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First-Year Teachers' Perceptions of Mentors' And Principals' Participation in the induction Process

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FIRST-YEAR TEACHERS' PERCEPTIONS OF MENTORS' AND PRINCIPALS'

PARTICIPATION IN THE INDUCTION PROCESS

by

Frances V. Young

(Under the Direction of Barbara Mallory)

ABSTRACT

The purpose of this study was to determine the perceptions of first-year teachers in the state of Georgia regarding the extent to which mentors and principals participated in the induction of first-year teachers. Questionnaire data were collected from 105 first-year teachers within the Central Savannah River Area in the State of Georgia. The data were reported based on the following themes: Staff Support; Curriculum Support; Parental Communication; and Student Needs.

This study found that statistically significant differences were evidenced between mentors' participation in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers. Overall, mentors were involved in first-year teachers' induction activities to a moderate extent. However, first-year teachers indicated that principals were involved in induction activities to a minimal extent. The findings also indicated significant differences were identified based on gender and school level assignment of first-year teachers as it related to principals' participation.

With guidelines from the Georgia State Department of Education through the Georgia Mentor Teacher program, mentors participated in the induction process to a higher extent than principals by being more involved in first-year teacher induction

activities. One of the conclusions suggests that success of the induction process for first-

year teachers is dependent on the role of the mentor. Additional research into the

differentiation of the roles of the principal and mentor in induction programs is

recommended.

INDEX WORDS: First-year teacher, Mentor, Principal, Teacher induction, Teacher
retention

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DEDICATION

This dissertation is dedicated in honor of my parents, Lenwood and Arcella Vereen, for instilling in me a strong faith in God, the value of knowledge, and giving me the confidence and tools to succeed in making the goal of completing my degree a reality. I am and will always be grateful.

This dissertation is also dedicated to all seven of my sisters and brothers who have always been there and believed in me.

To my son Jeremy, for his sweet, sweet spirit, Jamal, for his strong will, and JaBria, for her tenacious attitude. I have benefited from each and every one of you. This dissertation is especially dedicated to my friend, Kenneth, who gave me extra hugs and smiles when I desperately needed them and who enabled me to keep things in their proper perspective. He is one of a kind, and I truly appreciate his advice and wisdom he shares with me, but, mostly, I appreciate his incredible strong foundation of unconditional love, trust, commitment, and patience he has shown me.

I dedicate this work to all of you because I love you so much.

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And finally, to Kenneth who stayed by my side through it all. He was there for the stressful days and for the celebrations. His encouragement was never ending!

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CHAPTER 1

INTRODUCTION

Across the United States, school and district leaders were beginning to recognize

the critical importance of providing sustained and purposeful professional support to

teachers, including and perhaps especially to first-year teachers, as a means of

maintaining a strong, stable workforce (Berry, 2004; Johnson, Berg, & Donaldson, 2005).

All too often, experienced educators allowed first-year teachers to walk into the

classroom with little or no warning of the potential pitfalls that lie ahead (DePaul, 2000).

The following passage reveals many of the challenges of teaching:

>Teachers are uncertain about how to influence students, especially about
>
>noncognitive goals, and even about whether they are having an influence;
>
>they experience students as individuals in specific circumstances who,
>
>taken as a class of individuals, are being influenced by multiple and
>
>differing forces for which generalizations are not possible; teaching
>
>decisions are often made on pragmatic trial-and-error grounds for little
>
>chance for reflection or thinking through the rationale; teachers must deal
>
>with constant disruptions, within the classroom in managing discipline and
>
>interpersonal conflicts, and from outside the classroom in collecting
>
>money for school events, making announcements, dealing with the
>
>principal, parents, central office staff, etc; they must get through the daily
>
>grind, the rewards are having a few good days, covering the curriculum,
>
>getting a lesson across, having an impact on one or two individual

students; they constantly feel the critical shortage of time (Fullan, 2003, p.

33).

