snyder & Bristol, 2015). These six elements are goals, structures, processes, feedback and assessment, safeguards, and incentives. Goals refers to the current organizational goals with structures being the methods used to work towards the goal and processes being the approaches within a structure. Feedback and assessment are the ways an organization determines its progress towards the goal and safeguards offer protections so that if a group or individuals are not moving towards the goal, opportunities are provided to help them meet the goal. Incentives provide groups of individuals with motivation to work towards the goal (Snyder & Bristol, 2015).

The six elements for improvement will be built into the design of the framework while the framework itself will focus on the four professional commitments. Because SDS has not identified a goal for their induction program, the framework includes establishing a clear purpose and goal. Following the development of a goal, structures and processes need to be created at the district, school, and stakeholder levels to identify and focus the efforts to reach the goal. Establishing feedback and assessments along with safeguards and incentives will ensure all stakeholders are involved in attaining the goals of the induction program. Developing professional accountability will allow for supports to reduce beginning teacher attrition rates.

Secondary Framework Goal 2: Improve Induction Completion Rates

Only 31% of beginning teachers in the 2011-2012 cohort in SDS (see Table 7) completed the beginning teacher induction program within three years of employment. Of these teachers, only 11% left the school district, indicating teachers who completed the district induction

program were more likely to remain in SDS. Research indicates beginning teachers are more likely to continue teaching or to report an intention to remain in education when they complete an induction program (Breux & Wong, 2003; Darling-Hammond & Sykes, 2003; Glazerman et al., 2011; Ingersoll & Strong, 2011; Kapadia et al., 2007; Smith & Ingersoll, 2004). As research indicates, increasing induction completion rates in SDS will decrease the district’s beginning teacher attrition rate and work towards resolving the problem of practice. To meet this goal, specific roles and expectations for stakeholders must be created to support the newly restructured district-based and school-based induction programs.

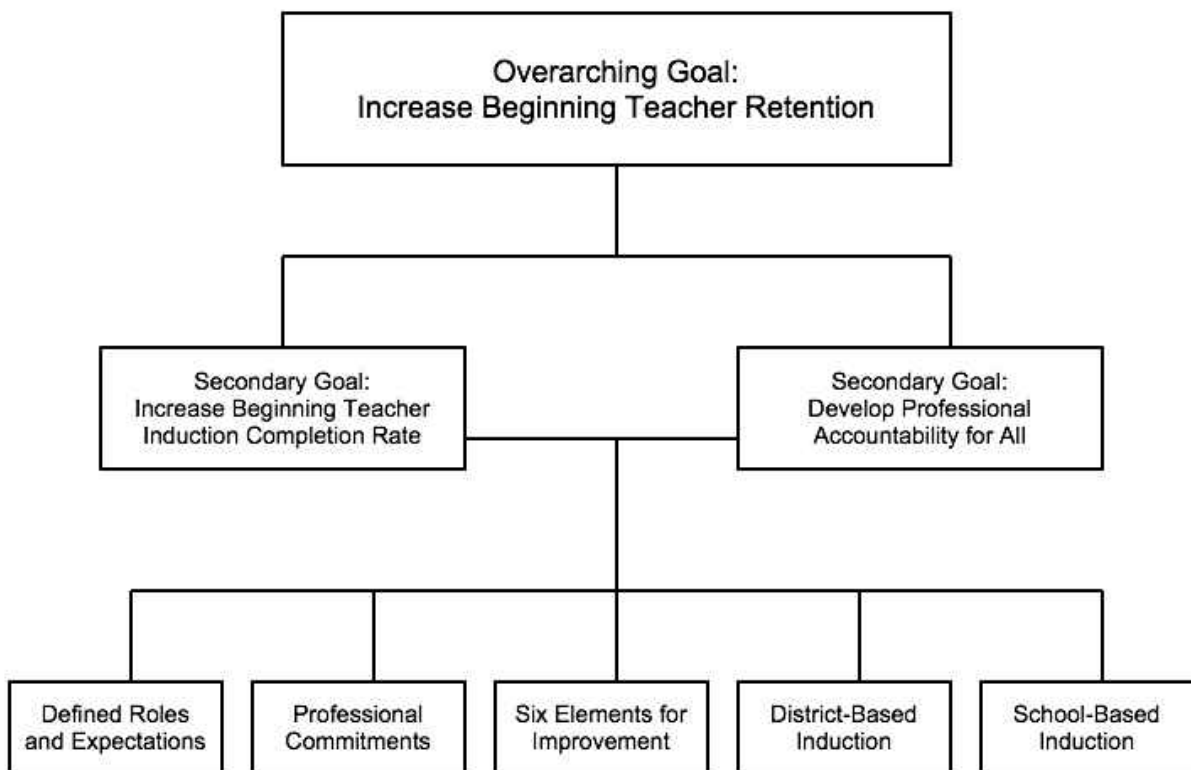


Figure 2: Goals for Developing a Framework to Address Beginning Teacher Attrition in Shepard District Schools

Overview of the Design

To meet the goals of the framework, the focus of the design is to develop a structured culture of support for beginning teachers. The researchers identified elements within each goal to meet the needs of beginning teachers and refine SDS's induction program. The elements to support the secondary goals of developing professional accountability for all stakeholders and increasing induction completion are found in Figure 3 and include: defined roles and expectations, professional commitments, the six elements for improvement, a district-based induction program, and a school-based induction program.

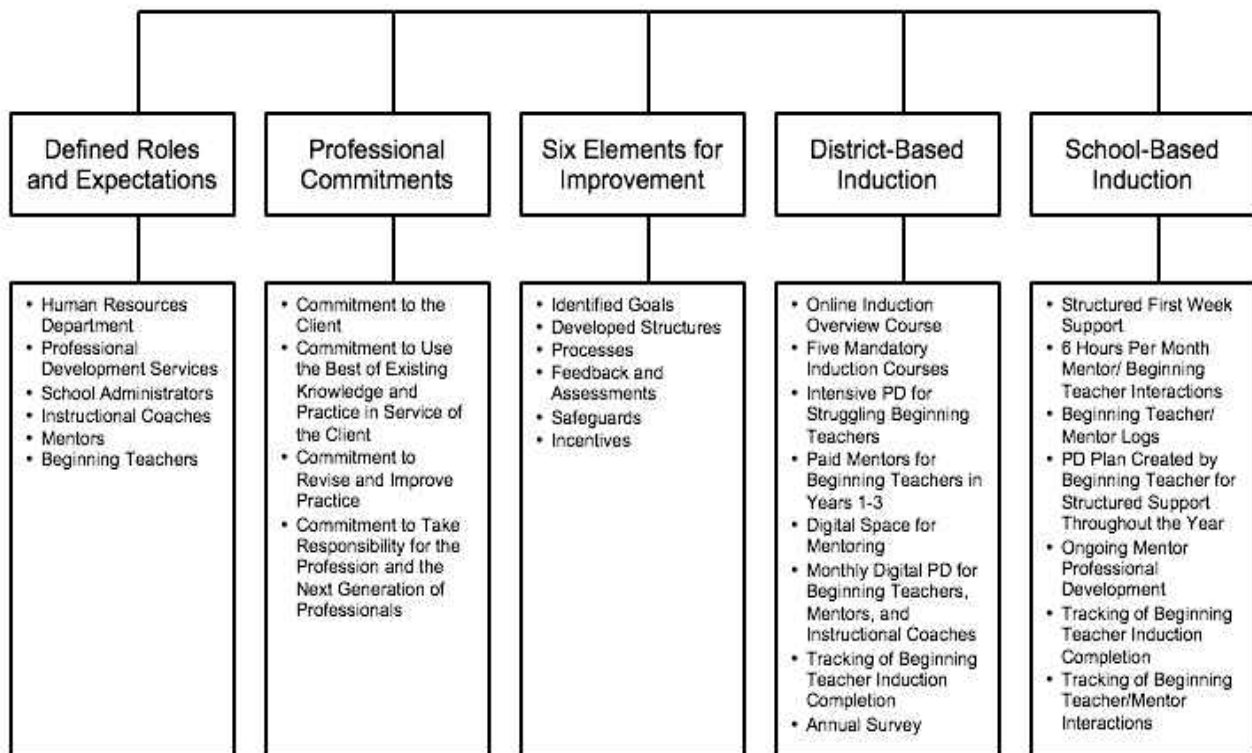


Figure 3: Five Elements of the Framework

Roles and Expectations

To allow for a system with clear structures for support, the roles and expectations of all stakeholders must be clearly defined; data from the pilot identified issues with the lack of clearly defined roles and expectations for all stakeholders. While several issues arose from the data, the most prevalent ones were that beginning teachers were unaware of the induction courses or were choosing not to complete them, mentors provided beginning teachers with support in areas they did not want or need, instructional coaches were not providing professional development to mentors, and instructional coaches and school administrators misidentified teacher induction completion rates.

The stakeholders identified in the framework as needing clear roles and expectations were the SDS Human Resources department, Professional Development Services department, school administrators, instructional coaches, mentors, and beginning teachers. Defining the duties and expectations for these stakeholders from the top down will eliminate gaps in support for beginning teachers.

Knowledge of the current roles of stakeholders within Shepard District Schools is based upon the role of the researchers within the district.

Shepard District Schools Human Resources Department

Current Role. All new employees to SDS must go through a new employee orientation run by Human Resources (HR). This orientation includes completing necessary employment forms, undergoing a drug test and background check, and taking a photo for their district identification card. Employees must be registered for the orientation session prior to the

scheduled date of orientation. HR currently does not have a role in the Shepard District Schools' induction program. Including HR into the refined framework will help to identify beginning teachers prior to starting employment with SDS.

Refined Role. To ensure beginning teachers receive the necessary support at the school and district levels, they must be identified and categorized as a beginning teacher. To classify all teachers at the start of their employment with SDS, identification of the beginning teachers will occur when they are first hired by the school district. This will be the responsibility of HR, to label beginning teachers prior to their start date with their schools. Because employees attending the orientation session must register prior to the session, the HR team will use this registration information to identify any teachers in the first three years of employment in the education profession prior to their orientation. The HR team will pass the names of beginning teachers to the school site and to the Professional Development Services department so the teachers are classified prior to beginning employment. This will ensure that teachers receive the proper support from the start of their employment with SDS.

Professional Development Services

Current Role. The Professional Development Services (PDS) department is responsible for district level induction and support for beginning teachers, mentors, and instructional coaches. The PDS department facilitates the four induction courses of Great Beginnings, Code of Ethics, and Beginning Teacher Portfolio Year 1 and Year 2. The department manages and trains course facilitators, develops and updates the course content, and processes course feedback forms from participants. PDS tracks beginning teacher induction completion by identifying

beginning teachers through enrollment in induction courses. Because beginning teachers are only identified through enrollment in induction courses, it is unclear how many beginning teachers exit in the district and who are not being tracked because they have not enrolled in any induction courses.

PDS also offers the Clinical Educator certification course for the district to certify mentors to work with beginning teachers. PDS serves as the district contact for instructional coaches who need support with beginning teachers or beginning teacher induction

Refined Role. Under the refined district-based induction program, PDS will be responsible for facilitating the five mandated courses of the district-level beginning teacher induction program, the half-day and day-long intensive trainings for struggling teachers offered during the school year and summer, and the optional monthly digital professional development sessions. The five mandatory induction courses are Great Beginnings, Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, Beginning Teacher Portfolio Year 1, Beginning Teacher Portfolio Year 2, and Beginning Teacher Portfolio Year 3. It is the responsibility of PDS to examine feedback from beginning teachers regarding the offered courses and to update the courses on a yearly basis to meet teacher needs.

PDS will continue to provide support for mentors and instructional coaches. This support will be expanded to include optional monthly professional development sessions offered online and summer half-day and day-long training sessions on coaching and mentoring. PDS will be responsible for offering the Clinical Educator certification course to all district teachers interested in becoming mentors or instructional coaches. To ensure a common understanding of

induction, the PDS team will be responsible for an open online course outlining induction for beginning teachers, mentors, instructional coaches, and school administrators.

School Administrators

Current Role. SDS outlines the current role of school administrators in the induction program in “Management Directive A-7: Induction Program For Instructional Personnel New To [SDS]” (Orange County Public Schools, 2009). The document refers to administrators as the “work location supervisor” (Orange County Public Schools, 2009). Management Directive A-7 states “The work location supervisor has the responsibility for facilitating activities leading to accomplishment of the program requirements. The supervisor may assign another administrator at the site to coordinate the specific implementation of the program” (Orange County Public Schools, 2009, p. 1). Because schools in SDS designate an instructional coach as the person responsible for beginning teacher induction at their school site, administrators are accountable for facilitating opportunities that lead to the completion of the induction program with instructional coaches being liable for implementing their vision.

Refined Role. Research indicates school culture is a major factor in a beginning teacher’s decision to leave or remain within the profession or at a school (Ingersoll & Strong, 2011; Johnson et al., 2012; Liu, 2007; Ronfeldt et al., 2013). School administrators have an impact on the overall culture of a school and on beginning teachers’ feeling of support (Charlotte Advocates for Education, 2004; Curtis, 2012; Johnson et al., 2012; Kardos et al., 2001; Loeb et al., 2005; Tickle et al., 2011). The refined role of a school administrator requires these leaders to establish and maintain a supportive school culture that encourages the growth of all educators.

As the leaders of their schools, administrators must provide the necessary structures to create a supportive culture to encourage the growth of not just beginning teachers, but all educators (Tillman, 2005). School culture is defined as the “blend of norms, values, and accepted modes of professional practice, both formal and informal, that prevail among colleagues” (Kardos et al., 2001, p. 5) and school administrator actions, behaviors, and decisions can influence this culture. As defined by Tillman (2005), a supportive school culture is one which builds the capacity of all educators and provides all stakeholders with opportunity for professional development and growth.

Kardos et al. (2001) described this type of culture as integrated school culture. In their 2001 study, Kardos et al. identified three types of school cultures: veteran-oriented, novice-oriented, and integrated. Integrated school cultures provide support and an opportunity for teachers to collaborate across experience levels. In integrated culture schools, veteran teachers understand the importance of mentoring and supporting all new teachers and find it beneficial to their own professional practice. Teachers in schools with an integrated culture collaboratively engage in discussions regarding curriculum, instruction, and student learning and are afforded opportunities to observe and learn from their peers (Kardos et al., 2001).

Veteran-oriented cultures focus on teachers who have been in the profession for years and typically have a well-established group of experienced educators (Kardos et al., 2001). Schools that are veteran-oriented cater to the habit and desires for professional autonomy of these teachers, indicating that many work in isolation and without helping or supporting

beginning teachers (Kardos et al., 2001). Beginning teachers in veteran-oriented cultures often feel isolated and abandoned (Kardos et al., 2001).

Novice-oriented school cultures exist in schools with larger populations of beginning teachers. Teachers in schools with novice-oriented cultures engage in frequent, intense, and ongoing professional interactions with peers, however, discussions lack the expertise and guidance of veteran teachers (Kardos et al., 2001). In contrast to veteran-oriented schools, teachers in novice-oriented schools feel included and welcomed among their peers. However, novice-oriented schools lack support regarding how to provide effective instruction and therefore do not meet the unique needs of beginning teachers (Kardos et al., 2001).

Administrators have a unique perspective on the teachers within a school and have a key vantage point in selecting teachers who demonstrate the potential of being effective mentors (Boogren, 2015). With this knowledge there can be effective pairing of mentors and beginning teachers. Multiple mentors that each have specific strengths could also be assigned to a beginning teacher and provide depth in key areas of support that one mentor alone could not provide (Odell & Huling, 2000). The expectations the administrator sets for the support a mentor provides to a mentee set a precedent for the type of work that will occur in this relationship. Careful monitoring of the mentor and beginning teacher's progress and scheduling time for collaboration and growth will allow for consistency and clarity in what is expected (Boogren, 2015; Harris, 2015).

Various studies identified further qualities beginning teachers consider part of supportive school culture (Angelle, 2006; Kardos et al., 2001; McCormack & Thomas, 2003; Tillman,

2005). These qualities were identified by beginning teachers as leading to increased retention at the school level, confidence in their practice, and reduced attrition (Angelle, 2006; McCormack & Thomas, 2003; Tillman, 2005).

Beginning teachers were more likely to remain with schools that embraced a whole school approach to teaching and learning, provided opportunities for growth, and had clear goals and expectations (McCormack & Thomas, 2003). Having high expectations for students and the belief that all students can learn also contributed to teacher retention as teachers could personally identify with the school's own goals and vision (Angelle, 2006). Schools with clear missions, visions, values, and goals which aligned with beginning teachers' beliefs led to beginning teacher loyalty and an increased likelihood to remain at the school (Angelle, 2006).

Schools where administrators encouraged interactions that emphasized educational practices, fostered relationships, and focused on student learning had fewer issues with beginning teachers than schools whose interactions with these teachers focused on school requirements, routines, and administrative elements (Tillman, 2005). Administrators who helped develop beginning teachers through observations, assessments, and feedback were perceived by these teachers as helping to establish a supportive culture and was cited as evidence the administrators personally cared about the teacher's development (Tillman, 2005). Schools that provided dedicated time for teachers to collaborate with peers or to conduct peer observations helped bolster teacher confidence and growth (Kardos et al., 2001).

Providing support through observations is essential to the success of the beginning teacher. There are three types of observations, the first of which includes the mentor,

instructional coach, or administrator observing and providing actionable, non-evaluative feedback to the beginning teacher. The second form of observation involves the beginning teacher observing his or her mentor, or the mentor instructional coach. The final type of observation consists of the administrator accompanying the beginning teacher in an observation of a veteran teacher.

Administrators need to provide the means for these observations to occur as there are many obstacles that prevent the observations from occurring. Often, time and scheduling are factors as mentors and mentees have the same schedule and do not have the opportunity to leave the classroom during instructional time. Planning and scheduling by the administrator to provide class coverage for observations will enable this type of support to be provided to beginning teachers. Beginning teachers will feel as though they are part of a supportive culture when the administrator is also a part of the non-evaluative observations. When interactions between beginning teachers and peers were not encouraged, beginning teachers felt discouraged and as though they were left to struggle alone (Angelle, 2006).

A common language of support is necessary for a beginning teacher to be successful (Harris, 2015). For a beginning teacher to be successful with the district induction requirements, the administrator needs to be aware of the components of induction. Knowledge of the requirements will aid an administrator in making connections to the induction program when working with the beginning teachers and providing school wide support.

To create a culture of support, the administrator needs to be aware of, and make the school staff aware of, the phases that a first-year teacher will go through (Moir, 1999). In the

course of one year, a beginning teacher will experience anticipation, survival, disillusionment, rejuvenation, reflection, and anticipation (Moir, 1999). Knowledge of these stages by all members of the school will allow for all members including administrators, coaches, mentors, and all teachers to be able to provide the right kind of support to beginning teachers and help beginning teachers understand that the emotions they are feeling are typical.

Following a review of the definitions, characteristics, and qualities of a supportive school culture, the researchers developed a definition to describe supportive school culture. For the purposes of the Dissertation in Practice, a supportive school culture is defined as one with clear goals and expectations that strive to build the capacity of all educators through learning opportunities and collaboration across experience levels and subject areas. Collaboration in supportive school cultures includes discussions regarding curriculum, instruction, and student learning with opportunities for peer observations and non-evaluative, actionable feedback. Supportive school cultures afford staff with professional development, growth, and leadership opportunities to meet the needs of individual teachers in order to build educator capacity. School administrators must have the necessary structures in place to achieve a supportive school culture and must share their goals and expectations with all stakeholders. School administrators need to regularly assess their school's practices to ensure their goals and expectations for a supportive culture are being met.