New challenges, including pressures for standards-based teaching required by the

No Child Left Behind Act (NCLB), required teachers to continually master new

competencies. The No Child Left Behind Act (NCLB) required a highly qualified

teacher in every classroom in the United States by the end of the 2005-2006 school year

(U. S. Department of Education, 2001). There was a need to hire quality teachers for

many positions and to provide the support, professional development, and supervision

necessary for a first-year teacher to acquire the skills needed to remain in the profession

(Zeichner, 2003). As the numbers of first-year teachers increased, the principal's role

became even more crucial to the overall issue of new teacher retention. The principal

needed to consistently demonstrate support, guidance, and positive reinforcement

(Johnson & Kardos, 2002).

By one estimate, projections indicated that U. S. schools needed to hire anywhere

from 1.7 to 2.7 million first-year teachers within the next decade (Hassel, 1999).

However, the statistics on the number of K-12 teachers who left the teaching profession

in their first few years of teaching were alarming. Current estimates showed that over

50% of first-year teachers leave in their first five years of teaching (Hare & Heap, 2001;

Ballinger 2000). Graziano (2005) noted that first-year teachers who changed jobs usually

say they did so for a better teaching opportunity or because they are dissatisfied with

administrative support or school conditions. DePaul (2000) reported that 22% of all first-

year teachers left the profession in the first three years because of a lack of support, and a

"sink or swim" approach to induction. Often first-year teachers reported feeling

inadequately prepared to cope with classroom realities such as physical and emotional

isolation, intense workloads, parental and administrative pressures, and classroom

management concerns (Darling-Hammond, 1999). Many found the job impossible and

the demands too great. Many first-year teachers left the profession because of poor

working conditions, including low pay and low status. Others left because of a lack of

support from administrators, colleagues, students, and parents (Ingersoll, 2001).

Researchers Wong (2001) and Portin, Schneider, DeArmond, & Gundlach (2003)

cited the importance of providing assistance to beginners in a variety of professions, such

as medicine, culinary arts, skilled trades, and business. These professions often provided

this assistance through formal internships or apprenticeships. Other researchers

concurred with these statements (Brock & Grady, 2001; Ballinger, 2000). Unfortunately,

schools did not operate like professions, where experienced personnel routinely watch

novices work, spot their mistakes; give advice, and model new techniques. First-year

teachers learned mostly through trial and error. Knowing that, many schools sought to

help first-year teachers learn on the job through induction programs (Youngs, 2005).

In order to attract and retain quality teachers, researchers, school district and state

administrators realized the importance of support systems, including induction programs

(Darling-Hammond & Sykes, 2003; Hope, 1999). Induction programs were developed in

school districts across the nation to assist first-year teachers in progressing smoothly into

their new careers (Southworth, 2000). According to Feiman-Nemser, (2001) principals

and other school leaders needed to extend their roles beyond performance evaluation to

include instructional support. Principals needed to work closely with mentors and other

teachers to focus on instructional planning and professional development (Feiman-Nemser, 2001).

The induction program was a way to address challenges that first-year teacher's experience. One of the best ways to support, develop, and cultivate an attitude of lifelong learning in first-year teachers was through a new teacher induction program focused on training, support and retention (Wong, 2002). The induction process became the means for transitioning the first-year teacher from student teaching to classroom teacher. For first-year teachers, the transition from preparing to teach to actual classroom experience as a teacher was a huge step (Hope, 1999). According to Robelen (1999) this transitional period represented a painful experience, often referred to as a reality shock. Thus, this challenging and often stressful period of time during the induction process has significantly impacted, either positively or negatively, the first-year teacher's overall success during the beginning years (Renard, 1999). This increased the importance of providing support and guidance at the school level.

Successful mentoring benefited all stakeholders. For school administrators, mentoring aided recruitment and retention. For higher education institutions, it helped to ensure a smooth transition from campus to classroom. For teacher associations, it represented a new way to service members and guarantee instructional quality. For first-year teachers, it represented the difference between success and failure; and for parents and students, it meant better teaching (National Commission on Teaching and America's Future, 2000, p. 4).

Although every induction program had its own unique characteristics, there were many common components noted in the literature. Many of these programs included

orientation seminars, assignment of a mentor, scheduled support meetings, opportunities

to observe other teachers, observations with follow-up conferences, reduced teaching

load, and training sessions on curriculum, effective instructional strategies, classroom

management, and discipline (Palombo, 2003).

     Research on principal leadership and induction indicated that school leaders

promoted instructional development among first-year teachers in several ways. One way

was for principals to ensure that mentors who were assigned to first-year teachers had

content knowledge and/or grade level expertise related to the first-year teacher's

assignment. Principals directly encouraged mentors to focus on improving first-year

teachers' instruction rather than on merely providing moral support (Alliance for

Excellent Education, 2004).

     Principals established regular meeting times to integrate first-year teachers into

school-wide learning opportunities. First-year teachers learned from collaborative work

in departments or grade-level teams and from school-wide professional development

(Kardos, 2003). Principals helped first-year teachers acquire and learn to apply content

specific knowledge through classroom observations, post-observation conferences, and

other direct consultation (Danielson, 2002). Principals also connected first-year teachers

to external sources of professional development that addressed their individual

challenges, such as setting consistent expectations for students or integrating assessment

into instruction (Alliance for Excellent Education, 2004).

     The Georgia Beginning Teacher program, initiated in 1980, was one of the first

new teacher programs in the United States. Originally, Georgia's approach to new

teacher programs emphasized a summative beginning teacher assessment that was based

on a very detailed set of effective teaching competencies called the "Teacher

Performance Assessment Instruction" (Georgia Department of Education, 1989). The

program's initial purpose was to evaluate every new teacher for state teacher

certification. In order to certify educational personnel on the basis of demonstrated

competency, state guidelines were established through Senate Bill 872. Seventeen

Regional Assessment Centers were established throughout the state, funded by

approximately 3.5 million dollars, budgeted annually from state funds. Teachers eligible

for or possessing a non- renewable provisional certificate and specified vocational

teachers were targeted to receive the induction program (Bishop, 1997).

Trained data collectors ascertained required levels of proficiency on an

assessment device, the Teacher Performance Assessment Instrument (TPAI). The team

consisted of a peer teacher data collector, an external Regional Assessment Center data

collector, and an administrator data collector, one of whom had to possess a current, valid

certificate in the same field as the first-year teacher. The first-year teachers were given

an orientation to the process and instrument prior to being interviewed and observed.

Successful beginners received a renewable teaching certificate that indicated that they

had achieved the competencies assessed (Bishop, 1997). The program was very high

profile and gained national visibility.

Georgia terminated its performance-based certification process for beginning

teachers in 1990. A new focus on support rather than evaluation reflected the belief that

the beginning teachers needed emotional and instructional support from mentors rather

than evaluation leading to certification (Bishop, 1997). In 1993, the Georgia Legislature

provided state funds in support of a Teacher Induction Mentor Teacher Stipends program.

The goal of the Georgia Mentor Teacher Program (GMTP) was three fold: (a) to increase

teacher retention, (b) to help new teachers develop effective teaching skills, and (c) to

recognize and strengthen the skills of veteran teachers. Mentors were awarded stipends,

based on increments of 15 hours work, called a mentoring unit, for work with a protégé

for a maximum of 45 hours in a single year. Although the program was designed to assist

any teacher who was struggling, no matter what the number of years experience, priority

was given to first-year teachers (Clay, 2002).

The persons recommended for the role of "Teacher Support Specialist" (TSS) had

to be trained as the mentor. In order to receive the endorsement on the professional

teaching or service certificate in the state of Georgia as a Teacher Support Specialist, the

TSS candidate had to have a minimum of three years satisfactory teaching experience in

the (P) K-12 levels. Teachers wishing to become mentors in the GMTP had to

successfully complete a 100-clock hour course consisting of 50 hours of formal

instructions and 50 hours of a guided internship (Clay, 2002).   Effective September 3,

1997, the state of Georgia Mentor Teacher Rule encouraged each school and instructional

site to establish a School-Based Mentoring Team for the purpose of choosing mentor

teachers to serve protégé teachers (GA Code: GBHA 160-3-3-07).