Instructional Coaches

Current Role. Instructional coaches in SDS are responsible for coordinating school-based new teacher programs (Orange County Public Schools, 2015c). SDS' Supplement

Handbook describes the instructional coach as the person who works with and through the school administrator to provide support and assistance to teachers new to the district (Orange County Public Schools, 2015c). As teachers in an instructional coach role are experts in pedagogy, classroom management, and knowledge of curriculum (Breux & Wong, 2003), school administrators rely on instructional coaches to help establish a supportive culture to assist these new teachers. SDS Management Directive A-7 states that the school’s administrator “may assign another administrator at the site to coordinate the specific implementation of the program,” (Orange County Public Schools, 2009, p. 1), indicating that the school’s instructional coach is expected to implement the vision of the school’s administrator as it relates to induction.

Refined Role. A supportive school culture is defined as one with clear goals and expectations that strive to build the capacity of all educators through learning opportunities and collaboration across experience levels and subject areas. Many of the qualities of supportive school cultures identified through research, such as observations, feedback, and collaborative discussions are part of the role instructional coaches take regarding new teacher induction.

In the context of new teacher induction, the instructional coach is responsible for supporting the professional growth of mentors and beginning teachers. SDS expects instructional coaches to attend PDS provided training relevant to their work with beginning teachers and mentors (Orange County Public Schools, 2015c). These training sessions focus on resources and strategies that support new teachers and mentors. Instructional coaches are expected to further assist the school-based program by providing resources, support, and professional development to beginning teachers and mentors (Harris, 2015; Saphier et al., 2011; Villani, 2002).

Instructional coaches can identify topics for professional development for beginning teachers and mentors by administering self-evaluations and using these results to target the identified needs (Dunne & Villani, 2007). Professional development is a key component of any successful beginning teacher induction program and helps establish a supportive school culture through building the capacity of beginning teachers and mentors (Angelle, 2006; Dunne & Villani, 2007; Kardos et al., 2001; McCormack & Thomas, 2003; Tillman, 2005; Villani, 2002).

Another important aspect of the instructional coach's role is to monitor the school-based induction program to ensure induction goals and expectations set by the administrator and district are being met. A critical element for successful induction and mentoring programs is rigorous monitoring of the program (Dunne & Villani, 2007). To effectively monitor beginning teacher induction at the school-based level, instructional coaches must observe the beginning teacher and mentor interactions.

As key stakeholders in the induction process, instructional coaches must have a thorough understanding of the induction program and requirements for beginning teachers (Dunne & Villani, 2007). Instructional coaches must begin by identifying beginning teachers at their school site. Once these teachers are identified, instructional coaches will collaborate with administrators on the careful selection and pairing of mentors to beginning teachers (Odell & Hulling, 2000). After beginning teachers have been assigned mentors, instructional coaches will follow beginning teacher progress towards completion of induction courses. Kardos et al. (2001) found beginning teachers felt supported when school administrators had discussions with them regarding what they had been learning in the profession. Because instructional coaches further

support the roles of administrators, they should engage their beginning teachers in these conversations when checking teacher progress towards the completion of induction. As the tracking metric serves as a measurement of the beginning teacher's needed support, it is important for the instructional coach to determine if the teacher is receiving adequate support (Snyder & Bristol, 2015). These conversations also help to establish a positive relationship between the instructional coach and beginning teacher (Boogren, 2015).

In addition to tracking beginning teacher induction completion, instructional coaches must monitor interactions between mentor and beginning teacher. Because it is important beginning teachers receive adequate assistance, instructional coaches must check the frequency and nature of interactions between beginning teachers and their mentors. This ensures administrator expectations are being met and beginning teachers feel supported. A strong relationship between a mentor and a beginning teacher is an essential component of quality mentoring (Boogren, 2015). If the pairing between the beginning teacher and mentor is not successful, safeguards must be in place that allow the relationship to be changed or ended (Dunne & Villani, 2007; Snyder & Bristol, 2015). Beginning teachers and mentors must be able to seek outside help if there are issues in their partnership (Dunne & Villani, 2007). This is a role that cannot be filled by a person who evaluates teachers as it may prevent either party from seeking the help they need (Dunne & Villani, 2007). For this reason, instructional coaches serve the role to provide outside support for beginning teachers and mentors and to act as a safeguard (Snyder & Bristol, 2015).

In schools where beginning teachers and mentors are provided with a dedicated time to meet, instructional coaches must ensure meetings occur and provide help that focuses on appropriate professional issues (Dunne & Villani, 2007). Monitoring these interactions can involve private and confidential discussions with the beginning teacher or mentor. Instructional coaches can even attend these meetings to help support the beginning teacher or provide the mentor with feedback. Instructional coaches also track beginning teacher and mentor interactions through mentor reflective logs documenting their work with the beginning teacher and requiring mentors to consider their interactions with their mentee (Dunne & Villani, 2007). As an assessment of the level of support being received, the instructional coach must have safeguards in place at the school level to help beginning teachers get help they may not be receiving (Snyder & Bristol, 2015).

Mentors

Current Role. SDS' Supplement Handbook defines mentors as being "responsible for support to assigned protégé teachers" who are teachers who teach similar subjects or grade levels (Orange County Public Schools, 2015c, p. 9). Mentor duties are listed as "helping the assigned protégé teacher locate information about students, develop lesson plans and discussing effective teaching methods in order to analyze the process of teaching" (Orange County Public Schools, 2015c, p. 9). Under the current system in SDS, mentors are not required to meet with beginning teachers for any specific amount of time or to provide support besides what is stated within the supplement handbook. Schools have the option of requiring additional support from their mentors, but information regarding these expectations is not available outside of the school.

Refined Role. The pilot survey data demonstrated a discrepancy between the support mentors reported that they are providing to beginning teachers and the support that beginning teachers reported they are being provided by their mentor (see in Table 28). There is between 4% to 30% discrepancy between mentor and beginning teacher in the nine areas of support. This could be due to a perception gap between the type of support a beginning teacher believes he or she needs and the type of support a mentor believes his or her mentee needs. A case study of mentor-mentee relationships, Kilburg (2007) describes a relationship where the mentor spent her time with the mentee telling her what to do. This in turn caused the mentee to feel as though support was not provided in the way she believed she needed support and she did not feel positive about the type of support she was being provided (Kilburg, 2007).

Research indicates the role and requirements of a mentor entail more than what is currently identified by SDS. Mentors are experienced teachers who are assigned to support and develop a beginning teacher (Boogren, 2015). The role of the mentor will be as a guide to the teacher. The mentor needs to be knowledgeable about district induction components, curriculum, content, pedagogy, coaching, and effective support for a beginning teacher. The role of a mentor is to guide the beginning teacher, to provide support, but not to make an exact reproduction of oneself (Harris, 2015). Mentors should provide support by asking questions about lacking support and using the response to determine the most effective methods of providing support (Boogren, 2015).

To mentor a beginning teacher, an individual must have proven to be an effective teacher through observations and student achievement data, have knowledge of effective pedagogy, and

have an open-minded and positive demeanor (Boogren, 2015; Harris, 2015). Other mentoring qualities that lead to the success of a mentor/mentee relationship include being reliable, being a good listener, being flexible, exhibiting professionalism, organization skills, being a positive role model, and having a non-judgemental attitude (Boogren, 2015; Breaux & Wong, 2003; Harris, 2015).

To provide effective support, a mentor needs to spend at least six hours per month with his or her mentee (Moir, Barlin, Gless, & Miles, 2009). This time does not include planning meetings, grade-level meetings, content meetings, PLC meetings, or staff meetings, but is a time for the mentor to provide support specifically to the mentee. The six hours can include observation of the beginning teacher followed by feedback regarding their performance, observation of veteran teachers by the mentor and mentee, or collaborative meetings. Alternative forms of communication could include virtual methods of collaboration that enable collaboration through discussion, blogs, document sharing, or digital learning platforms. A key component of successful mentoring is being open and honest with the mentee and knowing when to keep conversations confidential and when it might be necessary to break confidentiality, such as when a beginning teacher is considering quitting immediately (Harris, 2015). A supportive school culture with administrators who have an open door policy and clear expectations for all teachers helps to maintain a supportive environment. Additionally, because instructional coaches serve as an outside, non-evaluative person interacting with both beginning teachers and mentors, issues with the mentoring relationship can be brought forth to the instructional coach and partnerships can be changed (Dunne & Villani, 2007).

Mentors will be paired with beginning teachers and receive a stipend for working with any teacher within their first three years in the profession. Criteria for pairing mentors with beginning teachers could include teaching the same content area or grade level, similar teaching styles, similar personalities, classroom in close proximity, or same gender (Boogren, 2015; Odell & Huling, 2000). When studying the relationship between mentors and mentees, Kram (1983) found the relationship is most effective in years two through five. During the first six months to a year, a period known as the initiation phase, the relationship between mentor and mentee begins and the mentor provides coaching and assistance to the beginning teacher (Kram, 1983). In the cultivation stage, occurring in years two through five, the opportunity for more meaningful interactions increases and both the mentor and beginning teacher benefit from the relationship and their bond deepens (Kram, 1983). The support provided to beginning teachers by mentors during their first three years are of great benefit in helping the fragile beginning teacher gain his or her confidence (Harris, 2015; Krackhardt, 1992).

To effectively provide support to a beginning teacher, the mentor must have knowledge of the district induction requirements. Before becoming a mentor, the district requires a teacher complete Clinical Educator certification, which is provided by the district and does not currently include an overview of the induction requirements. A mentor who is knowledgeable about induction will have a point of reference to discuss the components, reflect with the beginning teacher, and make connections between the induction program and daily practices (Harris, 2015).

Beginning Teachers

Current Role. SDS identifies beginning teachers as teachers with 0-3 years of experience. These teachers are expected to complete a series of four district-based induction courses. Currently, these four courses are Great Beginnings, Code of Ethics, and Beginning Teacher Portfolio Year 1 and Year 2.

The SDS Management Directive A-7: Induction Program For Instructional Personnel New To [SDS] (Orange County Public Schools, 2009) identifies that “[a]ll instructional personnel new to Orange County Public Schools shall participate in an induction program” (p. 1) and “[t]his participation shall include the first year of employment and may continue for the second year of employment” (p. 1), which is different than the expectations of Professional Development Services. Additionally, beginning teachers are expected to complete the four induction courses, but Management Directive A-7 (Orange County Public Schools, 2009) states that

To be designated as completing the [induction] program, the participant must demonstrate through his or her job performance knowledge of the following areas:

1. The school/department/grade level curriculum
2. The school improvement plan
3. The community served by the school
4. District-wide curriculum initiatives including:
 - a. Comprehensive Academic Achievement Plan (CAAP)

- b. Other initiatives determined by the work location supervisor
- 5. The procedures and expectations of the Instructional Personnel Assessment System
- 6. [SDS] District Vision, Mission, and Goals
- 7. The codes and standards of professional ethics
- 8. Successful completion of 60 hours of basic ESOL training (p. 1)

Because the language in Management Directive A-7 and the expectations from PDS are different, it is unclear what the exact role of and expectations for beginning teachers is currently.

Refined Role. Beginning teachers are identified in SDS as teachers with 0 to 3 years of experience. Teachers hired by SDS with less than three years of experience will be required to take part in an induction program. Research indicates multi-year induction programs accelerate the professional growth of new teachers, decrease new teacher turnover, and improve student learning (Ingersoll & Smith, 2011). Beginning teachers will be required to complete the induction program within their first four years of teaching in order to maintain employment with SDS. When induction programs are mandated by school districts or states, beginning teachers are more likely to receive the necessary support (Smith, 2007). Beginning teachers will be expected to complete a series of five induction courses: Great Beginnings, Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, Beginning Teacher Portfolio Year 1, Beginning Teacher Portfolio Year 2, and Beginning Teacher Portfolio Year 3. As teachers complete the induction courses, they will be required to submit evidence to an online district portfolio and to their school's instructional coach.

As part of the mandated induction process, beginning teachers will be provided with a paid mentor during their first three years in the profession to ensure they receive adequate support (Smith, 2007). Beginning teachers are expected to work collaboratively with their mentor to improve their professional practice (Dunne & Villani, 2007). This collaborative work occurs in areas of support identified by beginning teachers. These areas include observing peer teachers and being observed (Boogren, 2015; Hall et al., 1995; Harris, 2015; Saphier et al., 2011; Villani, 2002), receiving feedback (Boogren, 2015; Harris, 2015; Luft & Cox, 2001; Saphier et al., 2011; Villani, 2002), acquiring help with planning instruction (Boogren, 2015; Harris, 2015; Moran et al., 1999; Oberski et al., 1999), and getting assistance with establishing classroom routines and procedures (Boogren, 2015; Dunne & Villani, 2007; Harris, 2015; Moir, 1999; Moore-Johnson & The Project on the Next Generation of Teachers, 2004; Moran et al., 1999; Oberski et al., 1999; Saphier et al., 2011; Villani, 2002). The collaborative work will be completed as part of the five induction courses during regular mentor and beginning teacher interactions.

Beginning teachers whose practices need improvement will attend compulsory half-day or day-long intensive and focused training provided by PDS as part of continuing professional development opportunities (Dunne & Villani, 2007; Odell & Huling, 2000; Villani, 2002). These teachers will be identified by their school administrator with help from their mentors and instructional coaches to be provided training in the identified area of need.

A new and updated “Management Directive A-7: Induction Program For Instructional Personnel New To [SDS],” will be developed to demonstrate beginning teacher responsibilities.

The management directive will be shared with all staff of SDS and will be required sign and acknowledge that they understand these responsibilities.

Accountability

Accountability refers to professional commitments and elements of improvement. The four professional commitments are to the client, the use of best existing knowledge and practices to serve the client, a commitment to revising practice and creating new and better knowledge in service of the client, and a commitment to take responsibility for the profession and the next generation of professionals (Snyder & Bristol, 2015). The six elements for improvement are goals, structures, processes, feedback and assessment, safeguards, and incentives (Snyder & Bristol, 2015). To create supports for beginning teachers, the professional commitments and elements for improvement must be considered and outlined.

Professional Commitments

For the purposes of the induction program, the four professional commitments must be considered through the lens of the different stakeholders. For mentors, instructional coaches, school administrators, PDS, and HR for SDS, the clients referred to in the professional commitments are beginning teachers. These stakeholders must work to provide support for beginning teachers through using best practices and continually examining and revising current systems to better support beginning teachers. This indicates that the processes and structures of the induction programs must be evaluated on a regular basis to update with new knowledge regarding best practices for beginning teachers. Commitment to beginning teachers requires the stakeholders to continually support beginning teachers and take responsibility for the success of

these professionals. Taking responsibility for the success of beginning teachers includes ensuring teachers receive adequate individualized support and are completing the induction program courses to help them learn and improve their practices.

For beginning teachers, the clients are their students. Beginning teachers must take responsibility for the profession and continue to revise their practice and use their best knowledge to serve students. In the context of the induction program, this indicates that beginning teachers must be committed to engaging in opportunities to learn and revise their practice through completing the five induction courses.

Elements for Improvement

Each of the six elements for improvement must be considered to create accountability in the current induction program. These six interdependent elements are goals, structures, processes, feedback and assessment, safeguards, and incentives (Snyder & Bristol, 2015).

Goals. The goal for the SDS induction program is to provide a culture of support for beginning teachers that leads to beginning teacher retention and professional growth. A culture of support is defined as one with clear goals and expectations that strive to build the capacity of all educators through learning opportunities and collaboration across experience levels and subject areas. Beginning teacher retention is defined as teachers who remain in their current school or in the district. In the context of the induction program goal, professional growth refers to opportunities for beginning teachers to improve their professional practice.

Structures and Processes. Structures are the methods used to achieve the goal and processes are the approaches used within the structure. For the purposes of the induction

program, two structures with specific processes exist to meet the program's goal. These structures exist at the district level and the school level. Specific details regarding the structures and processes at each level will be described in detail further in this chapter.

Feedback, Assessment and Safeguards. Feedback and assessment refers to the methods used to determine progress towards the goal (Snyder & Bristol, 2015). Safeguards are the protections to provide support when progress towards a goal is not being met. In the case of the induction program, feedback and assessment is done at the district and school level and safeguards are built in to both levels to help ensure progress towards the goal.

Existing data at the district level indicates difficulty in tracking and monitoring beginning teacher retention and course completion. Issues with the current institutional systems, as previously discussed in this DiP, prevented the district from regularly assessing beginning teacher progress towards induction completion, which may account for an induction program completion rate of only 31%. At the district level, progress towards achieving the program's goal will be checked four times per school year. These four checks will occur in October, February, May, and July and will involve determining induction completion progress at the school level and in the district as a whole.

To help better identify all beginning teachers, HR will provide PDS with the names of teachers as they are hired. These names will also be provided to the school-based instructional coach from that teacher's school. Identifying beginning teachers at this step in their career allows the system of support to start immediately. HR will conduct checks on a monthly basis to ensure

effective identification of these teachers. The monthly checks will act as a safeguard to ensure beginning teachers are being identified.

To determine induction completion rates, PDS requests school-based instructional coaches to provide updates on beginning teacher induction progress during the checks in October, February, and May. Schools without adequate progress towards induction completion or without knowledge of teacher progress will receive additional support through the PDS team. The team members will ensure beginning teachers, mentors, instructional coaches, and school administrators are aware of the induction program. PDS team members will work with instructional coaches to ensure they know how to find information regarding beginning teacher progress and with beginning teachers to identify reasons they have not completed induction courses.

Results from the three feedback and assessment periods will be used to determine if there are adequate course offerings for each induction course. This safeguard is a result of knowledge gained during the pilot that indicated one of the reasons beginning teachers are not completing induction courses is that the courses are at capacity. Evaluating course offerings three times per year will ensure all beginning teachers have the opportunity to complete the courses.

The feedback and assessments in October, February, and May will also be used to evaluate the number of participants attending the optional monthly digital professional development sessions. If the number of participants is low, an evaluation will be completed to determine if the time of the sessions needs to be changed to accommodate participants. A review

of participant feedback will also be performed during these periods of assessment to determine if these sessions are providing adequate support for stakeholders.

The feedback and assessment period in July will be used to examine and reevaluate all current course offerings. Feedback from participants will be analyzed and induction courses will be changed to meet teacher needs. Feedback from participants, mentors, instructional coaches, and school administrators will be considered to identify if the intensive half-day or day-long support courses led to improvements in teacher practice.

Data from the pilot indicated a lack of regular feedback and assessment at the school level. Trends in beginning teacher responses regarding support indicated 35% of teachers either did not feel supported or wanted additional support. This demonstrates the goal of providing a culture of support was not being met by the induction program. Instructional coaches and school administrators were unaware or incorrect regarding teacher progress toward completion of the induction program, indicating the goal of professional growth as not being met or monitored for within the induction program architecture.