School districts had to maintain the following documentation in their files: (a)

mentor teacher plan describing how the GMTP will be implemented, monitored, and

evaluated; (b) evidence of the mentors having successfully completed the TSS

instructional program; (c) documentation of the activities of the school based mentor

teacher selection committees, comprised of a majority of teachers, (d) documentation of

the time and tasks of mentors to earn the state stipend; (e) records on the stipends paid to

participating mentors; (f) the number of protégé teachers served in the program; and (g)

documentation of activities to evaluate and improve the GMTP (Clay, 2002).

Even though most of the literature on teacher induction focused on the importance

of mentors, principals were essential to the successful socialization and first year

induction of first-year teachers (Breaux & Wong, 2003). Researchers and experts

typically limited their recommendations for principal support of induction to program

advocacy and beginning of the year orientations (Brock & Grady, 2001; Ingersoll, 2001).

But principals had the responsibility of evaluating first-year teachers and fostering

workplace conditions that support their development (Ingersoll, 2001). The amount of

time and quality of attention principals invested in assisting first-year teachers to grow

and develop in the profession decreased the number of first-year teachers that left the

profession across the nation (Hope, 1999; Wong, 2002).

<div align="center">Statement of the Problem</div>

First-year teachers identified lack of administrative support as a key factor in their

dissatisfaction during the beginning years as a teacher. Many, first-year teachers

identified principals as being vital to a teacher's decision to stay in or leave the teaching

ranks. It became necessary to focus on the role of the administrators, specifically

principals, in supporting first-year teachers.

A great deal of research documented the extent to which beginning teachers

struggle in their early classroom years. Much of the literature focused on the need for an

induction program that involved the role of a teacher-mentor. Even though the principal

was the person most likely to be in a position to shape the organizational conditions

necessary for a first-year teacher's success, many induction programs were developed

with a lack of role clarification for mentors and principals . Therefore, the purpose of this study was to determine the perceptions of first-year teachers in the state of Georgia regarding the extent to which mentors and principals participated in the induction of first-year teachers.

Research Questions

The overarching question that provided the focus for this study was: What were the perceptions of first-year teachers regarding the mentors' and principals' participation in first-year teachers' induction activities in the state of Georgia? The following sub-questions guided this study:

1. To what extent were mentors involved in first-year teachers' induction activities?

2. To what extent were principals involved in first-year teachers' induction activities?

3. Was there a difference between the degree to which mentors participated in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers?

4. What differences existed with regard to induction activities for first-year teachers based on the following variables for principals' participation: (a) gender, and (b) school levels of first-year teachers?

Conceptual Framework

The extent of mentors' and principals' participation in the induction of first-year teachers was investigated in this study. According to Fullan (2001), in most professions, new employees gradually assumed job responsibilities and have experienced colleagues available for help as problems arise. Because this was not always the case in education,

first-year teachers frequently resorted to learning by trial and error and developed coping strategies that helped them survive in the classroom. As the leader of the school, the principal had an important role in and a significant responsibility to ensure a quality induction experience for teachers on this journey. The study was designed around three critical areas: teacher induction, mentoring, and the role of the principal.

<div align="center">Significance of Study</div>

A supportive principal could play a key role in assigning first-year teachers a mentor teacher, professional development, and the full use of planning time. In addition to giving teachers formal opportunities to learn and collaborate, principals could boost morale simply by taking time to work alongside first-year teachers.

Research regarding the contributions of the principals and the mentors could assist the Georgia Department of Education, local school districts, principals, other school system administrators, and coordinators in providing a strong support system for first-year teachers in Georgia. Additionally, this study should contribute to the current research on what first-year teachers perceive as important to first-year teachers' success in the classroom and in education. Since the role of the principal was critical to the success of first-year teachers, the principal's role became integrated with the role of the teacher through the development and welfare of first-year teachers within the school.

The results of this study should contribute to the knowledge in the professional field as it related to the leadership roles of principals in the induction of first-year teachers. This study may raise awareness of the role that principals can play to alleviate difficult experiences that a first-year teacher confronts. Paying attention to the induction process, the mentor program, and the role of the principal may have a tremendous

influence on a teacher's success. School principals who use the findings of this study could positively impact the careers of first-year teachers in their schools.