Feedback and assessments will be conducted regularly at the school level. Instructional coaches will monitor beginning teacher and mentor interactions through biweekly reflective logs and monthly meetings with beginning teachers and mentors. Unsuccessful beginning teacher and mentor pairings will receive additional support through coaching for the mentor on mentoring interactions (Boogren, 2015). Pairings that remain unsuccessful will be terminated and new mentors will be assigned to beginning teachers (Dunne & Villani, 2007).

Beginning teacher progress towards induction course completion will be checked on a monthly basis by mentors, instructional coaches, and school administrators. Beginning teachers who are not completing the induction courses at an adequate rate will be identified to determine the reasons for not completing the induction courses. Additional support for identified teachers will be provided by mentors, instructional coaches, or school administrators according to the needs of the teachers.

Routine meetings between mentors, instructional coaches, and school administrators will be conducted to determine if beginning teachers feel that they are being adequately supported. The frequency and length of these meetings will be determined by the beginning teacher's experience. Beginning teachers who do not feel they are receiving adequate support will be provided with additional help in their identified areas of need through intense work with a mentor or instructional coach, extra professional development, or a reduced workload.

Incentives. Mentors and instructional coaches will be provided with stipends for their work with beginning teachers. Mentors will receive a stipend of \$227 per year for each beginning teacher they mentor, with three beginning teachers being the maximum per mentor. Instructional coaches will receive \$793 per year for their work with beginning teachers at their school site.

For beginning teachers, the incentives for completing the induction program are having systems of support, improving educational practices, and continuing employment. Beginning teachers in induction will receive 4 to 6 hours of support from a mentor for their first three years of employment, to ensure confidence in the profession. The courses and professional

development opportunities offered to beginning teachers through the induction program will help teachers grow and improve their professional practice. An improvement in professional practice could lead to bonuses for beginning teachers whose performance results being highly effective teachers. Because completion of the induction program is a condition of employment, beginning teachers who finish the induction process will continue to be offered a position at SDS.

A Framework for Beginning Teacher Induction in Shepard District Schools

The design of the framework is based on the needs identified in the pilot survey paired with elements of successful induction programs found in the literature. Due to the different needs of the stakeholders within SDS, a variety of induction programs, literature, and research were utilized to design the framework. The framework for beginning teacher support in SDS includes specific actions for each of the stakeholders to increase the retention rate of beginning teachers within the district. The framework consists of a district-based induction program and a school-based induction program.

District-Based Induction Program

Current District-Based Induction Program

The current district-based induction program is facilitated by the Professional Development Services (PDS) department. The PDS department is responsible for the four induction courses that support beginning teachers. The four induction courses for beginning teachers are Great Beginnings, Code of Ethics, and Beginning Teacher Portfolio Year 1 (BTP 1) and Year 2 (BTP 2). PDS manages and trains course facilitators, develops and updates course

content, and processes course feedback forms from participants. As beginning teachers enroll in and complete the induction courses, PDS tracks course completion and beginning teacher retention in the district. The current BTP 1 course addresses five topics: creating a learning-centered environment, classroom management, introduction to backward design, introduction to differentiation, and student diversity. The BTP 2 course continues with work on standards-based instruction through backward design, introduction to formative assessments, data analysis, and differentiating instruction to meet the needs of all learners.

PDS also offers the Clinical Educator certification for mentors and instructional coaches. This course is offered several times each year and certifies teachers to become Clinical Educators. Ongoing professional development is not offered to instructional coaches or mentors due to both the distance between schools and the central office and the large number of mentors and coaches in the district.

Refined District-Based Induction Program

The refined district-based induction program consists of support for beginning teachers, mentors, instructional coaches, and school administrators. The purpose of this support is to meet the needs of beginning teachers while providing mentors, instructional coaches, and school administrators with the relevant growth opportunities, tools, and resources.

Beginning Teachers. Beginning teacher support begins upon hiring by the district through identification by SDS HR. This support is continued at the district level through the beginning teacher's first three years in the profession. The beginning teacher support consists of

mandatory induction courses, additional professional development for struggling beginning teachers, and optional monthly and summer professional development opportunities.

Mandatory Induction Courses. The refined district-based beginning teacher induction program consists of five induction courses required of all teachers. These courses are Great Beginnings, Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, Beginning Teacher Portfolio Year 1, Beginning Teacher Portfolio Year 2, and Beginning Teacher Portfolio Year 3.

Great Beginnings is the first induction course new teachers complete and is offered during the summer prior to pre-planning. The two-day course will be expanded to three days. The first two days consist of sessions on creating a learning-centered environment, active-learning strategies, classroom management, planning in a standards-based environment, and Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. The third day of Great Beginnings will consist of two-hour breakout sessions for participants on a variety of topics.

Teachers who do not complete Great Beginnings and Code of Ethics during the summer must instead take the Great Beginnings mini sessions. This series of five courses covers the same topics as the two day portion of the summer course, but is offered during the school year for teachers who begin after the school year has already started.

The five selected components of Great Beginnings were based on data from the beginning teacher survey and from the prior year Great Beginnings survey given to participants at the conclusion of the training. Participant responses regarding their perceptions of the current

induction courses indicated they felt favorably about the active-learning and engagement strategies offered, enjoyed opportunities to engage with new and experienced teachers, appreciated learning about the Marzano instructional framework and standards based planning, and enjoyed the emotional support felt from working with other new teachers.

The session on creating a learning-centered environment and the session on active-learning strategies provided the most opportunities to for participants to learn about engagement strategies and participant collaboration, so it was determined these pieces should remain part of the course. Because standards-based instruction was identified by respondents as being a valuable component of the course, this segment will remain in the GB. Information on the Marzano instructional framework will remain infused throughout the sessions.

Results from the online survey indicated 47% of beginning teachers identified establishing routines and procedures as an area of importance. Of these teachers, 59% identified additional support on addressing a lack of adherence to rules and procedures was needed. Qualitative data from the Great Beginnings survey indicated beginning teachers want a session on classroom management. Due to the consistency of this point in the data, a new segment will be added to GB to provide teachers assistance with establishing rules and procedures, and addressing an adherence to and a lack of adherence to rules and procedures.

One negative trend that emerged from the two surveys was a lack of opportunities for differentiation for participants. Research demonstrates that when participants can select their professional learning, retention increases (Harris, 2015). Because of this, the third day of Great Beginnings will provide participants with the opportunity to engage in two one-hour break-out

sessions of their choosing. This will allow teachers who are alternative certification teachers to attend introductory sessions to education, special area teachers to get support regarding the unique needs of their positions and curriculum, and new teachers who graduated with education degrees to receive further support applying educational knowledge in the classroom. Additional sessions will address planning for specific content areas as well as information for support personnel such as guidance counselors or exceptional student education (ESE) teachers. Other courses will expand upon using active-learning strategies, planning for the first week of school, and providing information on the Marzano instructional framework.

Beginning Teacher Portfolio (BTP) Year 1 and 2 will be optimized and a third year will be added to the induction courses. Beginning teacher induction programs that provide support through a teacher's first three years lead to great retention and support for teachers (Harris, 2015). Beginning Teacher Portfolio Year 1 currently addresses creating a learning-centered environment, implementing backward design planning, differentiating instruction, and considering student diversity, while Beginning Teacher Portfolio Year 2 covers formative assessments, differentiation, and data analysis.

The reengineered BTP 1 course will address four topics: classroom management, parent communication, introduction to backward design, and introduction to differentiation and student diversity. The BTP 1 course will only touch on topics regarding quality instruction as research suggests that beginning teachers need emotional support through the survival and disillusionment phases before they can begin to improve instruction in the rejuvenation phase (Boogren, 2015; Moir, 1999; Rutherford 2009). The updated BTP 2 course will continue this work on standards-

based instruction through backward design, formative assessments, data analysis, and differentiated instruction to meet the needs of all learners. This course will allow beginning teachers to improve their practices with an increased focus on quality instruction. The new Beginning Teacher Portfolio Year 3 course will deepen the knowledge of beginning teachers by addressing the use of formative assessments, the monitoring of instruction for the desired effect, the use of data to evaluate instruction and increasing student engagement.

All three courses will require beginning teachers to observe peers for evidence of these methods and to interview colleagues regarding their implementation of the topics learned in the beginning teacher portfolio courses. Data from the online beginning teachers survey found beginning teachers want more opportunities to observe their peers. Research also indicates that engaging in collaboration with peers has a greater impact on beginning teacher practices than other professional development opportunities (Breux & Wong, 2003).

Additional Professional Development for Struggling Teachers. Beginning teachers identified by their mentors, instructional coaches, or school administrators as needing additional support will be provided with the opportunity to attend half day or full day professional development sessions. These teachers can attend the professional development sessions based on their individual needs. The professional development topics include sessions on establishing classroom routines and procedures, understanding classroom management, planning standards-based instruction, planning effective lessons, and using effective instructional strategies. The professional development topics were based upon the areas of need identified by beginning teachers in the online survey and through research on effective beginning teacher induction

programs (Boogren, 2015; Breaux & Wong, 2003; Harris, 2015; Strong, 2009). Beginning teachers who attend these professional development sessions will receive follow-up support in these areas from their mentor and instructional coach.

Optional Monthly and Summer Professional Development. Optional professional development opportunities will be available for beginning teachers. Digital professional development sessions will be offered on a monthly basis on topics relating to needs of teachers based on the time of year. Summer professional development sessions will also be offered on the same topics as the intensive professional development program.

Paid Mentors. Beginning teachers were previously provided with a paid mentor only in their first year of teaching. The updated district level support will require mentors for teachers in their first three years in the profession to ensure that beginning teachers receive the necessary support to thrive. Research indicates that providing beginning teachers with mentors through the first three years in the profession reduces beginning teacher attrition (Harris, 2015). Having a mentor for three years also increases a beginning teacher's effectiveness, as Ingersoll (2003) found that learning and application occurs during a beginning teacher's second and third years of teaching.

Digital Space for Resources and Mentoring. An online community will be created for each cohort of teachers for discussion and collaboration between beginning teachers, to house various resources and digital professional development. Taranto (2011) found that when beginning teachers were provided with a digital space to interact with other teachers and to reflect on their teaching, it increased beginning teachers' feeling of connectedness, reduced

feelings of isolation, and increased reflection on instructional practices. The online beginning teacher survey indicated beginning teachers enjoy opportunities to collaborate with other beginning teachers during induction courses and felt emotionally supported when engaging in these interactions. Adding a digital community to continue these interactions is aimed to increase beginning teacher feelings of support outside of the induction courses.

Mentors. Mentor support at the district level starts when a mentor enrolls in and completes the Clinical Educator certification course. The refined district level induction program will be expanded to include an overview course on the SDS induction program, monthly digital professional development, digital space for mentoring, and optional professional development.

Clinical Educator Certification Course. During this professional development mentors learn how to establish a relationship of mutual trust with their beginning teachers, conduct pre-observation conferences with their mentee, engage in data collection during classroom observations, facilitate a post conference with their beginning teacher to provide feedback, develop a professional growth plan, and support their beginning teacher as they continue to grow. Responses from mentors and instructional coaches that have completed the current Clinical Educator certification course indicate that they found it to be helpful in their work with beginning teachers. The online portion of the course will be updated to provide mentors with an overview of the SDS induction program to ensure that mentors know the requirements of induction for beginning teachers.

Induction Course. New mentors will learn about the SDS induction program during the online portion of the Clinical Educator certification course. Mentors who are already certified

Clinical Educators will be required to take a self-paced digital overview outlining the new teacher induction program. Mentors would benefit from professional development that makes a link to the classroom application of the work that beginning teachers are completing as part of induction and a course that provides an overview of induction would allow this link (Saphier et al., 2011). Results from the online survey indicate that 71% of the beginning teachers who did not know about induction courses had mentors. This suggests there may be a lack of mentor understanding of the induction program.

Monthly Digital Professional Development. One key aspect of successful mentoring programs is ongoing professional development for mentors (Boogren, 2015; Odell & Huling, 2000; Villani, 2002). Despite this, SDS does not currently offer ongoing professional development for mentors. Mentors only receive the initial training in the form of the Clinical Educator certification course. This is due to the distance between schools and the central office as well as the large number of mentors within the district.

Digital professional development serves as a way to provide mentors with additional training while being located at their school site and allows for simultaneous participation of hundreds of mentors across the district. Monthly digital mentoring training will be provided as a means to meet the needs of mentors as research indicates there is no statistically significant difference in learning outcomes of participants in online learning versus face-to-face learning (Means, Toyama, Murphy, Bakia, & Jones, 2009). Research conducted by Alexander, Lignugaris-Kraft, and Forbush (2007) suggested online learning was best used when teaching declarative knowledge and face-to-face sessions are needed to help with teaching a process to

course participants; therefore, instructional coaches at schools will provide additional support to mentors on the professional development topics.

Digital Space for Mentoring. Mentors and beginning teachers identified insufficient time in the online survey as being a barrier to having adequate opportunities for support. Beginning teachers who were provided with opportunities to engage in digital mentoring found they received the support they needed (Suk Hwang & Vrongistinos, 2012; Taranto, 2011). Creating this digital space will allow beginning teachers and mentors to interact outside of classroom hours and to upload classroom videos to engage in observations. The digital space will help to increase support for beginning teachers by overcoming the time barrier.

Optional Summer Professional Development. Ongoing professional development is an important aspect of a successful mentoring program in beginning teacher induction (Boogren, 2015; Odell & Huling, 2000; Villani, 2002). Because of the large number of mentors within the district, it is difficult to pull mentors from the school sites for professional development during the school year. Providing training during the school day would require substitute teachers for hundreds of mentors across the district and would not be cost effective. Due to this, optional professional development would be provided during the school year to support the needs of mentors. Instructional coaches would follow up with mentors during the school year to further support their learning.

Instructional Coaches. Under the refined induction program, instructional coaches will support the district level induction program by attending training on the induction program, being responsible for tracking beginning teachers and providing the information to PDS, and

would receive professional development on how to support their beginning teachers and mentors at their school site.

Induction Course. The instructional coach provides support and resources for beginning teachers and mentors while supporting the vision of their school administrator (Harris, 2015; Saphier et al., 2011; Villani, 2002). To allow the instructional coach to provide adequate support, he or she must know the different components of the induction program (Breux & Wong, 2003). As the online survey revealed, instructional coaches have varying understanding of the current induction program (see Table 18), which necessitates the creation of a course outlining the induction program.

Tracking. Under the current district induction program, instructional coaches are not required to track the induction completion rates of the teachers at their school, which has led to instructional coaches and school administrators to have misconceptions regarding the actual induction completion rates of beginning teachers at their schools (see Table 13 and Table 16). Instructional coaches will track the completion rates of beginning teachers to ensure they fulfill the requirements of induction. This information will be shared in October, February, May, and July with PDS, who will use the information to determine the need for more induction courses.

Monthly Digital Professional Development. Professional development for beginning teachers and mentors is a key element to successful induction programs (Boogren, 2015; Odell & Huling, 2000; Villani, 2002). In the school-based induction program, instructional coaches are responsible for providing professional development for mentors and beginning teachers. Results from the online survey indicated only 29% of instructional coaches provide professional

development at their school site and responses indicated coaches would like additional support regarding providing professional development. To help instructional coaches receive the needed support, monthly digital professional development will be offered by PDS department. These sessions will align with the topics covered in the monthly digital training for mentors and the topics in the beginning teacher induction courses. These sessions will also provide instructional coaches with pre-constructed professional development sessions, materials, and resources to use at their school site with their beginning teachers and mentors. These monthly sessions will allow instructional coaches to better support the mentors and beginning teachers at their schools.

School Administrators. Under the refined district level induction program, school administrators would ensure their beginning teachers, mentors, and instructional coaches are completing the requirements of the district level induction program. For an induction program to be successful, it must be backed and supported by the administration (Harris, 2015; Odell & Huling, 2000). For an administrator to support the program, he or she must have a clear understanding of its requirements and components (Breux & Wong, 2003). The survey data revealed an inconsistent understanding of the requirements of the district induction program by administrators and (see Table 18) demonstrates the need to have a course that explains the district induction program to administrators.

Annual Survey. To continually increase the number of beginning teachers that are retained, yearly surveys will be given by the Professional Development Services department. This department works most closely with beginning teachers and has the greatest impact on district practices that support beginning teachers. A yearly survey provided to administrators,

instructional coaches, mentors, and beginning teachers will help to keep on the pulse of the need of beginning teachers and will provide data that will help to understand the effectiveness of the current practices (Moir et al., 2009).

School-Based Induction Program

Current School-Based Induction Program

There is no structure for school-based induction currently in SDS. Support for beginning teachers outside of the district induction program varies on a school to school basis. The current district induction program provides professional development and learning opportunities for instructional coaches, mentors, and beginning teachers. It is up to individual schools to create their own structure of support, to develop methods of tracking beginning teachers, and to provide professional development to beginning teachers and mentors. The type, amount of, and frequency of support that mentors provide to beginning teachers is also determined by each school.

Refined School-Based Induction Program

To improve the attrition rate of beginning teachers that leave SDS by the end of their third year, the current induction program will be refined to include a framework for school-based induction. This framework was developed using the theories of andragogy and the needs identified by the survey. The framework consists of roles for administrators, instructional coaches, mentors, and beginning teachers. The purpose of these roles is to support and retain beginning teachers in SDS. The school-based induction program is made up of four components:

structured first week support, six hours per month of mentor and beginning teacher interactions, structured professional development for beginning teachers and mentors, and tracking of beginning teacher induction and beginning teacher and mentor interactions through logs.

First Week. When a beginning teacher first begins at a school, there is an overwhelming feeling by school leadership to need to try to tell them everything they will need to know to be successful. Adult learning theory focuses on an adult's readiness to learn and providing learning opportunities at the appropriate time when the adult needs the information (Cox, 2007-2008; Knowles, Holton III, & Swanson, 1998). The support given during the first week is based upon information that is necessary for a successful beginning.

Beginning teachers need to become familiar with the people and structures that will help them to understand the processes, procedures, and culture of the school. Introducing teachers to administrators, support personnel, and school staff help beginning teachers know who to go to when there are questions or help is needed (Boogren, 2015; Breaux & Wong, 2003; Harris, 2015). Beginning teachers should have the opportunity to meet other teachers within their first three years so they can make connections with individuals who can provide advice and are familiar with information vital to first year success (Heidkamp & Shapiro, 2009). Administrators can welcome beginning teachers by scheduling a meeting, lunch, or an informal get together to help beginning teachers feel included in the school. (Heidkamp & Shapiro, 2009). This will help beginning teachers make connections with other teachers and allow administration to begin building a culture of support. Although there is an overwhelming amount of information for school leadership to share with beginning teachers, it is important for beginning teachers to have

time to prepare their classrooms for their students during the first week (Harris, 2015). One of the greatest worries of a first year teacher is ensuring they are ready for their students; and they will need more time than an experienced teacher to prepare their classroom (Boogren, 2015).

The top five areas beginning teachers would like support are curriculum support, establishing rules and procedures, instructional support, feedback, and classroom observations (see Table 21). Appropriate support for the first week of school is identified by reviewing the specific support beginning teachers identified from the top five areas (see Table 22, Table 23, Table 24, Table 25, and Table 26). The areas where professional development can be provided include three areas of curriculum support and all of the areas of establishing rules and procedures. The identified areas for further curriculum support are deconstructing and understanding standards, understanding the measurement topic plan and scope and sequence, and understanding curriculum resources. The areas under establishing rules and procedures beginning teachers want additional support with are classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules. This professional development will take place during pre-planning, the week before students arrive, for teachers who begin at the start of the school year. Teachers who begin after the start of the school year will receive this support on the planning days given before they begin and during their first week. All professional development materials or programs will be available on the digital space to allow beginning teachers to refer to previous PD and to support teachers who start after the beginning of the school year.