In the fall of 1980 when the researcher became a first-year teacher in Midville, Georgia, she had the desire to be one of the best teachers at her school. The reaching of that goal could not have happened had it not been for the true support of an efficient and effective principal. The researcher was like so many new teachers, quietly and diligently working in one classroom, largely isolated from other teachers. The researcher was given a group of students who were identified as at risk students. The researcher was not assigned a mentor teacher. However, she was lucky enough to have a principal who checked on her almost daily. The principal would stop by to see if things were going well. He frequently visited her classroom to reassure her that she had his support.

The openness and professional acceptance from the faculty and administration during her first year of teaching was always treasured. Reflections of these relationships remained with the researcher forever. This informal mentoring relationship drove her to become a mentor teacher and inspired the researcher to conduct research to further understand and improve the assistance offered to all first year teachers. Although she became a successful teacher with a long career, the researcher never forgot the overwhelming start of that first year and she has tried to make the transition easier for successive beginning teachers.

Procedures

In order to answer the research questions incorporated in this study, the researcher used a quantitative research design. According to Bryman and Cramer (1999), the primary reason for conducting quantitative research was to learn how many people in a

population share particular characteristics or like a particular idea. It was especially designed to produce accurate and reliable measurements that permit statistical analysis. Quantitative research was appropriate for measuring both attitudes and behavior. Because of these characteristics, this research was designed through the use of a quantitative method designed to determine the leadership roles of Georgia school principals in the induction of first-year teachers.

The researcher developed a questionnaire based on three critical areas: teacher induction, mentoring, and the role of the principal. In addition, the survey offered a feature enabling respondents to identify additional comments that might be helpful to their school or district in assisting first-year teachers. Finally, respondents identified demographic information to assist the researcher in describing the population in which the practices occur.

Population

For the purpose of this study, the researcher selected public school first-year teachers in school systems located in the Central Savannah River area (CSRA) in the state of Georgia to participate in this study. It was determined that the school systems represented the Central Savannah River Area (CSRA) Regional Educational Service Agency (RESA). This agency provided educational services specifically for the school systems in the CSRA. The targeted population for this study was first-year teachers. The list of public school first-year teachers in the Central Savannah River area (CSRA) was obtained from the Curriculum Directors in each of the counties.

Data Collection

The data collection technique that the researcher used was a survey. Since 105 first-year teachers were selected, a variety of information from various perspectives was gained. In this study, a questionnaire was developed based on teacher induction, mentoring, and the role of the principal.

Two steps were taken in order to address the issue of content validity when constructing the questionnaire. Five first-year teachers not used in the study were asked to field test the survey. Each first-year teacher was asked to provide feedback as to clarity of the items. After debriefing with each first-year teacher, the cover letter and survey was refined accordingly. An Assistant Superintendent and a University Professor also reviewed the survey. Both of these individuals were chosen because of their expertise in the area of teacher induction. The survey and cover letter was further refined after this review. A question was added to the demographic section on traditional teacher preparation program and the alternative certification program.

In order to conduct this study, the researcher completed an application for approval from the Georgia Southern University Institutional Review Board (IRB). Once the IRB approval was in effect, the researcher contacted local public school district central offices in the Central Savannah River area in the state of Georgia to request the names of first-year teachers. Participation in this study required the subjects to complete and return a data-collection survey. The information packet sent to 105 first-year teachers included a cover letter explaining the research and requesting their participation and a copy of the survey. Respondents were informed that all data gathered would remain confidential and securely stored by the researcher. Thirty teachers responded to

the first mailing. As a follow-up, first-year teachers received a postcard reminder

thanking them for their participation in this study on the perceptions of first-year teachers

regarding the mentor and principal's participation in first-year teachers' induction

activities in the state of Georgia. An additional 75 surveys were returned. This resulted

in a final total of 105 completed surveys for a usable response rate of 100%.

Data Analysis

This study was aimed at identifying perceptions of first-year teachers regarding

the mentor and principal's participation in first-year teachers' induction activities in the

state of Georgia. Data was compiled and analyzed through the use of quantitative

research techniques. Significance for all comparison groups was analyzed (Gall, Borg, &

Gall, 1996) using the Statistical Package for the Social Sciences (SPSS) program (Cronk,

1999). Specifically, responses were analyzed using the frequencies and T-test

subprograms of the computer program.