Mentor/Beginning Teacher Interactions. Interactions between beginning teachers and their mentor will take place for at least six hours per month, outside of team meetings and grade level or content area PLC meetings. Moir et al. (2009) found when there is less than one hour of interaction per week between beginning teachers and mentors, there is no impact on student achievement. Moir et al. recommend beginning teachers and mentors spend at least 1.5-2.5 hours per week together for the beginning teacher to improve (2009). This suggestion is for both full time and part time mentors. Since the mentors in SDS are full time teachers and part-time mentors, the requirement for this district is 1.5 hours of interaction per week, which equates to six hours per month.

Many types of interactions can be included in the six hours of mentoring each month. Mentoring activities include observation, feedback, coaching, lesson planning, analyzing student data, curriculum support, assessment support, emotional support, and support with establishing rules and procedures. As identified by the survey, beginning teachers would like support with curriculum, establishing rules and procedures, instructional support, feedback, and classroom observations (see Table 21). An often lacking, but essential area of support is classroom observations, where the beginning teacher and mentor collaboratively observe the classroom of a master teacher and discuss the effective teaching strategies that are observed (Boogren, 2015). The instructional coach or administrator will provide additional support in the areas of feedback and classroom observations to decrease the effect that time constraints may have on the mentor/mentee relationship. Many pairings between mentors and mentees are teachers with the same schedule and planning times so it is not possible for the mentor to observe the beginning

teacher and vice versa without the provision and scheduling of release time or class coverage. Teachers often do not have the opportunity to observe a colleague's instruction, so recommendations will be made by the instructional coach or administrator as to when peer observations occur. Instructional coaches and administrators know the strengths of each teacher and can strategically recommend veteran teachers to observe based on the needs and growth goals of the beginning teacher (Harris, 2015).

Beginning teachers and mentors will complete a log twice per month that will direct the conversation between the mentor and mentee. This log will provide accountability as the assessment element of improvement and will document the growth of the beginning teacher. Instructional coaches will review the logs to determine if there is a need to implement safeguards because the beginning teacher is not growing sufficiently due to either a lack of follow-up or follow-through by either the beginning teacher or the mentor (Moir et al., 2009; Snyder & Bristol, 2015). The areas of documentation on the log are created by each school based on their individual needs. Moir et al. (2009) recommend having the teachers document what is working, the current focus, challenge, or concern, and the teacher's and the mentor's next steps. In the log created by Boogren (2015), beginning teachers select a prompt to respond to from a list of prompts, and record their key learnings and new questions. Creating a log based on the expectations and initiatives specific to school needs ensures the time spent between mentor and beginning teacher is focused and the expected outcomes are clear (Harris, 2015). Including an element that focuses on what is going well helps the mentor build off of the beginning teacher's

experiences when providing support and feedback and validate and build the self-confidence of the beginning teacher (Knowles et al., 1998).

Responses from the beginning teachers identified the need for both non-evaluative coaching and actionable feedback (see Table 25). Mentors need to give feedback that is specific and actionable, focused on evidence, and free of emotions, opinions, and bias (Boogren, 2015; Moir et al., 2009). The feedback can be based on many aspects of teaching, including instruction, questions and concerns posed by the beginning teacher, student work samples, and assessment data (Moir et al., 2009). An analysis of student work and assessments should occur collaboratively to build a sense of responsibility and ownership in the beginning teacher and to provide appropriate scaffolds so that the beginning teacher can begin to replicate some of these processes (Knowles et al., 1998; Moir et al., 2009).

When analyzing the ranking of the needs of beginning teachers, instructional coaches, mentors, and beginning teachers had similar perceptions as to their greatest needs (see Table 30). There were distinct discrepancies when mentors and beginning teachers were asked to identify the support that was actually provided (see Table 28). Knowles et al. (1998), describe one of the assumptions of the andragogical model to be the adult's orientation to learning; this learning is based upon the adult's desire to learn to deal with a problem that is currently occurring. If a mentor is telling the mentee what to do, rather than asking the beginning teacher what problems they would like to work together to solve, the beginning teacher may feel as though they are not being supported by the mentor. The role of the mentor is to develop a beginning teacher's pedagogy, rather than having the beginning teacher replicate the mentor's pedagogy (Harris,

2015). Mentors may react in this way by telling the mentee what to do because this is a normal practice of pedagogy, which is working with younger learners, the mentor is accustomed to doing in his or her daily practice (Harris, 2015; Knowles et al., 1998). The mentor needs to be aware of and utilize the practices of andragogy, adult learning practices, for the learning relationship to be effective and for the adult learner, the mentee, to learn and grow from the interactions.

Professional Development and Support.

Beginning teacher. Based on the survey completed by beginning teachers, the top five areas of support beginning teachers identified to be supported through professional development are curriculum support, establishing rules and procedures, and instructional support. Some of these areas were addressed in the first week of school but continued support throughout the year should include all areas of instructional and curriculum support, as well as establishing rules and procedures with a specific focus on applying consequences for lack of adherence to rules. As professional development is provided to beginning teachers, it will be recorded and uploaded to a digital space for beginning teachers in order for the beginning teacher to be able to refer back to as well as for beginning teachers who start at different times during the year to be able to access these learning opportunities.

Beginning teachers often have many areas of need when they are in their first few years of teaching; to empower beginning teachers, treat them as professionals, and incorporate principles of andragogy, beginning teachers will be given the choice of his or her professional development path (Harris, 2015; Knowles et al., 1998). The instructional coach will identify

areas of need and plan professional development offerings based upon observations of the beginning teachers, interactions with beginning teachers and mentors, and the logs completed by beginning teachers and mentors. With these components in mind, the beginning teachers will be given choices regarding the professional development they are interested in and they think will best improve their pedagogy. Beginning teachers need professional development at the right time, rather than overwhelming them during pre-planning or planning professional development solely based upon scheduling (Moir et al., 2009). Because of this, the PD options will be planned at the appropriate time based on the needs of the teachers (Moir et al., 2009). Based on adult learning theory, the PD should take place when the learner can use and apply their learning right away, such as training teachers on data analysis directly after the results of an assessment become available (Knowles et al., 1998).

Mentor. For the mentor to use effective instructional strategies when working with beginning teachers, instructional coaches need to provide ongoing professional development to mentors (Harris, 2015; Moir et al., 2009; Odell & Huling, 2000; Villani, 2002). These professional development sessions should focus on the needs of beginning teachers and provide the mentor with ways to support beginning teachers rather than solely relying on his or her own experiences. Just like beginning teachers, this professional development needs to occur at the right time, when mentors are encountering situations in which they need support with the work they are doing with their beginning teacher, or when beginning teachers are receiving specific PD in which the mentor can provide support (Knowles et al., 1998).

Mentors will receive support through professional development in the areas identified both by the mentors as areas of need as well as the areas the beginning teachers identified as areas of need. Support through PD will also be provided in the practices of andragogy for mentors to understand how adult learning differs from pedagogy and be able to provide effective support to their mentees. The top five areas in which beginning teachers would like support were curriculum support, establishing rules and procedures, instructional support, feedback, and classroom observations (see Table 21). In the pilot survey, mentors identified areas that they believe are important to their work with beginning teachers; the top five areas were establishing rules and procedures, emotional support, instructional support, curriculum support, and feedback (see Table 31). Four of the areas identified were concurrent, and the only discrepant area was that mentors selected emotional support and beginning teachers selected feedback. Although beginning teachers felt they were receiving emotional support, an inconsistency exists between the percentage of beginning teachers who identified receiving this type of support and mentors who believed they were giving this type of support. This discrepancy resulted in a 26% difference in perceived support (see Table 28). Due to the incongruence in the data, emotional support will be included in the professional development structure for mentors.

Support for Mentors. The survey identified beginning teachers would like support with non-evaluative observations, and actionable feedback (see Table 21, Table 25, and Table 26). Due to the fact that few teachers have had the opportunity to observe and analyze a colleague's practice, a gradual release process is necessary in preparing mentors to observe and provide feedback to their mentee (Moir et al., 2009). Feedback conferences between the mentor and

beginning teacher will be scaffolded for the mentor to see a model of providing effective feedback and to allow the mentor to receive coaching feedback prior to having individual interactions with beginning teachers.

The gradual release will begin with the instructional coach and mentor observing the beginning teacher together, then taking the time to discuss the observation, and followed by collaborating on the feedback provided to the beginning teacher. In the first follow-up conference with the beginning teacher, the instructional coach will lead the meeting and provide the feedback while the mentor only observes and take notes. A subsequent meeting will occur where the instructional coach and mentor debrief. During this meeting, the mentor can ask questions and discuss their notes, and the two can discuss the interaction with the beginning teacher and plan for the next observation. The second observation will occur with the instructional coach and mentor, who will then again collaborate regarding the observation and feedback provided.

In the next session with the beginning teacher, the mentor and beginning teacher will interact, with the instructional coach observing and taking notes. The instructional coach and mentor will have a follow-up meeting in which the instructional coach will provide the mentor with feedback and the two will discussion how to further support the beginning teacher. Feedback is necessary for the mentor to know what went well and what he or she needs to work on to ensure the continued success of the mentor/mentee interactions (Odell & Huling, 2000; Saphier et al., 2011). If the second mentor-led observation and feedback session is successful, the mentor will continue observing and meeting with the mentee individually, and will report back to

the instructional coach monthly regarding the beginning teacher's progress. If the observation was not successful, the cycle will repeat, with collaborative observations beginning again and the mentor observing the instructional coach's interaction with the beginning teacher.

Mentors will also need to have their own PLC, led by the instructional coach, to learn from colleagues, be trained on effective mentoring practices and the needs of beginning teachers, and to problem solve with colleagues who may be experiencing or have experienced similar situations (Harris, 2015; Moir et al., 2009). This is also a time the instructional coach can address any themes that emerged from the mentor/mentee logs and provide tips regarding practices of andragogy. If there are few mentors in a particular school, arrangements can be made for multiple schools to engage in the PLC meetings together either at a designated location and time or virtually using district platforms for collaboration.

Ongoing Support

A culture of support is one in which learning, capacity building, and support is embedded into all interactions and aspects of the school culture (Tillman, 2005). A supportive administration who builds a positive school culture that includes beginning teachers is essential to a successful support culture (Charlotte Advocates for Education, 2004; Curtis, 2012; Johnson et al., 2012; Liu, 2007; Loeb et al., 2005; Ronfeldt et al., 2013; Tickle et al., 2011).

Administrators need cannot solely be a proponent of support culture in talk, but must actively develop a culture through their actions. For induction to be successful, principals need to be supportive of and be a part of the induction process (Harris, 2015). For many of the support structures to take place for beginning teachers, scheduling and release time is essential. It is

necessary for beginning teachers to have release time to be able to observe their mentor and other master teachers, to participate in professional development, and to have reflective conferences (Breux & Wong, 2003; Harris, 2015; Heidkamp & Shapiro, 2009). Release time is important for mentors to be able to observe their mentee, reflect upon what they saw, and provide feedback to the beginning teacher (Feiman-Nemser et al., 1999; Moir et al., 2009).

Administrators also need to understand the progress and needs of the beginning teachers within the school. Monthly meetings are necessary for the administrator to ensure the needs of the beginning teachers are being met, to create a supportive environment and culture, and to provide continuous feedback (Charlotte Advocates for Education, 2004; Heidkamp & Shapiro, 2009). These meetings can be formal or informal, should vary between group and individual meetings, and can be used for the administrator and beginning teachers to get to know each other (Harris, 2015). The monthly sessions are in addition to formal observations and pre and post observation conferences.

Administrators can also demonstrate their support of beginning teachers by taking part in induction activities (Harris, 2015). Support can also be provided to beginning teachers by providing release time to complete district requirements, by encouraging beginning teachers to limit their participation in many after school programs or additional responsibilities, by reducing the teaching load of beginning teachers, and by providing equal access to resources (Feiman-Nemser et al., 1999; Harris, 2015; Moir et al., 2009). These aspects of support will allow beginning teachers to focus on their practice and not be too overwhelmed by additional responsibilities (Harris, 2015).

Instructional coaches are also key players in providing ongoing support to beginning teachers. Meeting with instructional coaches provides a forum to ask questions, build trust and rapport with beginning teachers, and allow beginning teachers to learn from one another (Boogren, 2015; Breaux & Wong, 2003; Harris, 2015; Heidkamp & Shapiro, 2009). Monthly meetings held by the instructional coach for all beginning teachers will ensure that the teachers feel supported and as though they are important members of the school. If there are few beginning teachers in a school, the meetings can be held collaboratively with other schools either in person or through digital methods of collaboration.

Tracking and Monthly Progress Checks. Tracking is essential to ensure beginning teachers are making progress and are successful in their first years of teaching. The district and school-based practices put in place by this framework are designed to effectively retain beginning teachers, therefore it is necessary for tracking to occur as an assessment of professional accountability to ensure that each step is completed and beginning teachers are supported (Snyder & Bristol, 2015).

Tracking of both district induction requirements as well as the requirements at the school level are necessary to ensure they are completed as expected. The survey data collected from the administrators demonstrated conflicting reports regarding beginning teachers' completion of district induction requirements (see Table 10, Table 13, and Table 16). The discrepancy between the beginning teachers' self-reporting of their completion of year one induction courses versus administrator and instructional coach identification of beginning teacher completion demonstrated the necessity of a clear method of tracking. A monthly review of the progress of

the beginning teacher's completion of district induction requirements by both the instructional coach and administrator will ensure all parties are aware of the progress of the beginning teacher and can follow up and provide support as needed (Harris, 2015). Beginning teachers who are not on track and completing requirements during this assessment will receive additional support to complete the requirements as a safeguard of professional accountability (Snyder & Bristol, 2015).

The logs completed by mentors and beginning teachers will serve two purposes in tracking: to ensure the mentor and mentee are meeting the requirement of six hours of interaction per month and to monitor the needs of the beginning teacher (Harris, 2015). Because these logs act as the assessment of the school-based induction structure (Snyder & Bristol, 2015), the logs will be reviewed by the instructional coach and discussed in the monthly meetings between the administrator and instructional coach. If inadequate support is being provided, the administrator and instructional coach can then devise a plan of support as a safeguard to meet the needs identified in the logs (Snyder & Bristol, 2015).

Beginning Teacher Support by Year. Support for beginning teachers in their first three years in the profession not only reduces attrition rates, but continued support in years two and three increases a beginning teacher's effectiveness (Harris, 2015; Ingersoll, 2003). Therefore, the framework includes scaffolded support for beginning teachers through their third year of teaching.

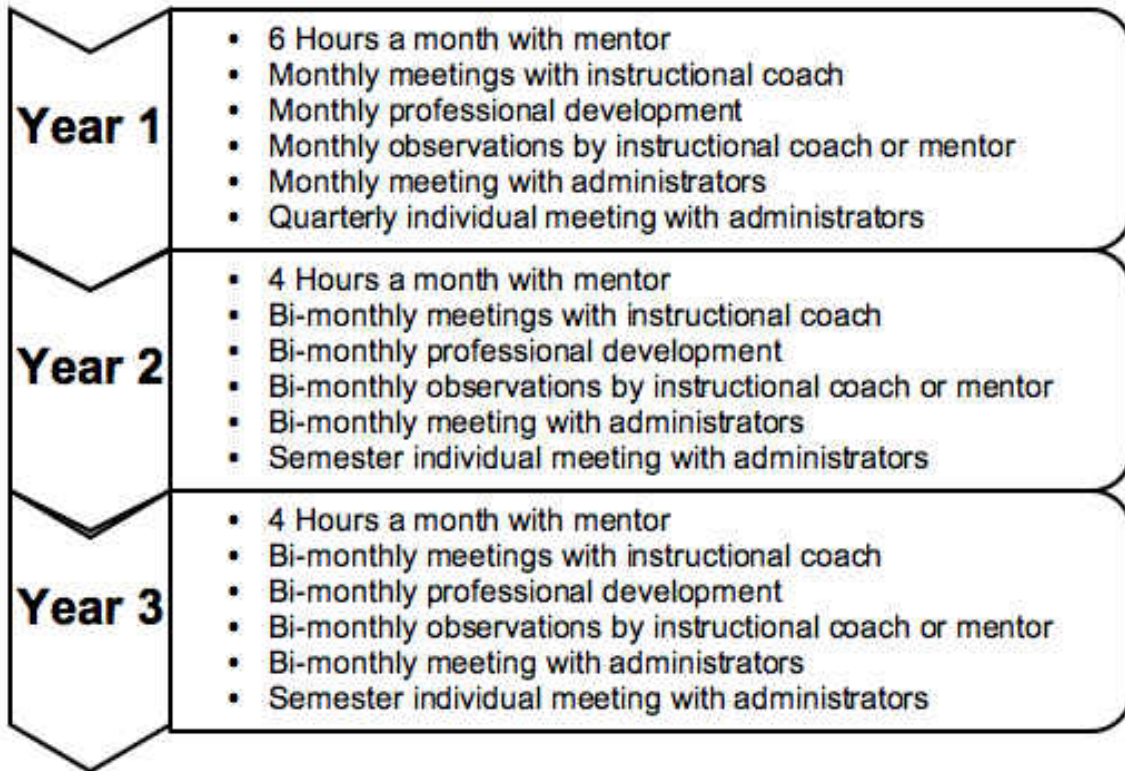


Figure 4: Beginning Teacher Support by Year

Support Provided by Administrator. In a teacher’s first year, meetings with the administrator will happen monthly and will vary between informal, formal, group, and individual meetings, with each beginning teacher meeting individually with their administrator once per quarter (Harris, 2015; Heidkamp & Shapiro, 2009). In their second and third years, beginning teachers will meet with the administration bi-monthly, again with the meetings varying between informal, formal, group, and individual, with an individual meeting occurring once per semester. These meetings do not include pre and post conferences for formal observations and are designed

to encourage beginning teachers to share their concerns as well as feel confident that they are supported by the administration (Heidkamp & Shapiro, 2009).

Support Provided by Instructional Coach. The instructional coach will provide support to the beginning teachers through observations and feedback, professional development, and by tracking district induction and school-based requirements. In year one, instructional coaches will observe and provide feedback to beginning teachers monthly, provide monthly professional development, and hold monthly beginning teacher meetings, which can be formal or informal. In years two and three, all of the areas of support given by the instructional coach become bi-monthly. Each of the professional development offerings will be recorded and made available to teachers who begin after the start of the school year. These recordings will also serve as a resource for beginning teachers to review and refer back to as needed.

Mentor Support. Mentors will meet with their mentee for a minimum of six hours a month during a beginning teacher's first year, with this time decreasing to four hours a month in years two and three. First year teachers will be observed by their mentor once a month which includes a feedback conference after each observation. Teachers in years two and three will be observed once every two months. Reflection logs completed by the beginning teacher and mentor will be done twice a month during the beginning teacher's first year and once a month for the second and third year teachers. As these logs serve as assessments of professional accountability, they will be evaluated to determine if safeguards are needed to improve teacher support and success (Snyder & Bristol, 2015).

Professional Development Schedule. Over the course of a beginning teacher's first three years, a series of scaffolded professional development will be provided. This professional development will be based on the needs of the beginning teacher and the topics will be timely to meet the needs of the beginning teacher; (Knowles et al., 1998). The learning can vary based on the goals of the school or the needs of the cohort of beginning teachers (Cox, 2007-2008; Knowles et al., 1998). The PD topics in years two and three will build upon and add to what the beginning teacher learned in year one. As beginning teachers spend half of the year in survival and disillusionment and need support physical and emotional support (Boogren, 2015; Moir, 1999), the focus of the support in years two and three will increase a beginning teacher's effectiveness in the classroom (Harris, 2015; Ingersoll, 2003).

Observation Schedule. Beginning teachers benefit from being observed and receiving feedback on their practice (Boogren, 2015; Harris, 2015; Strong, 2009). According to the survey, non-evaluative feedback was in the top five areas beginning teachers would like support with. In a beginning teacher's first year, observations and feedback will be provided two times per month, once by the mentor, and once by the instructional coach. In the second and third years observations and feedback will be provided bi-monthly by both the mentor and the instructional coach. As these observations serve as assessments of the beginning teachers progress, teachers not meeting expectations will receive additional support as a safeguard of the professional accountability component of the framework (Snyder & Bristol, 2015).

Observations will also consist of beginning teachers observing master teachers collaboratively with their mentor. These observations will occur bi-monthly both in a teacher's

first year, as well as in their second and third years of teaching. The number of observations will not decrease in years two and three as in many of the other practices because in years two and three support increases a beginning teacher's effectiveness (Harris, 2015; Ingersoll, 2003) and observations are cited often by beginning teachers as a preferred area of support (Strong, 2009).

Annual Surveys. To hold schools accountable, assessments of school culture and school-based support will be done on an annual basis through school-administered surveys. These surveys will ask beginning teachers and mentors to rate the level of support they are receiving. These surveys will also be sent to all staff to rate whether the school has a supportive culture. Schools who score poorly on the survey will reevaluate their practices and make changes based on the feedback provided. Schools will have the ability to request support in making these changes from Professional Development Services.

CHAPTER 4

Overview of the Problem of Practice

This Dissertation in Practice (DiP) sought to examine the beginning teacher attrition rate of Shepard District Schools (SDS). Because only 31% of beginning teachers completed the induction process and the attrition rate of beginning teachers in SDS is nearly 30%, it was necessary to determine beginning teacher perceptions of the induction process and reasons that the teachers were not completing it. The following overarching exploratory question (question one) and two sub-questions (questions two and three) were designed to inform this DiP:

1. How can Shepard District Schools refine an induction program that supports the retention of beginning teachers?
2. What are beginning teachers' perceptions of the current induction program in SDS?
3. What are the reasons that beginning teachers do not complete the induction program?

A pilot was conducted to examine the three exploratory questions and a framework for district-based induction and school-based induction programs was created to help address the attrition rate within SDS.

Framework Design

Framework Goals and Impact of the Utilization of a Framework

The framework for the induction program for SDS seeks to achieve three goals: increased beginning teacher retention (overarching goal), increased induction completion rates for beginning teachers, and implemented professional accountability for all stakeholders (secondary

goals). It is expected that the overarching goal of decreasing beginning teacher attrition will be achieved through the two secondary goals of the framework.

The two secondary goals were supported by five identified key elements. The first element was clearly established roles and expectations for all stakeholders. Roles were defined for the Human Resources (HR) department, Professional Development Services (PDS), school administrators, instructional coaches, mentors, and beginning teachers. Two components of professional accountability, professional commitments, and six elements of improvement made up the second and third elements to support the secondary goals. Both of these components help to create professional accountability for all stakeholders and are carried out throughout the framework. Once these components were identified, clarified, and established, they were incorporated into the last two elements, a district-based induction program and a school-based induction program. These two portions are smaller frameworks, both of which rely on the three other elements to meet the larger framework's goals. These two induction frameworks serve as the practical components of the framework that can be used and applied in various contexts.

It is expected that the use of the framework at the district and school levels in SDS will lead to an increase in the completion of the induction program by beginning teachers. Because the structure of the framework adds elements of professional accountability that regularly examine beginning teacher progress with induction and support by mentors, it will lead to an increase in induction completion rates. Increased completion rates will lead to higher retention because beginning teachers who complete an induction program are more likely to remain in the profession (Ingersoll & Strong, 2011; Smith & Ingersoll, 2004; Strong, 2009). The addition of

mentoring and school-based induction in years two and three, and year three of the Beginning Teacher Portfolio at the district level increases the support that beginning teachers will receive. Multi-year, comprehensive, in-depth induction programs lead to a greater impact on the satisfaction, skill, and commitment of beginning teachers (Goldrick et al., 2012, Ingersoll & Strong, 2011). Comprehensive induction programs also result in improved student achievement, especially in reading and math (Goldrick et al., 2012, Ingersoll & Strong, 2011). Most importantly, these types of induction program cause greater teacher retention rates than induction programs with one year or less (Goldrick et al., 2012, Ingersoll & Strong, 2011). Therefore, improving beginning teacher induction completion rates will help to increase beginning teacher retention in SDS.

The refined district-based induction program and the school-based induction program incorporate the newly defined roles and expectations of stakeholders, the four professional commitments, and six elements for improvement within the structure of SDS. The clearly defined roles allow the district-based and school-based induction frameworks to identify who would be responsible for implementing the components of each framework. The four professional commitments outline the goals, purposes, and expectations of the framework and clarify the roles for each stakeholder. The six elements of improvement outline the development of each framework by allowing for the identification of their structure, processes, assessments and feedback, safeguards, and incentives.

Because of the collaboration with SDS, it is anticipated that the current induction programs at both the district and school levels will be modified to reflect the suggested

framework proposed in this DiP. Since not all schools currently have a school-based induction program, it is anticipated that changes will be made at a majority of schools to incorporate the new induction framework.

The utilization of a framework to solve the problem of practice of beginning teacher attrition in SDS was purposeful due to the vast needs of the schools located within the school district. The schools in SDS vary greatly in size, socioeconomic status, and racial and ethnic distribution. Due to these factors and the differences accounted for in each school, a model with all of the specific elements outlined for each school would not have been appropriate. The vast breadth of needs in SDS led to the design of a framework which allows each school to personalize the components to support and meet the specific needs of its teachers.

The framework provides a basic structure that can be customized based on the teachers, teams, students, and administration, increasing its effectiveness at meeting the needs at school sites. According to Ingersoll and Strong (2011) induction programs that are the same across schools were successful in some demographics, such as low poverty schools, and not in others, such as high poverty schools. The use of a framework allows each school to make decisions on how it can best be implemented based on the needs of the teachers and the school. Of the 186 schools in SDS, 112 qualify as Title I, high poverty schools (Orange County Public Schools, 2015d). High poverty schools generally have a majority of new and inexperienced teachers, therefore induction and a community of support becomes even more integral to not only the success of the beginning teachers, but the success of the school (Goldrick et al., 2012). Because

quality induction has an even greater impact in schools with a higher turnover (Ingersoll & Strong, 2011), a structured school-based induction system will provide additional support.

Using a framework to refine the current district induction program allows for modifications to be made to meet the needs not only of SDS but also of other large urban school districts seeking to have a structured induction program at the district level. To reach the requirements of the district-based induction framework, some changes must be made in SDS. Changes at the district level involve a new partnership between PDS and HR, the addition of a fifth induction course (Beginning Teacher Portfolio 3), a new and comprehensive tracking system, and annual assessment surveys.

Target Audience

The framework's design, with separate district and school-based induction programs, allows for it to be used in large school districts and in schools of various sizes and levels. The program is expected to help structure district-based induction programs for large urban districts, indicating that its target audience is school district leaders seeking to refine or develop induction programs at the district level. The school-based induction program is intended for administrators in K-12 schools whom have determined the need to implement structure in their current school-based induction program. The school-based induction framework is flexible enough that it can be used in a variety of school types, including large urban schools, small rural schools, and medium sized suburban schools.

Indicators of Success

The ultimate goal that would serve as an indicator to the success of the framework is the increase of beginning teachers who remain in the district. This is the lagging indicator of the success of the framework. Because this factor cannot be measured until the end of each year of the first three years of a beginning teacher's career, additional checkpoints or indicators must be in place in order to determine if the framework is on track.

Indicators for District Induction

Indicators of the success for the district-based induction program also serve as indicators of success for the two secondary goals of increased induction completion and developing professional accountability. These two secondary goals contribute towards reaching the overarching goal of reduced teacher attrition in SDS. Success of the district-based induction program can be measured by examining induction completion, induction course feedback, knowledge of induction, and results from district-wide annual surveys.

Induction Completion Tracking

The district-based and school-based induction frameworks are linked through the tracking of beginning teacher induction completion. Having a structure in place that allows for the tracking of completion for the district induction program serves as one of the structures to assess progress towards the goal of improving induction completion rates.

Before beginning teachers start employment, they are identified by the HR department of SDS and their names are shared both with the PDS department and the beginning teacher's new

school in order to begin the tracking process. At the school-based level, instructional coaches are required to regularly track beginning teacher induction completion rates. As beginning teachers finish one of the required induction courses, instructional coaches must update their database in order to indicate each course's completion. Instructional coaches then must send updated versions of their tracking sheet to PDS at four different points in the school year, October, February, May, and July. PDS will use this information to determine the number of beginning teacher induction courses to be offered in upcoming months, to identify schools with low induction completion percentages, and schools where further assistance may be needed to ensure beginning teachers are receiving adequate support. These four check points align with the different phases of a beginning teacher (Moir, 1999) and check for induction completion and support during the survival and disillusionment phase, rejuvenation, reflection, and anticipation stages. By placing checkpoints here, it allows coaches and the district to assess teacher progress and emotional state to determine if safeguards need to be implemented to better support the beginning teacher (Snyder & Bristol, 2015).

Each of the four checkpoints will be used to analyze specific trends within the tracking data. The October checkpoint will serve as a way to analyze the number of beginning teachers who were hired after the start of the school year as these teachers would not have received opportunities to attend Great Beginnings before starting employment. This can help to determine how many more sessions of the Great Beginnings mini sessions need to be offered. This also can serve as a way to identify which schools have larger numbers of beginning teachers and may need support from district coaches to help in addressing the needs of all of the beginning

teachers. Because each beginning teacher must have a certified Clinical Educator as their mentor, the October checkpoint will also generate a list of mentors who will receive a spot in the next Clinical Educator certification course. This will act as a safeguard and ensure that every mentor is properly trained to work with beginning teachers (Snyder & Brystol, 2015).

The February checkpoint will reveal the number of beginning teachers that still need to complete induction courses for the year and will allow PDS to open up the appropriate number of courses to meet the needs of beginning teachers. It is expected that 30% of teachers will have completed the year 1 induction courses by this point. Responses to the online survey indicated many teachers did not complete the induction courses during the first half of the year due to time constraints and feeling overwhelmed and many planned to take them during the second half of the year. A 30% completion rate by February would allow ample time for the remaining beginning teachers to complete the necessary induction courses. Additionally, beginning teachers are more likely to benefit from professional development offered during the rejuvenation phase of their first year, which occurs in January and February, rather than during survival and disillusionment, which takes place from September through December (Boogren, 2015; Moir, 1999).

The May checkpoint will act as a safeguard and will allow the PDS team to catch any beginning teachers who have not completed the induction courses for the year (Snyder & Bristol, 2015). The team will contact instructional coaches and guide them to help enroll beginning teachers in the required courses. Teachers who are completing alternative certification courses or finishing required certification classes such as coursework for English for Speakers of Other

Languages (ESOL) can received an extension for induction completion and delay finishing the courses for a year.

The July checkpoint will allow the PDS team to determine how many beginning teachers completed the courses for the year, which beginning teachers did not complete the courses due to various reasons and will need support for the upcoming year, and which teachers left their school or the district. During July, the PDS team can review attrition rates for the district and at the school level. Schools with high attrition will receive extra support the following school year from PDS coaches. Induction completion rates will also be reviewed through course feedback to determine if courses need to be modified or updated to provide needed support. The October checkpoint during the following year will continue to determine the number of teachers hired after the start of the school year, but will then also analyze teacher turnover between schools across the district. This information will be used to update beginning teacher retention rates, to indicate that these teachers did not leave the district, just their school.

Induction Course Feedback

Beginning teachers, mentors, instructional coaches, and school administrators who engage in any induction related course are asked to provide feedback at the completion of the course. Because ongoing professional development is critical to mentor and beginning teacher success, it is important to ensure the goals and purposes of the courses are being met (Boogren, 2015; Odell & Huling, 2000). Course feedback will be regularly reviewed and evaluated. During July, the PDS team will assess and analyze the course feedback and make necessary revisions to better support the needs of the stakeholders. Regular evaluation is a key component of successful

induction programs (Odell & Huling, 2002). When induction courses are not meeting the needs of participants, the elements of improvement of feedback and assessment will be used to ensure the current structure is aligned with the goals of induction and the four professional commitments (Snyder & Bristol, 2015).

Induction Knowledge

Results from the online survey revealed an inconsistent understanding of the district-based induction program. Because of this, an overview course on induction will be created for beginning teachers, mentors, instructional coaches, and school administrators. An indicator of success that demonstrates improved induction knowledge would be the completion of an induction overview course by 75% of beginning teachers, mentors, instructional coaches, and school administrators by the end of the course's first year. This number should increase by 10% annually until 100% of stakeholders have taken the induction overview course. When induction stakeholders are aware of the requirements and goals of induction, they are more likely to ensure that work is being done that aligns with the program and to support the induction work of beginning teachers (Odell & Huling, 2002; Wood & Stannulis, 2009). It is therefore important that all stakeholders know and understand the goals and components of the induction program.

Annual Surveys

Because regular evaluation is a key component of successful mentor programs, yearly surveys will be conducted to assess the current program and to ensure professional accountability (Odell & Huling, 2000; Snyder & Bristol, 2015). PDS will conduct a survey of beginning teachers, mentors, instructional coaches, and school administrators each year to determine the

needs of all induction stakeholders. This survey will ask stakeholders about needed areas of support and areas in which the current induction structure could be improved upon. This yearly assessment of the induction program will provide suggestions regarding changes from key stakeholders. These results will be used to make improvements for subsequent years and to ensure that the induction program continues to meet the needs of all stakeholders (Snyder & Bristol, 2015).

Indicators for School-Based Induction

Success indicators for the school-based induction program are closely tied with the success of the district-based induction program. Because of this, it is important that these indicators are regularly monitored. Evaluating the success of the school-based induction program can be determined by examining records tracking induction course completion, logs documenting mentoring interactions, and school-based surveys regarding support.

Tracking Completion of District Induction

The completion of induction increases the retention rate of beginning teachers, the achievement of their students, and the overall satisfaction of the teacher (Ingersoll & Smith, 2011). The successful completion of each of the district requirements of induction is an indicator of the success of the framework in increasing beginning teacher retention. The survey responses made it evident that administrators and instructional coaches were neither confident nor correct in the number of beginning teachers that had actually completed the district induction requirements (see Table 11, Table 12, Table 13, Table 14, Table 15, and Table 16). It is

imperative to the success of the framework that beginning teachers are tracked monthly on their enrollment, progress, and completion of the district requirements. The knowledge about the components of district induction that administrators and mentors will now have access to will be integral to ensuring that beginning teachers receive the support that they need in completing and receiving the support from the district induction program. The tracking done by instructional coaches and shared with administrators monthly and the completion of the district induction requirements will serve as an indicator of the success of the framework and serve as an assessment of professional accountability (Snyder & Bristol, 2015).

Mentoring

Ingersoll and Strong (2011) found a positive correlation between the support that beginning teachers receive and teacher retention, student achievement, and effective instruction. Therefore, strong mentor support is an indicator of the success of the framework. Assessments of the effectiveness of the support provided by the mentor will be completed by reviewing the logs completed by beginning teachers and their mentors and by conducting observations of beginning teacher and mentor interactions. These assessments will demonstrate if progress is being made towards the goals of the framework (Snyder & Bristol, 2015). The logs should demonstrate evidence of effective communication between the beginning teacher and mentor. These logs must also provide documentation of areas in which the beginning teacher has success, and concerns or challenges, as well as include next steps for the mentor and beginning teacher (Boogren, 2015; Moir et al., 2009; Snyder & Bristol, 2015). In a beginning teacher's first year, the logs should demonstrate evidence of understanding and learning new concepts whereas logs

for teachers in years two and three should have evidence of application of the learning from year one (Ingersoll, 2003). As each log is created by individual schools based upon their needs, the logs should be monitored monthly by the instructional coach and administrator in order to examine evidence of support by the mentor and for the purpose that has been established (Wood & Stanulis, 2009). These logs will serve as a success indicator of the framework.

Surveys

Although there are many aspects of the school-based induction framework that can serve as indicators of the success of the framework, for a majority of the components the best indicator of its success is through beginning teacher feedback. The framework is based upon supporting beginning teachers and unless the beginning teacher feels as though his or her needs are met, the framework will not be a success. Only the beginning teacher can attest that he or she feels supported by the principal, that the learning was provided at the right time, that his or her self-confidence was built, and that mentor support was consistent and timely, meeting their needs based on problems currently occurring (Knowles et al., 1998).

The survey should be given bi-annually during a teacher's first three years and include items in which beginning teacher rate the effectiveness of various aspects of the framework as well as provide narrative feedback as to the extent to which each aspect met their needs in being supported. Giving the survey bi-annually will provide safeguards and allow for adjustments to be made to the type and amount of support that is being given (Snyder & Bristol, 2015). Items on the survey will demonstrate aspects of the support provided by the mentor, principal, instructional coach, and the professional development that has been provided.

The beginning teacher's reflection of the support provided by his or her mentor should reveal the observations conducted and feedback provided, the collaborative observations conducted on master teachers, the weekly mentor/mentee meetings, the timeliness of the support provided, and overall if the mentor is meeting the beginning teacher's needs (Knowles et al., 1998; Strong, 2009). It should also include the amount of time spent together and assess if the mentor and beginning teacher are meeting the requirement of at least six hours of interaction per month (Moir et al., 2009). Questions regarding the support of the principal should illustrate not only the principal's involvement in supporting beginning teachers through induction, but also include the monthly meetings that provide teachers with support and feedback as well as the principal's involvement in induction activities (Charlotte Advocates for Education, 2004; Harris, 2015; Heidkamp & Shapiro, 2009), and the culture of support in which the principal is an integral part of induction (Tillman, 2005). The beginning teachers should also be asked to reflect upon release time that has been provided by the administrator in order for mentors to observe beginning teachers, and for mentors and beginning teachers to meet, reflect, observe master teachers, and participate in professional development (Breux & Wong, 2003; Harris, 2015; Heidkamp & Shapiro, 2009). Finally, beginning teachers should be asked to reflect upon the professional development provided by the instructional coach. Questions should ask teachers to consider if the professional development was timely and if the choices and content are meeting his or her needs (Cox, 2007-2008; Harris, 2015; Knowles et al., 1998; Moir et al., 2009).