Descriptive statistics were utilized in answering Research Questions 1-4 which

addressed the extent mentors and principals were involved in first-year teachers'

induction activities in the categories of Staff Support, Curriculum Support, Parental

Communication, and Student Needs. The responses to each question in each dimension

were collectively tabulated to show the frequency and percent of responses for every

degree of response (on the 3 point scale). These immediately identified the highest and

lowest occurrences of each score and told something about the concentrations and

frequency of each response. The researcher analyzed data to ascertain the perceptions of

first-year teachers on the occurrence of each induction activity. Ultimately, the data was

used to discover specific items and patterns that first-year teachers feel that mentors and

principals are helpful to a great extent. It was used to build understanding and meaning

of how first-year teachers form a network necessary for a smooth transition into teaching

and eventually, a strong commitment to stay into teaching. This analysis looked at 30

items. The findings were reported in three specific areas: a) themes of induction

activities, b) subcategories from the themes, and c) overall conclusions from the data.

Data were displayed in tables for comparison purposes.

<div align="center">Limitations</div>

This study was restricted by the following limitations: first, the sample minimized

the study's population generalizability. Secondly, limitation was that the assessment of

first-year teachers' extent of help during induction activities was self-reported. Another

limitation was that the population was limited geographically to first-year teachers in

public school systems in the Central Savannah River Area in Georgia and was therefore,

not generalized beyond that group. The final limitation was that some mentoring

experiences for principals may not be captured in the instrument.

<div align="center">Delimitations</div>

This study was delimited to public school first-year teachers in the Central

Savannah River Area (CSRA) in the state of Georgia. Responses were obtained through a

survey mailed to first-year teachers in the CSRA school districts. The results were based

on first-year teachers' perceptions reflecting only on teacher induction, mentoring and the

role of the principal.

<div align="center">Definition of Terms</div>

1. First-year teacher: Teachers with no previous paid teaching experience
   (Darling-Hammond, 1999).

2. Induction program: Orientation seminars and formal experiences and activities that were designed to facilitate a first-year teacher's transition from student teacher to competent classroom teacher. The programs were implemented to increase the first year teacher's knowledge, to improve teaching, effectiveness, and to increase the retention of larger numbers of highly qualified teachers (Ingersoll, 2001).

3. Mentor: A teacher who was more skilled or who had more experience in the teaching profession and who formally served as a role model to a first-year teacher. The mentor was regarded as an excellent role model and should demonstrate exemplary teaching practices and techniques (Wong, 2002).

4. Mentoring: A nurturing process in which a more skilled or experienced teacher served as a role model to a new teacher by teaching, sponsoring, encouraging, counseling, supporting, and befriending a less skilled or inexperienced teacher for the purpose of promoting the new teacher's professional and/or personal development (Wong, 2002).

5. Principal: Certified public school administrator who had the responsibility for leading and managing a school comprised of any combination of grades Prekindergarten-12. This individual had direct responsibility of supervision, retention, suspension, and termination of teachers (Johnson & Kardos, 2002)

6. Teacher Support Specialist (TSS): a mentor, who by Georgia definition, had a minimum of three years of teaching experience and completed the training to receive the TSS endorsement on his or her teaching or service certificate. (Clay, 2002).

7. The No Child Left Behind Act (NCLB): required a highly qualified teacher in every classroom in the United States by the end of the 2005-2006 school year (U. S. Department of Education, 2001).

Summary

The prediction was that more than two million teachers were needed over the next decade and that fifty percent of teachers left the profession of teaching in their first five years of teaching. This provided the impetus needed for mentors and principals to examine their participation in first-year teacher induction. In order to promote, coordinate and provide first-year teachers successful entry into the profession, it was of the utmost importance that principals provide support in the induction of first-year teachers. How principals assisted in the orientation and development of first-year teachers in relationship to the other major areas of responsibility for a principal was significant in the development, success, and retention of new teachers. It was pertinent also to focus on what happens to first-year teachers when they enter the teaching workforce (i.e., induction, mentoring, and principal support). The leadership of the principal was critical to facilitating a comprehensive induction program that ensured that first year teachers have the support needed in order that they continue to teach for years to come.