The survey will be used to obtain feedback and assess the induction program in order to ensure that the beginning teachers are receiving the support that they need, and that the school

based induction program is meeting its goals (Snyder & Bristol, 2015). Schools can use this information to ensure that relevant assistance is being provided to beginning teachers and that the implemented practices are effective in helping beginning teachers feel supported. In the surveys, beginning teachers can either be anonymous or named depending on the needs and culture of the school, and the items can focus on specific aspects of the framework that are the most important to the school or on the strengths and weaknesses of every aspect of the framework. When schools receive the survey results they should then analyze the results, reflect upon the implemented practices, and make adjustments as necessary. The theories of adult learning become essential when analyzing the results and in ensuring that the induction practices at the school are based upon the needs of each individual teacher and that effective support, that meets the needs of each beginning teacher, is being provided (Cox, 2007-2008; Knowles et al., 1998).

CHAPTER 5

Overview of the Problem of Practice

This purpose of this Dissertation in Practice was to examine the attrition rate of beginning teachers in Shepard District Schools (SDS). Because only 31% of beginning teachers completed the induction process and the attrition rate of beginning teachers in SDS is nearly 30%, it was necessary to determine beginning teacher knowledge of the induction process and reasons that they were not completing it. The following overarching exploratory question (question one) and two sub-questions (questions two and three) were designed to inform this dissertation in practice:

1. How can Shepard District Schools refine an induction program that supports the retention of beginning teachers?
2. What are beginning teachers' perceptions of the current induction program in SDS?
3. What are the reasons that beginning teachers do not complete the induction program?

A pilot was conducted to examine the three exploratory questions and a framework for district-based induction and school-based induction programs was created to help address the attrition rate within SDS.

Implications of the Framework

The researchers, as members of SDS, had the opportunity to collaborate with the Professional Development Services (PDS) department as they worked through each chapter of the Dissertation in Practice. The PDS department offered data on beginning teacher attrition and induction completion rates, feedback on the pilot survey, and support with dissemination of the survey. Due to this collaboration and support throughout the DiP process, the PDS department

has begun to and plans to continue to refine the induction program implemented by Shepard District Schools based on the findings of this Dissertation in Practice. The following information was known due to Researcher B's position within the Professional Development Services department.

Professional Development Services' Plan to Improve Induction

The PDS team developed a plan to refine the current district level induction program and asked the researchers for feedback regarding the proposed plan. The original plan design is identified below in Figure 5. This began the collaboration with the PDS team and the researchers on the pilot survey.

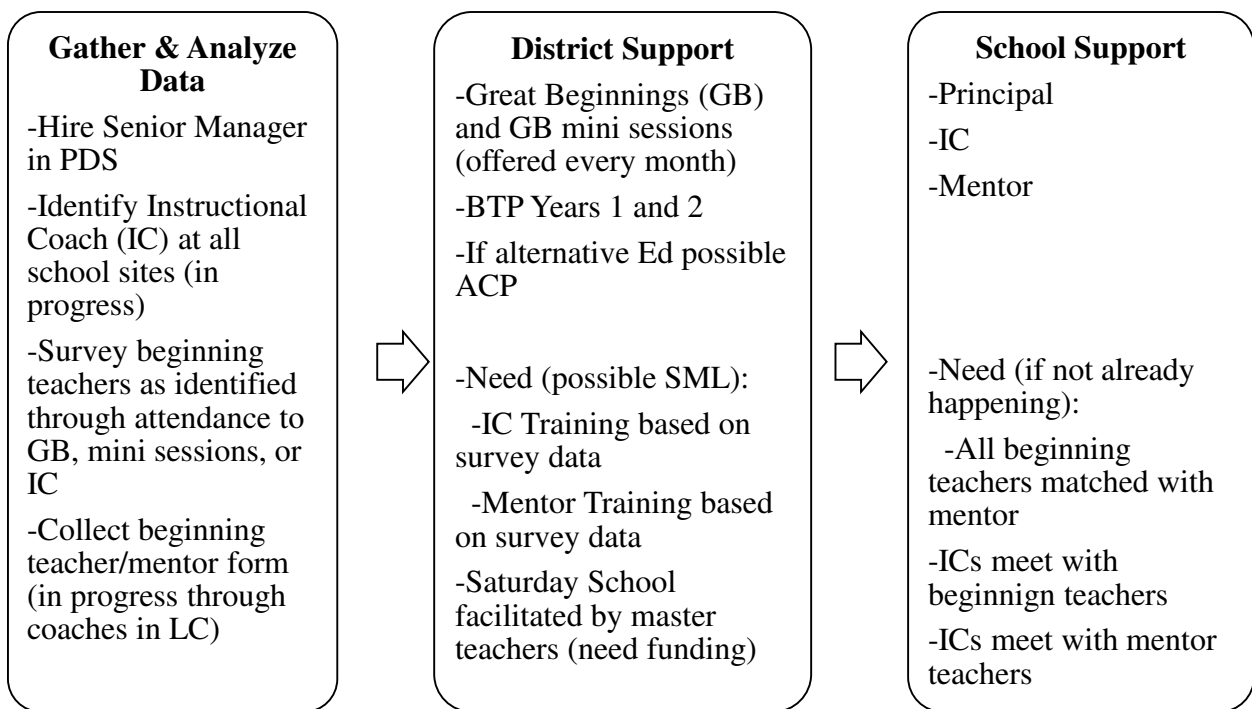


Figure 5: Adapted from the Professional Development Services Department's Plan to Refine Induction

Because of the collaboration with the PDS team, the online survey was sent out to all beginning teachers, mentors, instructional coaches, and school administrators in the district. The survey resulted in 1999 responses, with 1351 individuals completing the full survey. Results from the pilot survey were used to help guide the PDS team's plan for revision of the induction program. The department originally anticipated using the information to design and implement summer professional development opportunities. However, the results led to restructuring induction courses, adding digital professional development sessions for coaches and mentors, a professional development session in the summer on classroom management, an online course providing a review of induction, and a pilot program to test the effects of paying for mentors for beginning teachers in years two and three.

Restructuring Induction Courses

In reviewing the results of the pilot, the PDS team determined a need to restructure the induction courses for beginning teachers. Because of this, PDS changed Beginning Teacher Portfolio 1 and 2 and will provide the modified courses to beginning teachers in the 2016-2017 school year. The revisions made to the courses were determined based on the areas of need as identified by beginning teachers that participated in the survey. Due to this amendment, the BTP 1 course now includes two sections on classroom management and a required observation of peer teachers. BTP 2 includes a heavier emphasis on standards-based instruction and requires beginning teachers to visit a peer classroom and conduct an observation as well.

The PDS team has changed the format of Great Beginnings to include a third day to the training which will be led by the Curriculum and Instruction department and will focus on standards-based planning, curriculum, and assessments. A session has been added to the previous two days dealing with classroom management, and additional technology is being integrated throughout the training. The PDS team is currently in the process of restructuring the Clinical Educator training to include more support on mentoring and an overview of induction. The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida is being transferred to a digital course in order to make attendance easier for any teacher in need of this requirement.

Digital Professional Development

The PDS team began a monthly series of digital training through a digital meeting platform for instructional coaches. This web platform allows participants to view and hear a trainer while being engaged in a chat board. Sessions are recorded and placed into a digital platform for instructional coaches to view at their convenience. Each session is structured to provide participants with program updates, news, a mini-lesson on a different topic each month, a school spotlight, and an overview of what mentors should be doing during the upcoming month. The mini-lessons are presentations that coaches can download and take back to their school to use with their beginning teachers or mentors. The topics for the mini lessons have focused on the top areas of support as identified in the beginning teacher survey. Feedback on the effectiveness of these sessions was collected and is demonstrated in Table 47.

Table 47: Feedback from Instructional Coaches Regarding Digital Meeting Sessions

<u>Theme</u>	<u>Characteristic Response</u>
Appreciation for Resources and Mini Lessons	<p>“I really liked the resources and ideas for getting organized. I think that is what's been lacking - a clear, organized system that we can follow :) Thanks!!“ ”Additionally, the resources you all provide are very useful and reminds us of strategies often overlooked, that are helpful for all teachers.</p> <p>Thanks for the support!” “the Adherence to Rules and Procedures information was quite informative and will be very helpful when planning trainings.” “Having the mini-lessons broken down to use with mentors is very useful as are the scenarios to check our understanding of specific scenarios.” “I am planning to keep the PowerPoint for Mentors and present at the beginning of the school year 2016-2017. I think that mentors need to know this information at the beginning so that they can better help new teachers.” “I also liked the minilesson [<i>sic</i>] on giving feedback. I will use this as a resource the next time I meet with our mentors. I definitely have seen that feedback is one of the most valuable tools for our new teachers. I think these ideas will help focus the observation and conversations between mentors and mentees.”</p>
Enjoyed Convenience of the Sessions	<p>“I liked that it was a Safari training and I did not need to leave my school.” “I appreciate utilizing Safari Montage so that we can stay in our schools and so that we have the option of the recording when there is a conflict.” “I really appreciate the SML sessions, as it allows me to gain valuable information, yet remain at school to complete my regular duties for the rest of the day.” “First of all I love that I did not have leave my school site.” “Using Safari made it easier to participate.” “I absolutely appreciate the mode of delivery! I am only missing a small portion of lunch duty yet I feel just as invigorated as I would had I just attended a day of training. Having multiple job descriptions leaves me prone to losing track of some of the more refined responsibilities within those jobs.” “It is so helpful to be able to get the latest information each month and to be able to access it either live, if your schedule allows, or by recording when you have to miss the live presentation. THANKS!”</p>
Liked Hearing About Other Schools	<p>“I loved hearing about Corner Lakes MS induction support.” “The middle school example provided ideas how to be more deliberate with our mentoring and meet more individual needs based on the experience of the teacher.” “The second half of the hour, when the coach shared what she has set up at her school was fantastic. I always start off the year with great plans, and after a few weeks get less and less involved with my new</p>

Theme

Characteristic Response

teachers and mentors. (Hallway chats hardly count as mentoring or support!) Scheduling brief meetings at the start of the year for the entire school year is a fantastic idea. Thanks for sharing!” “The school example is a great feature as it helps us see the problems / solutions created by other people in the same positions.” “I especially like the ideas provided by the guest teacher about the NEST program. While we host our own "great beginnings" during preplanning, she gave me some new ideas on how to make it better this year.” “It was good to hear from the Instructional Coach in the Spotlight Video. She had some wonderful tools that I can review to compare to what I already use and tweak what I am doing.” “I will use some of the great ideas that Shayana is using at her school .”

Professional Development on Classroom Management

Because establishing rules and procedures was selected most frequently by beginning teachers as the number one area in which they needed support, the PDS team analyzed the current induction program to identify how beginning teachers were being supported in this area. What was found by the team, however, was that establishing rules and procedures is not addressed in any of the induction courses. Because of this, it was included in the first mini-lesson for the virtual collaboration series for instructional coaches. It was then decided to incorporate classroom management into the other induction courses. However, to remedy this knowledge gap for current new teachers, a professional development was created on classroom management for beginning teachers that are in years two and three.

Online Course on Induction

Because the beginning teacher survey demonstrated an unclear understanding regarding induction, the PDS team determined the need to develop a course detailing the components of induction. This course will be sent to beginning teachers, mentors, instructional coaches, and school administrators to ensure that all stakeholders are aware of the current induction process. The course will be online to allow easy access by any stakeholder in the district.

Pilot Program

Research indicates that beginning teachers continue to learn and grow throughout their first five years and that teachers who are mentored in years two and three are more likely to be successful (Harris, 2015; Ingersoll, 2003; Kram, 1983). Therefore, the PDS team is piloting a program to provide paid mentors to fifty beginning teachers that are identified as at risk by their school administrators. The pilot program will require year two and three beginning teachers in the pilot to attend additional professional development in their areas of need. Mentors being paid as part of the pilot will also receive additional PD. Data will be collected by the department to analyze the effectiveness of the pilot in helping to increase beginning teacher retention. Figure 6 provides a visual representation of the plan for the pilot.

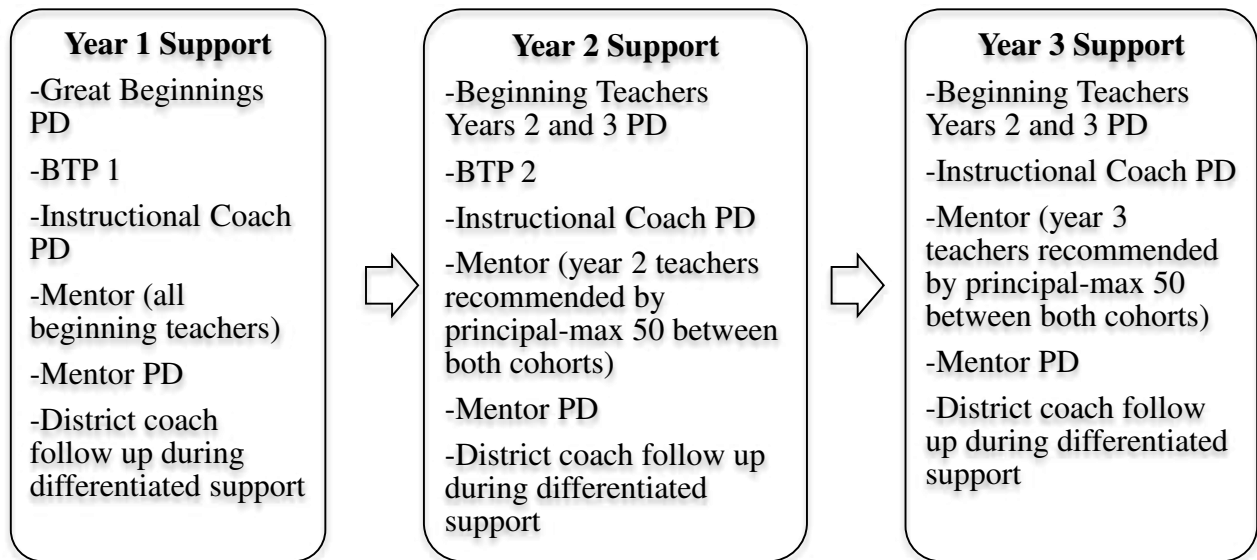


Figure 6: Adapted from Professional Development Services Department’s Pilot for Increased Mentor Support

Further Work Based on Framework

Research will need to be conducted to determine the effectiveness of the implementation of the entire framework long term. Because identifying beginning teacher retention rates is a lagging indicator, it will take several years to determine if the overarching goal of reducing beginning teacher attrition is achieved. Because beginning teachers have three years to complete the induction courses, it will also take several years to determine if the framework is effective. Tracking of progress towards the goal must continue in order to evaluate the true effectiveness of the framework.

Surveys completed district wide will serve as data to inform the further refinement of the framework. The data will help in making informed decisions about the effectiveness of the

framework for the needs of the beginning teachers in SDS. The individual surveys that should be designed and disseminated within each school will also serve as feedback to the district as items on the district survey will address the effectiveness of the school-based practices of induction.

Recommendations for Further Research

The purpose of this DiP was to refine the current district induction program in order to increase the retention rates of beginning teachers within SDS. A framework was designed in order to more effectively support beginning teachers as well as decrease attrition. The analysis of the success of the implementation of the framework is beyond the scope of this dissertation in practice, therefore the first set of questions for further research are based upon implementation of the framework in SDS.

1. What impact does a comprehensive three-year induction program have on the retention rates of beginning teachers in a large urban school district?
2. What are beginning teachers' perceptions of the refined induction program in SDS?
3. What are the reasons that beginning teachers do not complete the refined induction program?
4. How does the school-based induction program differ between schools and what impact do the differences have on beginning teacher attrition?
5. How does an understanding of the district induction program by administrators, instructional coaches, and mentors impact the completion rate of the induction program by beginning teachers?

This DiP analyzed a specific aspect of education, the attrition of beginning teachers in SDS. The development of a framework to retain beginning teachers is only one aspect of research concerning beginning teachers. The following questions for further research address additional areas of study regarding beginning teachers.

1. How does a comprehensive induction program for beginning teachers impact student achievement?
2. What method of professional development best supports beginning teachers?
3. What form of mentoring best supports beginning teachers?
4. Is the beginning teacher framework that has been developed for SDS generalizable to other large urban school districts?
5. Why are beginning teachers in SDS leaving?
6. Why are beginning teachers in SDS staying?

Preparation for DiP from Ed.D. in Education Program

The course work throughout the Education Ed.D. program was integral in preparation for completing the Dissertation in Practice. In each of the courses throughout the program, skills were developed in graduate level writing skills, knowledge of and fluency with using APA, techniques for locating relevant research, and how to read and analyze research. The cohort model of the Ed.D. program allowed for relationships to be built that provided the opportunity for ongoing collaboration, community, and a plethora of knowledge, experience, and skills shared by each of the members of the cohort. Collaborative projects and presentations were a part of each of the courses. These opportunities lead to learning about colleagues in the program

and about each of their strengths that could be called upon throughout the remainder of the program. This also led to learning how to communicate and collaborate with individuals who come from diverse careers and backgrounds. The impact of the program would not have been as great without the cohort model and the ability to learn from one another.

Many specific activities and assignments provided preparation for writing the DiP. The feedback and guidance provided by each of the professors was essential to working through the process of writing the DiP. Reading journal articles, literature reviews, and research, and analyzing each both individually as well as in groups and as a class led to the ability to effectively evaluate and interpret readings. Writing an annotated bibliography provided the opportunity for practice with selecting and analyzing appropriate research. Through analysis of literature reviews and practice with writing using literature prepared for the integration of literature throughout the DiP. In multiple courses practice was given and trainings were provided with finding research and utilizing library resources to locate appropriate resources. Learning about evaluating complex problems of practice gave perspective on the options regarding the work that could be engaged in through the of Dissertation in Practice.

The three gap analysis papers were essential in learning how to analyze a problem from multiple perspectives, including Bolman and Deal's four frames as well as psychological theories (2013). The papers also considered the part that organizational theory and leadership play in the problem. Through the gap analysis process, practice was also given with submitting to the IRB, which made the process more fluent when obtaining approval for the DiP. The gap

analysis process also allowed to learn techniques for collecting and analyzing data as well as constructing survey items.

Participating in the Lab of Practice courses allowed for the opportunity to start to work with areas of interest and to begin to narrow the focus and refine potential ideas for the DiP. The variety of opportunities that these labs provided created the choice of any field experience that would provide knowledge to potential DiP topics. The concentration courses also provided the opportunity to focus on specific interests or goals that would inform the DiP.

Overall, the Education Ed.D. program provided valuable experiences through coursework, exercises of analytic thinking, and collaboration that led to the ability to successfully complete the dissertation in practice.

APPENDIX A: IRB APPROVAL LETTER



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1
FWA00000351, IRB00001138**
To: **Jill L Adcock and Co-PI: Neva Husko**
Date: **December 01, 2015**

Dear Researcher:

On 12/01/2015, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: Overcoming Beginning Teacher Attrition
Investigator: Jill L Adcock
IRB Number: SBE-15-11763
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the [Investigator Manual](#).

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 12/01/2015 10:48:23 AM EST

IRB Manager

APPENDIX B: SCHOOL DISTRICT IRB APPROVAL



Orange County Public Schools

445 West Amelia Street • Orlando, FL 32801-1129 • Phone 407.317.3200 • www.ocps.net

Notice of Approval

Approval Date: 2/25/16 Approval Number: **0029**
Project Title: Overcoming Beginning Teacher Attrition
Requester: Jill Adcock & Neva Husko
Project Director/Advisor: Dr. Thomas Cox; Dr. Carolyn Hopp
Sponsor Agency/Institutional Affiliation: University of Central Florida

Thank you for your request to conduct research in Orange County Public Schools. We have reviewed and approved your application. This Notice of Approval expires one year after issue, 2/24/17 .

If you are interacting with OCPS staff or students, you should have submitted a Principal Notification Form with your application. You may now email the principals who have indicated interest in participating, including this Notice as an attachment. After initial contact with principals, you may then email any necessary staff. This notice does not obligate administrators, teachers, students, or families of students to participate in your study; participation is entirely voluntary.

OCPS badges are required to enter any OCPS campus or building (see the [Security Clearance Flow Chart](#)).

You are responsible for submitting a [Change Request Form](#) to this office prior to implementing any changes to the currently approved protocol. If any problems or unexpected adverse reactions occur as a result of this study, you must notify this office immediately by emailing a completed [Adverse Event Report Form](#). On or before 1/24/17 , you must complete a [Request for Renewal or Executive Summary Submission](#). Email all forms to research@ocps.net. All forms may be found at www.ocps.net/cs/services/accountability/Pages/Research.aspx.

Should you have questions or need assistance, please contact Mary Ann White at (407) 317-3201 or mary.white@ocps.net.

Best wishes for continued success,

Tavy Chen, Ed.D.
tavy.chen@ocps.net
Director of Accountability, Research and Evaluation
Orange County Public Schools

Cc: Brandon McKelvey, Senior Director, brandon.mckelvey@ocps.net

"The Orange County School Board is an equal opportunity agency."

APPENDIX C: GREAT BEGINNINGS SURVEY QUESTIONS

1. I learned important content through the conference activities.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2. The session about creating an effective learning environment provided a good foundation for beginning my career as an OCPS teacher.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

3. I think that the session on Ethics provided sufficiently detailed information for supporting my success as a new OCPS teacher.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

4. I think that the information shared in the standards-based education session will be helpful as I plan my lessons.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

5. I think that the time spent on strategies and ideas for staying organized was well spent.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

6. The information presented at this conference was appropriate for my needs as a new OCPS teacher.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

7. Lessons that increase student engagement also decrease classroom management difficulties.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

8. The conference activities have helped me to clarify my approach to beginning the new school year.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

9. The instructors modeled the same skills, techniques, and that I should use in the classroom.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

10. The conference activities have provided me with new ideas that I will use in my classroom.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

11. As a result of my attendance at Great Beginnings, I have some new things to think about before the first day of school.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

12. Great Beginnings has provided answers to many of my questions.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

13. I now know where to go if I need help.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

14. I have already met my school mentor.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

15. After attending this conference, I feel more confident about beginning the new school year.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

16. I know that my students and I will have a successful school year.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

17. What was the most important thing that you learned through your attendance at Great Beginnings?

18. If you were planning Great Beginnings, what session (s) would you add?

19. What do you think will be your greatest challenge as an OCPS teacher?

APPENDIX D: ONLINE SURVEY QUESTIONS

Intro Block

Intro Block

Q1.1 Which of the following describes your role this school year? Select all that apply.

- Beginning Teacher (0-3 years)
- Mentor
- Teacher
- Instructional Coach
- School Administrator

Q1.2 How many years have you been teaching?

- 0
- 1
- 2
- 3
- 4+

Q1.3 Select your school's learning community.

- North
- West
- SouthWest
- SouthEast
- East
- School Transformation Office (STO)
- Other _____

Answer If Select your school's learning community. North Is Selected

Q1.4 Select your school.

- Apopka ES
- Clarcona ES
- Clay Springs ES
- Dream Lake ES
- Fern Creek ES
- Killarney ES
- Lake Silver ES
- Lake Sybelia ES
- Lake Weston ES
- Lockhart ES
- Lovell ES
- Princeton ES
- Riverside ES

- Rock Springs ES
- Rolling Hills ES
- Rosemont ES
- Spring Lake ES
- Wolf Lake ES
- Zellwood ES
- Apopka MS
- Lee MS
- Lockhart MS
- Piedmont Lakes MS
- Wolf Lake MS
- Apopka HS
- Edgewater HS
- Evans HS
- Wekiva HS

Answer If Select your school's learning community. SouthEast Is Selected

Q1.5 Select your school.

- Andover ES
- Conway ES
- Durrance ES
- Eagle Creek ES
- Hidden Oaks ES
- Lake George ES
- McCoy ES
- Meadow Woods ES
- Moss Park ES
- NorthLake Park Community School
- Oakshire ES
- Pershing ES
- Pinar ES
- Pine Castle ES
- Shenandoah ES
- Southwood ES
- Sun Blaze ES
- Three Points ES
- Ventura ES
- Vista Lakes ES
- Wetherbee ES
- Winegard ES
- Wyndham Lakes ES
- Conway MS
- Jackson MS

- Lake Nona MS
- Liberty MS
- Meadow Woods MS
- Odyssey MS
- South Creek MS
- Colonial HS
- Cypress Creek HS
- Lake Nona HS
- Oak Ridge HS

Answer If Select your school's learning community. SouthWest Is Selected

Q1.6 Select your school.

- Bay Meadows ES
- Catalina ES
- Dover Shores ES
- Dr. Philips ES
- Eccleston ES
- Endeavor ES
- Grand Avenue ES
- Hillcrest ES
- Hunter's Creek ES
- John Young ES
- Kaley ES
- Lake Como ES
- Millennia ES
- Palm Lake ES
- Palmetto ES
- Pineloch ES
- Sand Lake ES
- Sunset Park ES
- Tangelo Park ES
- Waterbridge ES
- West Creek ES
- Blanker School K-8
- Chain of Lakes MS
- Freedom MS
- Howard MS
- Hunter's Creek MS
- Memorial MS
- Southwest MS
- Westridge MS
- Boone HS

- Dr. Philips HS
- Freedom HS
- Jones HS

Answer If Select your school's learning community. East Is Selected

Q1.7 Select your school.

- Aloma ES
- Audubon Park ES
- Avalon ES
- Azalea Park ES
- Bonneville ES
- Brookshire ES
- Camelot ES
- Castle Creek ES
- Cheney ES
- Chickasaw ES
- Columbia ES
- Cypress Springs ES
- Deerwood ES
- Dommerich ES
- East Lake ES
- Engelwood ES
- Forsyth Woods ES
- Lakemont ES
- Lawton Chiles ES
- Little River ES
- Riverdale ES
- Stone Lakes ES
- Sunrise ES
- Timber Lakes ES
- Union Park ES
- Waterford ES
- Arbor Ridge School K-8
- Avalon MS
- Corner Lake MS
- Discovery MS
- Glenridge MS
- Legacy MS
- Maitland MS
- East River HS
- Timber Creek HS
- University HS

- Winter Park HS

Answer If Select your school's learning community. West Is Selected

Q1.8 Select your school.

- Citrus ES
- Dillard Street ES
- Frangus ES
- Hiawassee ES
- Independence ES
- Ivey Lane ES
- Keene's Crossing ES
- Lake Whitney ES
- Maxey ES
- MetroWest ES
- Oak Hill ES
- Ocoee ES
- Orange Center ES
- Pine Hills ES
- SunRidge ES
- Thornebrooke ES
- Tildenville ES
- West Oaks ES
- Westbrooke ES
- Whispering Oak ES
- Windermere ES
- Windy Ridge School K-8
- Bridgewater MS
- Gotha MS
- Lakeview MS
- Ocoee MS
- Robinswood MS
- SunRidge MS
- Ocoee HS
- Olympia HS
- West Orange HS

Answer If Select your school's learning community. School Transformation Office (STO) Is Selected

Q1.9 Select your school.

- Cypress Park ES
- Eagle's Nest ES
- Hungerford ES
- Lake Gem ES

- Lakeville ES
- Lancaster ES
- Mollie Ray ES
- Orlo Vista ES
- Pinewood ES
- Ridgewood Park ES
- Rock Lake ES
- Sadler ES
- Shingle Creek ES
- Washington Shores ES
- Wheatley ES
- Carver MS
- Meadowbrook MS
- Union Park MS
- Walker MS

Answer If Select your school's learning community. Other Is Selected

Q1.10 Enter your school's name.

Beginning Teacher Block

Answer If Beginning Teacher Is Selected

Q2.1 Did you take the three-day Great Beginnings training in August?

- Yes
- No

Answer If Did you take the three day Great Beginnings training in August? No Is Selected

Q2.2 Have you taken or are you currently enrolled in the Great Beginnings Mini Sessions?

- Yes
- No

Answer If Have you taken or are you currently enrolled in the Great Beginnings Mini Sessions?

No Is Selected And Have you received information about Great Beginnings? No Is Selected

Q2.3 Have you received information about Great Beginnings?

- Yes
- No

Answer If Have you received information about Great Beginnings? Yes Is Selected

Q2.4 Why have you not attended Great Beginnings or enrolled in Great Beginnings?

Answer If Did you take the three day Great Beginnings training in August? Yes Is Selected Or Have you taken or are you currently enrolled in the Great Beginnings Mini Sessions? Yes Is Selected

Q2.5 What aspect of Great Beginnings has benefited you as a beginning teacher?

Q2.6 Have you completed the Beginning Teacher Portfolio Year 1 (BTP 1) course?

- Yes
- No

Answer If Have you completed the Beginning Teacher Portfolio Year 1 (BTP 1) course? No Is Selected

Q2.7 Are you currently signed up for the Beginning Teacher Portfolio Year 1 (BTP 1) online course?

- Yes
- No

Answer If Have you completed the Beginning Teacher Portfolio Year 1 (BTP 1) course? No Is Selected And Are you currently signed up for the Beginning Teacher Portfolio Year 1 (BTP 1) online course? No Is Selected

Q2.8 Have you received information about the Beginning Teacher Portfolio Year 1 (BTP 1)?

- Yes
- No

Answer If Yes Is Selected

Q2.9 Why have you not enrolled in or completed the Beginning Teacher Portfolio Year 1 (BTP1)?

Q2.10 Have you taken Code of Ethics?

- Yes
- No

Answer If Have you taken Code of Ethics? No Is Selected

Q2.11 Are you currently enrolled in Code of Ethics?

- Yes
- No

Answer If Have you taken Code of Ethics? No Is Selected And Are you currently enrolled in Code of Ethics? No Is Selected

Q2.12 Have you received information about Code of Ethics?

- Yes
- No

Answer If Yes Is Selected

Q2.13 Why have you not enrolled in or completed Code of Ethics?

Answer If Have you taken the Beginning Teacher Portfolio Year 1 (BTP 1) online course? Yes Is Selected

Q2.14 What aspect of the Code of Ethics training has benefited you as a beginning teacher?

Q2.15 Do you have a mentor?

- Yes
- No

Answer If Do you have a mentor? Yes Is Selected

Q2.16 When do you and your mentor meet (during a PLC, during planning, during school-provided release time, after school, etc.)?

Answer If Do you have a mentor? Yes Is Selected

Q2.17 How often do you and your mentor meet?

Q2.18 Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important.

_____ Classroom Observations (Of mentor, of beginning teacher, peer observations)

_____ Feedback (non-evaluative coaching, actionable feedback)

_____ Curriculum Support (deconstructing and understanding standards, creating learning goals and scales, understanding the measurement topic plan (MTP) and scope and sequence, understanding curriculum resources)

_____ Instructional Support (lesson planning with the instructional framework, using strategies within the instructional framework, effective delivery of lesson, reflecting on daily lessons)

_____ Assessment Support (creating formative and summative assessments, data analysis, planning remediation based on student data, planning enrichment based on student data, blueprinting, reflecting on student data)

_____ Emotional Support (celebrating success, active listening, encouragement, empathizing)

_____ Understanding School Culture (understanding diversity of student population, understanding students' interests and backgrounds, fostering relationships with students, fostering relationships with coworkers, cultural norms)

_____ Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules)

_____ Clarifying the Evaluation Model (Domain 1: Classroom Strategies and Behaviors, Domain 2: Planning and Preparing, Domain 3: Reflecting on Teaching, Domain 4: Collegiality and Professionalism, Deliberate Practice)

_____ Other

_____ Other

Answer If Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important. Classroom Observations (Of mentor, of beginning teacher, peer observations) Is Less Than or Equal to 3

Q2.19 Select all the forms of observations you would like to receive more.

- Observe mentor
- Have mentor observe me
- Peer observations

Answer If Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important. Feedback (non-evaluative coaching, actionable feedback) Is Less Than or Equal to 3

Q2.20 Select all forms of feedback that you would like to receive.

- Non-evaluative coaching
- Actionable Feedback

Answer If Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important. Curriculum Support (planning, understanding standards, creating learning goals and scales) Is Less Than or Equal to 3

Q2.21 Select the forms of curriculum support you would like further assistance with.

- Deconstructing and understanding standards
- Creating learning goals and scales
- Understanding the measurement topic plan (MTP) and scope and sequence
- Understanding curriculum resources

Answer If Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important. Instructional Support (lesson planning, strategies) Is Less Than or Equal to 3

Q2.22 Select the areas of instructional support that you would like more assistance with.

- Lesson planning with the instructional framework
- Using strategies within the instructional framework
- Effective delivery of instruction
- Reflecting on daily instruction

Answer If Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important. Assessment Support (creating formative and summative assessments, data analysis, planning remediation or enrichment based upon student data) Is Less Than or Equal to 3

Q2.23 Select the areas of assessment support that you would like more assistance with.

- Creating formative and summative assessments
- Data analysis
- Planning remediation based on student data
- Planning enrichment based on student data
- Blueprinting

- Reflecting on student data

Answer Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important. Emotional Support (celebrating success, active listening, encouragement, empathizing) Is Less Than or Equal to 3

Q2.24 Select the areas of emotional support that you would like to receive more of.

- Celebrating success
- Active listening
- Encouragement
- Empathizing

Answer If Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important. Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules, etc.) Is Less Than or Equal to 3

Q2.25 Select the areas of understanding school culture that you would like further support in.

- Understanding diversity of student population
- Understanding students' interests and backgrounds
- Fostering relationships with students
- Fostering relationships with coworkers
- Cultural norms

Answer If Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important. Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules, etc.) Is Less Than or Equal to 3

Q2.26 Please select the areas of establishing rules and procedures that you would like more support with.

- Classroom routines
- Classroom layout
- Classroom procedures
- Applying consequences for lack of adherence to rules
- Acknowledging adherence to rules

Answer If Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important. Clarifying the Evaluation Model (Domain 1, Domain 2, Domain 3, Domain 4, Deliberate Practice) Is Less Than or Equal to 3

Q2.27 Which areas of the evaluation model would you like more clarification on?

- Domain 1: Classroom Strategies and Behaviors
- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

- Deliberate Practice

Answer If Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important. Other Is Less Than or Equal to 3

Q2.28 Please elaborate on how you would like to be further supported with...

Answer If Rearrange the forms of support in order of their importance to you, with 1 being the most important and 10 being the least important... Other Is Less Than or Equal to 3

Q2.29 Please elaborate on how you would like to be further supported with...

Q2.30 Check all areas of support that have been provided to you by your mentor this year.

- Classroom Observations (Of mentor, of beginning teacher, peer observations)
- Feedback (non-evaluative coaching, actionable feedback)
- Curriculum Support (deconstructing and understanding standards, creating learning goals and scales, understanding the measurement topic plan (MTP) and scope and sequence, understanding curriculum resources)
- Instructional Support (lesson planning with the instructional framework, using strategies within the instructional framework, effective delivery of lesson, reflecting on daily lessons)
- Assessment Support (creating formative and summative assessments, data analysis, planning remediation based on student data, planning enrichment based on student data, blueprinting, reflecting on student data)
- Emotional Support (celebrating success, active listening, encouragement, empathizing)
- Understanding School Culture (understanding diversity of student population, understanding students' interests and backgrounds, fostering relationships with students, fostering relationships with coworkers, cultural norms)
- Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules)
- Clarifying the Evaluation Model (Domain 1: Classroom Strategies and Behaviors, Domain 2: Planning and Preparing, Domain 3: Reflecting on Teaching, Domain 4: Collegiality and Professionalism, Deliberate Practice)
- Other _____
- Other _____

Q2.31 Check all areas of support that have been provided to you by your professional learning community (PLC) this year.

- Classroom Observations (Of mentor, of beginning teacher, peer observations)
- Feedback (non-evaluative coaching, actionable feedback)
- Curriculum Support (deconstructing and understanding standards, creating learning goals and scales, understanding the measurement topic plan (MTP) and scope and sequence, understanding curriculum resources)

- Instructional Support (lesson planning with the instructional framework, using strategies within the instructional framework, effective delivery of lesson, reflecting on daily lessons)
- Assessment Support (creating formative and summative assessments, data analysis, planning remediation based on student data, planning enrichment based on student data, blueprinting, reflecting on student data)
- Emotional Support (celebrating success, active listening, encouragement, empathizing)
- Understanding School Culture (understanding diversity of student population, understanding students' interests and backgrounds, fostering relationships with students, fostering relationships with coworkers, cultural norms)
- Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules)
- Clarifying the Evaluation Model (Domain 1: Classroom Strategies and Behaviors, Domain 2: Planning and Preparing, Domain 3: Reflecting on Teaching, Domain 4: Collegiality and Professionalism, Deliberate Practice)
- Other _____
- Other _____

Q2.32 Does your school provide professional development for beginning teachers?

- Yes
- No

Answer If Is Selected

Q2.33 What topics are covered in your professional development for beginning teachers?

Answer If Is Selected

Q2.34 What type of professional development would be beneficial to help support you as a beginning teacher?

Q2.35 Do you feel that your mentor is providing you with the support that you need? Please elaborate.

Q2.18 Do you feel as if your school is providing you with adequate support? Please elaborate.

Mentor Block

Q3.1 Have you completed Clinical Educator training?

- Yes
- No

Answer If Have you completed Clinical Educator training? No Is Selected

Q3.2 What are the reasons that you have not completed the Clinical Educator training?

Answer If Have you completed Clinical Educator training? Yes Is Selected

Q3.3 Check all that apply:

- I took Clinical Educators in OCPS.
- I took Clinical Educators in another school district.
- I took Clinical Educators before August 2013.
- I took Clinical Educators after August 2013.
- I took the online Coaching and Mentoring update.

Answer If How often do you and your beginning teacher meet? Is Selected And How often do you and your beginning teacher meet? Is Selected

Q3.4 What aspect of the Clinical Educator certification training did you find most beneficial to your work with beginning teachers?

Q3.5 Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important.