The researcher's review of literature revealed a significant lack of information regarding the induction practices of principals presently occurring throughout the state of Georgia. It was important for principals to have data representing the critical aspects of an induction process of first-year teachers, mentoring, and the leadership roles that the

principal assumes. The leadership role of the principal had a huge impact on a first-year teacher's decision to remain in the profession or to leave.

Therefore, this study was designed to determine the perceptions of first-year teachers in the state of Georgia regarding the extent to which mentors and principals participate in the induction of first-year teachers. This study utilized a survey instrument that was administered to public school first-year teachers in the CSRA region in the state of Georgia. The results of the study contributed to the knowledge in the professional field as it related to teacher induction, mentoring and the leadership roles of principals in the induction of first-year teachers.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Elementary, middle school, and high school principals had a powerful impact on the schools in their charge. These lead administrators molded the atmosphere of a school and, in turn, the feelings of the teachers who work in it. The current teacher shortage made retaining new teachers a critical issue (Darling-Hammond, 2000). Thus, first-year teachers required special support to ensure that they become highly qualified veteran teachers, rather than casualties of teacher attrition (Moir & Gless, 2001).

Nationwide, about 30 percent of first-year teachers leave the profession within their first five years (NCTAF, 2000). On average, southern states lost nearly half of their first-year teachers within five years (SREB, 2001). Georgia is no exception to this mass exodus of first-year teachers. The Status Report (2004) reported that 30% of first-year teachers left the profession during the first two years of employment.

A report compiled by the Georgia Professional Standards Commission (The Status Report, 2004) concerning the supply, demand, and utilization of teachers and administrators in Georgia public schools revealed that more than 60,000 first-year teachers will be needed in Georgia by FY09 to offset attrition and increased enrollment (The Status Report, 2004). A total of 11,697 new teachers were hired into Georgia classrooms for FY05. Teachers hired to meet growing enrollment numbered 2,089; the remaining 9,608 teachers were hired to replace those leaving the workforce. This research also predicted the need for 11,582 first-year teachers this year (FY06) and 11,012 first-year teachers the following year in FY07. It is projected that Georgia will

continue to need more than 10,000 first-year teachers every year for the next five years.

(The Status Report, 2005).

Clearly, in order to keep up with the growing demand for teachers, adequate

support needed to be provided (Geringer, 2000). Finding ways to support first-year

teachers was an issue with implications for administrators, veteran teachers, and the first-

year teachers themselves (DePaul, 2000).

First-Year Teachers

First-year teachers represented different age groups, backgrounds, and

experiences. For many first-year teachers, the career transition was paralleled by a major

personal transition: After seventeen years as students, they entered the world of teaching

responsibilities (Wadsworth, 2001). The first year of teaching required simultaneous

socialization into the teaching profession and into a specific school environment (Moore,

1999). First-year teachers reported feeling overwhelmed and isolated (Moore, 1999).

Hargreaves and Fullan (2000) corroborated the sense of isolation described by Moore.

Although elementary and secondary teaching involved intensive interaction with

students, the work of teachers is largely done in isolation from colleagues. This can be

especially difficult for new entrants who, upon accepting a teaching position in a school,

are often left on their own to succeed or fail within the confines of their own classrooms

– an experience likened to being lost at sea. (Johnson & Birkeland, 2003).

Feiman-Nemser (1996) documented discussions among teacher colleagues and

found a lack of dialogue regarding problems in their classrooms. This norm discouraged

the beginning teacher from seeking help and the veteran teacher from assisting.

Meanwhile, the principal expected demonstrations of expertise comparable to those of a

veteran teacher (Brock & Grady, 2001). They had to be able to assess students' progress continuously, while accommodating individual, language, and cultural differences.

To make matters more complicated, first-year teachers had to know how to do all this while learning school and district policies, figuring out the basics of classroom management, and fitting into the school organization in which they find themselves (Berry, Hopkins-Thompson, & Hoke, 2002). Numerous research studies have documented the difficulties first-year teachers face at the start of their careers (e.g., Wong, 2002; DePaul, 2000; Moir, 1999; Moskowitz & Stephens, 1997; Gold, 1996).