_____ Classroom Observations (Of mentor, of beginning teacher, peer observations)

_____ Feedback (non-evaluative coaching, actionable feedback)

_____ Curriculum Support (deconstructing and understanding standards, creating learning goals and scales, understanding the measurement topic plan (MTP) and scope and sequence, understanding curriculum resources)

_____ Instructional Support (lesson planning with the instructional framework, using strategies within the instructional framework, effective delivery of lesson, reflecting on daily lessons)

_____ Assessment Support (creating formative and summative assessments, data analysis, planning remediation based on student data, planning enrichment based on student data, blueprinting, reflecting on student data)

_____ Emotional Support (celebrating success, active listening, encouragement, empathizing)

_____ Understanding School Culture (understanding diversity of student population, understanding students' interests and backgrounds, fostering relationships with students, fostering relationships with coworkers, cultural norms)

_____ Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules)

_____ Clarifying the Evaluation Model (Domain 1: Classroom Strategies and Behaviors, Domain 2: Planning and Preparing, Domain 3: Reflecting on Teaching, Domain 4: Collegiality and Professionalism, Deliberate Practice)

_____ Other

_____ Other

Answer If Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important.

Classroom Observations (Of mentor, of beginning teacher, peer observations) Is Less Than or Equal to 3

Q3.6 Select all the forms of observations you would like to do more.

- Observe mentor
- Have mentor observe me
- Peer observations

Answer If Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important.

Feedback (non-evaluative coaching, actionable feedback) Is Less Than or Equal to 3

Q3.7 Select all forms of feedback that you would like to receive training on.

- Non-evaluative coaching
- Actionable Feedback

Answer Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important.

Curriculum Support (planning, understanding standards, creating learning goals and scales) Is Less Than or Equal to 3

Q3.8 Select the forms of curriculum support you would like further assistance with.

- Deconstructing and understanding standards
- Creating learning goals and scales
- Understanding the measurement topic plan (MTP) and scope and sequence
- Understanding curriculum resources

Answer If Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important.

Instructional Support (lesson planning, strategies) Is Less Than or Equal to 3

Q3.9 Select the areas of instructional support that you would like more assistance with.

- Lesson planning with the instructional framework
- Using strategies within the instructional framework
- Effective delivery of instruction
- Reflecting on daily instruction

Answer If Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important..

Assessment Support (creating formative and summative assessments, data analysis, planning remediation or enrichment based upon student data) Is Less Than or Equal to 3

Q3.10 Select the areas of assessment support that you would like more assistance with.

- Creating formative and summative assessments
- Data analysis
- Planning remediation based on student data
- Planning enrichment based on student data
- Blueprinting
- Reflecting on student data

Answer If Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important.

Emotional Support (celebrating success, active listening, encouragement, empathizing) Is Less Than or Equal to 3

Q3.11 Select the areas of emotional support that you would like to provide more of.

- Celebrating success
- Active listening
- Encouragement
- Empathizing

Answer If Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important.

Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules, etc.) Is Less Than or Equal to 3

Q3.12 Select the areas of understanding school culture that you would like further support in.

- Understanding diversity of student population
- Understanding students' interests and backgrounds
- Fostering relationships with students
- Fostering relationships with coworkers
- Cultural norms

Answer If Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important.

Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules, etc.) Is Less Than or Equal to 3

Q3.13 Please select the areas of establishing rules and procedures that you would like more support with.

- Classroom routines
- Classroom layout
- Classroom procedures
- Applying consequences for lack of adherence to rules
- Acknowledging adherence to rules

Answer If Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important.

Clarifying the Evaluation Model (Domain 1, Domain 2, Domain 3, Domain 4, Deliberate Practice) Is Less Than or Equal to 3

Q3.14 Which areas of the evaluation model would you like more clarification on?

- Domain 1: Classroom Strategies and Behaviors

- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism
- Deliberate Practice

Answer If Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important. Other Is Less Than or Equal to 3

Q3.15 Please elaborate on how you would like to be further supported with...

Answer If Rearrange the forms of support in order of their importance to you and your work with your beginning teacher, with 1 being the most important and 10 being the least important. Other Is Less Than or Equal to 3

Q3.16 Please elaborate on how you would like to be further supported with...

Q3.17 Check all areas of support that you have provided your beginning teacher this year.

- Classroom Observations (Of mentor, of beginning teacher, peer observations)
- Feedback (non-evaluative coaching, actionable feedback)
- Curriculum Support (deconstructing and understanding standards, creating learning goals and scales, understanding the measurement topic plan (MTP) and scope and sequence, understanding curriculum resources)
- Instructional Support (lesson planning with the instructional framework, using strategies within the instructional framework, effective delivery of lesson, reflecting on daily lessons)
- Assessment Support (creating formative and summative assessments, data analysis, planning remediation based on student data, planning enrichment based on student data, blueprinting, reflecting on student data)
- Emotional Support (celebrating success, active listening, encouragement, empathizing)
- Understanding School Culture (understanding diversity of student population, understanding students' interests and backgrounds, fostering relationships with students, fostering relationships with coworkers, cultural norms)
- Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules)
- Clarifying the Evaluation Model (Domain 1: Classroom Strategies and Behaviors, Domain 2: Planning and Preparing, Domain 3: Reflecting on Teaching, Domain 4: Collegiality and Professionalism, Deliberate Practice)
- Other _____
- Other _____

Q3.18 My PLC...

- Deconstructs standards
- Plans instruction

- Creates formative assessments
- Analyzes student data
- Makes instructional shifts
- Observes teammates
- Has a collaborative culture where all voices are heard

Q3.19 Do you have adequate resources or support to help you provide support for your beginning teacher?

- Yes
- No

Answer If Do you have adequate resources or support to help you provide support for your beginning teacher? No Is Selected

Q3.20 What resources/support do you need to help provide support for your beginning teacher? Please elaborate.

Q3.21 Do you have adequate time to support your beginning teacher in the areas that you believe will lead them to be a successful educator? (ie: provided release time, common planning) Please elaborate.

Q3.22 Do you receive professional development related to supporting beginning teachers as a mentor at your school?

- Yes
- No

Answer If Do you receive professional development related to supporting beginning teachers at your school? Yes Is Selected

Q3.23 Who provides the professional development for mentors?

Answer If Do you receive professional development related to supporting beginning teachers at your school? Yes Is Selected

Q3.24 What topics are covered in your professional development for mentors?

Answer If Do you receive professional development related to supporting beginning teachers at your school? No Is Selected

Q3.25 What type of professional development for mentors would be beneficial to help you support your beginning teacher?

Q3.26 When do you and your beginning teacher meet (during a PLC, during planning, during school-provided release time, after school, etc.)?

Q3.27 How often do you and your beginning teacher meet?

Instructional Coach Block

Q4.1 Have you completed Clinical Educator training?

- Yes
- No

Answer If Have you completed Clinical Educator training? No Is Selected

Q4.2 What are the reasons you have not completed the Clinical Educator training?

Answer If Yes Is Selected

Q4.3 Check all that apply:

- I took Clinical Educators in OCPS.
- I took Clinical Educators in another school district.
- I took Clinical Educators before August 2013.
- I took Clinical Educators after August 2013.
- I took the online Coaching and Mentoring update.

Answer If Check all that apply: I took Clinical Educators in OCPS. Is Selected And Check all that apply: I took Clinical Educators after August 2010. Is Selected

Q4.4 What aspect of the Clinical Educator certification training did you find most beneficial to your work with beginning teachers?

Q4.5 Are all of your mentors certified clinical educators?

- Yes
- No
- Not Sure

Q4.6 Have all your beginning teachers attended Great Beginnings or are currently enrolled in the Great Beginnings Mini Sessions?

- Yes
- No
- Not Sure

Q4.7 Have all your beginning teachers completed or enrolled in Beginning Teacher Portfolio Year 1 (BTP 1)?

Yes

No

Not Sure

Q4.8 How does your school determine pairings of mentors and beginning teachers?

Q4.9 How does your school monitor the relationship between mentors and beginning teachers?

Q4.10 Rearrange the forms of support for beginning teachers in order of importance, with 1 being the most important to you and 10 being the least important to you.

- _____ Classroom Observations (Of mentor, of beginning teacher, peer observations)
- _____ Feedback (non-evaluative coaching, actionable feedback)
- _____ Curriculum Support (planning, understanding standards, creating learning goals and scales)
- _____ Instructional Support (lesson planning, strategies)
- _____ Assessment Support (creating formative and summative assessments, data analysis, planning remediation or enrichment based upon student data)
- _____ Emotional Support (celebrating success, active listening, encouragement, empathizing)
- _____ Understanding School Culture (understanding diversity of student population and students' interests and backgrounds, fostering relationships with coworkers, clarifying the evaluation process, cultural norms)
- _____ Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules, etc.)
- _____ Other _____
- _____ Other _____

Q4.11 Check all of the areas of support that your mentors have provided or are providing to your beginning teachers this school year.

- Classroom Observations (Of mentor, of beginning teacher, peer observations)
- Feedback (non-evaluative coaching, actionable feedback)
- Curriculum Support (planning, understanding standards, creating learning goals and scales)
- Instructional Support (lesson planning, strategies)
- Assessment Support (creating formative and summative assessments, data analysis, planning remediation or enrichment based upon student data)
- Emotional Support (celebrating success, active listening, encouragement, empathizing)
- Understanding School Culture (understanding diversity of student population and students' interests and backgrounds, fostering relationships with coworkers, clarifying the evaluation process, cultural norms)
- Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules, etc.)
- Other _____
- Other _____

Q4.12 Does your school provide professional development for mentors?

- Yes
- No

Answer If Does your school provide professional development for mentors? Yes Is Selected

Q4.13 What topics are covered in your professional development for mentors?

Answer If Does your school provide professional development for beginning teachers? No Is Selected

Q4.14 What type of professional development would be beneficial to help your mentors support beginning teachers?

Answer If Does your school provide professional development for mentors? No Is Selected

Q4.15 What support does your school need to provide professional development to your mentors?

Q4.16 Does your school provide professional development for beginning teachers?

- Yes
- No

Answer If Does your school provide professional development for beginning teachers? Yes Is Selected

Q4.17 What topics are covered in your professional development for beginning teachers?

Answer If No Is Selected

Q4.18 What type of professional development would be beneficial to help support your beginning teachers?

Answer If What type of professional development would be beneficial to help support your beginning teachers? Is Selected

Q4.19 What support does your school need to provide professional development to your beginning teachers?

Q4.20 What makes your induction program unique?

Q4.21 What does your school do beyond the district's induction program to support beginning teachers?

Instructional Coach and Mentor

Q5.1 Have you completed Clinical Educator training?

- Yes
- No

Answer If Have you completed Clinical Educator training? No Is Selected

Q5.2 What are the reasons you have not completed Clinical Educator training?

Answer If Yes Is Selected

Q5.3 Check all that apply:

- I took Clinical Educators in OCPS.
- I took Clinical Educators in another school district.
- I took Clinical Educators before August 2013.
- I took Clinical Educators after August 2013.
- I took the online Coaching and Mentoring update.

Answer If Check all that apply: I took Clinical Educators in OCPS. Is Selected And Check all that apply: I took Clinical Educators after August 2010. Is Selected

Q5.4 What aspect of the Clinical Educator certification training did you find most beneficial to your work with beginning teachers?

Q5.5 Are all of your mentors certified clinical educators?

- Yes
- No
- Not Sure

Q5.6 Have all your beginning teachers attended Great Beginnings or are currently enrolled in the Great Beginnings Mini Sessions?

- Yes
- No
- Not Sure

Q5.7 Have all your beginning teachers enrolled in or completed Beginning Teacher Portfolio Year 1 (BTP 1)?

- Yes
- No
- Not Sure

Q5.8 How does your school determine pairings of mentors and beginning teachers?

Q5.9 How does your school monitor the relationship between mentors and beginning teachers?

Q5.10 Rearrange the forms of support for beginning teachers in order of importance, with 1 being the most important to you and 10 being the least important to you.

_____ Classroom Observations (Of mentor, of beginning teacher, peer observations)

_____ Feedback (non-evaluative coaching, actionable feedback)

_____ Curriculum Support (planning, understanding standards, creating learning goals and scales)

_____ Instructional Support (lesson planning, strategies)

_____ Assessment Support (creating formative and summative assessments, data analysis, planning remediation or enrichment based upon student data)

_____ Emotional Support (celebrating success, active listening, encouragement, empathizing)

_____ Understanding School Culture (understanding diversity of student population and students' interests and backgrounds, fostering relationships with coworkers, clarifying the evaluation process, cultural norms)

_____ Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules, etc.)

_____ Other

_____ Other

Q5.11 Check the forms for support for beginning teachers that you, as a mentor, have provided to your beginning teacher.

Classroom Observations (Of mentor, of beginning teacher, peer observations)

Feedback (non-evaluative coaching, actionable feedback)

Curriculum Support (planning, understanding standards, creating learning goals and scales)

Instructional Support (lesson planning, strategies)

Assessment Support (creating formative and summative assessments, data analysis, planning remediation or enrichment based upon student data)

Emotional Support (celebrating success, active listening, encouragement, empathizing)

Understanding School Culture (understanding diversity of student population and students' interests and backgrounds, fostering relationships with coworkers, clarifying the evaluation process, cultural norms)

Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules, etc.)

Other _____

Other _____

Q5.12 Check the forms of support that mentors at your school are providing beginning teachers.

Classroom Observations (Of mentor, of beginning teacher, peer observations)

Feedback (non-evaluative coaching, actionable feedback)

Curriculum Support (planning, understanding standards, creating learning goals and scales)

Instructional Support (lesson planning, strategies)

Assessment Support (creating formative and summative assessments, data analysis, planning remediation or enrichment based upon student data)

Emotional Support (celebrating success, active listening, encouragement, empathizing)

Understanding School Culture (understanding diversity of student population and students' interests and backgrounds, fostering relationships with coworkers, clarifying the evaluation process, cultural norms)

Establishing Rules & Procedures (classroom routines, classroom layout, classroom procedures, applying consequences for lack of adherence to rules, acknowledging adherence to rules, etc.)

Other _____

Other _____

Q5.13 As a mentor, do you have adequate resources and support to help you provide support for your beginning teacher?

- Yes
- No

Answer If No Is Selected

Q5.14 What resources/support do you need to help provide support for your beginning teacher? Please elaborate.

Q5.15 As a mentor, do you have adequate time to support your beginning teacher in the areas that you believe will lead them to be a successful educator? (e.g. provided release time, common planning) Please elaborate.

Q5.16 Do you receive professional development related to supporting beginning teachers, as a mentor, at your school?

- Yes
- No

Answer If Do you receive professional development related to supporting beginning teachers, as a mentor, at... Yes Is Selected

Q5.17 Who provides the professional development for mentors?

Answer If Do you receive professional development related to supporting beginning teachers, as a mentor, at... Yes Is Selected

Q5.18 What topics are covered in your professional development for mentors?

Answer If Do you receive professional development related to supporting beginning teachers, as a mentor, at... No Is Selected

Q5.19 What type of professional development would be beneficial to help you, as a mentor, support your beginning teacher?

Q5.20 When do you and your beginning teacher mentee meet (during a PLC, during planning, during school-provided release time, after school, etc.)?

Q5.21 How often do you and your beginning teacher meet?

Q5.22 Does your school provide professional development for mentors?

- Yes
- No

Answer If Does your school provide professional development for mentors? Yes Is Selected

Q5.23 What topics are covered in your professional development for mentors?

Answer If Does your school provide professional development for mentors? No Is Selected

Q5.24 What type of professional development would be beneficial to help your mentors support beginning teachers?

Answer If Does your school provide professional development for mentors? No Is Selected

Q5.25 What support does your school need to provide professional development to your mentors?

Q5.26 Does your school provide professional development for beginning teachers?

- Yes
- No

Answer If Is Selected

Q5.27 What topics are covered in your professional development for beginning teachers?

Answer If Is Selected

Q5.28 What type of professional development would be beneficial to help support your beginning teachers?

Answer If Is Selected

Q5.29 What support does your school need to provide professional development to your beginning teachers?

Q5.30 What makes your induction program unique?

Q5.31 What do you do beyond the district's induction program to support beginning teachers?

School Administrator Block

Q6.1 Are your instructional coaches certified clinical educators?

- Yes
- No
- Not Sure

Q6.2 Are all of your mentors certified clinical educators?

- Yes
- No
- Not Sure

Q6.3 Have all your beginning teachers attended Great Beginnings or are currently enrolled in the Great Beginnings Mini Sessions?

- Yes
- No

- Not Sure

Q6.4 Have all your beginning teachers enrolled in or taken Beginning Teacher Portfolio Year 1 (BTP 1)?

- Yes
- No
- Not Sure

Q6.5 How does your school determine pairings of mentors and beginning teachers?

Q6.6 What support does your school provide for collaboration between mentors and beginning teachers?

Q6.7 How does your school monitor the relationship between mentors and beginning teachers?

Q6.8 What makes your beginning teacher induction program unique?

Q6.9 What does your school do beyond the district's induction program to support beginning teachers?

**APPENDIX E: SURVEY QUESTION ALIGNMENT WITH THE
EXPLORATORY QUESTIONS OF THE DISSERTATION IN PRACTICE**

<i>Exploratory Question/Sub-question Alignment with Survey Questions</i>			
	<u>How can SCPS, a large urban school district, refine an induction program that supports the retention of beginning teachers?</u>	<u>What are beginning teachers' perceptions of the current induction program in SCPS?</u>	<u>What are the reasons that beginning teachers do not complete the induction program?</u>
Great Beginnings Survey 8/2015	17, 18, 19	1, 2, 3, 4, 5, 6, 8, 10, 11, 15, 17, 18, 19	
Online Survey 11/2015	<p style="text-align: center;"><u>District Induction</u></p> <p>Knowledge of, participation in, and/or perception of district provided support 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15 3.1, 3.2, 3.3, 3.4 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 6.1, 6.2, 6.3, 6.4</p> <p style="text-align: center;"><u>Areas of Support</u></p> <p>Structure of school-based induction support/program 2.16, 2.17, 2.18, 2.36, 2.37 3.21, 3.22, 3.23, 3.24, 3.26, 3.27 4.8, 4.9, 4.32, 4.33 5.23, 5.24, 5.27, 5.28, 5.29, 5.30, 5.32, 5.33, 5.34, 5.35, 5.38, 5.39, 5.42, 5.43 6.5, 6.6, 6.7, 6.8, 6.9</p> <p>Perceived needs of beginning teachers 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27, 2.28, 2.29, 2.30, 2.31 4.30 5.40</p>	2.5, 2.6, 2.10, 2.14, 2.15	2.4, 2.5, 2.9, 2.10, 2.13, 2.14 4.6, 4.7 5.6, 5.7 6.3, 6.4

	<p>Support provided to beginning teachers/perceived importance 2.32, 2.33, 2.36, 2.37, 2.38, 2.39, 2.40 3.5, 3.18, 3.26, 3.27 4.23, 4.28, 4.29 5.21, 5.22, 5.32, 5.33, 5.38, 5.39 6.6</p> <p>Perceived needs of mentors 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.20, 3.25 4.26 5.25, 5.26, 5.36</p> <p style="text-align: center;"><u>Professional Development</u></p> <p>Support/resources provided to mentors 3.19, 3.22, 3.23, 3.24 4.24, 4.25, 5.28, 5.29, 5.30, 5.34, 5.35 6.6</p> <p>Support provided to beginning teachers/mentors by IC 4.10 5.8 6.6, 6.7</p> <p>Perceived needs of instructional coaches 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.27, 4.31 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.31, 5.37, 5.41</p>		
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Note: Questions 2.34 and 2.35 were included at the request of the Professional Development Services Department and were excluded from the analysis of the data for the purposes of this dissertation as the data gathered from these questions does not align with the identified exploratory questions and is beyond the scope of the research.

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