According to Gold (1996), many first-year teachers had a difficult year because of the disparity between their expectations and the reality of teaching. Researchers (Gold, 1996; Wong, 2002) cited the following major problems during the first year of teaching: classroom discipline, getting sufficient materials, organizing the classroom, dealing with parents, daily scheduling and planning, paperwork, motivating students to learn, and meeting the needs of individual students.

Moskowitz and Stephens (1997) revealed that teachers' first few years are consumed with keeping their head above water; struggling to learn a new curriculum, developing lesson plans, dealing with behavior issues, tracking down supplies, assessing students' progress continuously, while accommodating individual, language, and cultural differences and responding to the various needs of students, parents, fellow faculty members, and administrators. Lacking the seniority of veteran educators, most first-year teachers start with the most difficult assignments: remedial classes, multiple preps, and the students with the most diverse and challenging needs (DePaul, 2000).

USA Today (2002) reported that teaching is the only profession in which the demands placed on a brand new teacher, regardless of preparation, are the same as those of a 30-year veteran. Currently, there is a sink or swim, survival of the fittest quality to first-year teacher induction. As the lowest on the totem pole, first-year teachers were required to teach the most difficult classes, to teach more sections, and often to teach in more than one room within a day. The profession as a whole did not nurture its first-year teachers, recognizing the particular challenges faced or creating opportunities or authentic leaning to take place.

Much of what drived first-year teachers away was lack of support coupled with the intense responsibility of managing a classroom for the very first time. For example many first-year teachers were expected to fulfill the same duties as veteran teachers while trying to learn those duties at the same time (Wong, 2002). In addition, these first-year teachers were expected not only to be in complete control of their classrooms, but also to be prepared to handle the daily challenges not necessarily associated with direct instruction (Renard, 1999). Other factors that drove beginning teachers away from teaching included inappropriate assignments, unmanageable students, a lack of understanding of multicultural differences, a lack of support from administrators and peers, a lack of motivation, and even isolation from other colleagues (Geringer, 2000).

According to Renard (1999) there were lots of steps first-year teachers can take to help them when starting their first year of teaching. Researchers (Renard, 1999; DePaul, 2000) suggested that first-year teachers ask for help, seek out a mentor, and ask to observe more experienced teachers' classes, avoid negative elements in the school, engage in ongoing professional development activities, get to know other teachers, join a

support group with other first-year teachers, and connect with the principal early on.

Developing effective means of supporting new teachers was especially crucial in order

for schools to carry out long-term planning and reform (Halford, 1999). Because of this,

many school districts have implemented formal induction programs for first-year

teachers.

Teacher Induction

For years the private and public sectors of business and government used

induction and mentoring activities in their career and human resource development

programs. Private companies such as AT&T, Bell Laboratories, Aircraft, and Merrill

Lynch & Co. and public agencies such as the Internal Revenue Service, Federal

Executive Development Program, and the Science and Education Administration of the

U.S. Department of Agriculture used mentoring to socialize people into their

organizations and help them strive for career goals and advancement (Gold, 1996).

Employees at Marriott Corporation hotels were inculcated with the philosophy and

culture of the organization. Similarly new employees at Harrah's Casino, Disney World,

and Digital Electronic Company (DEC) were indoctrinated through an orientation into

the respective company (Palombo, 2003).

Education is the only profession where the beginning worker was expected to take

on the same roles as the veteran worker from the first day of employment (Huling &

Resta, 2001). Liu (2003) noted that the teaching profession appears to be the only

profession where the first-year teacher becomes fully responsible from the first working

day and performs the same task as a twenty-five year veteran. Historically, the teaching

occupation has not had the kind of structured induction and initiation processes common

to many white-collar occupations and characteristic of the traditional professions (Ingersoll, 2001). In recent years, however, there had been a growth in support, guidance and orientation programs – collectively known as induction – for beginning elementary and secondary teachers during the transition into their first teaching jobs.

What schools call teacher induction may consist of as little as a one-day orientation program or a casual assignment of another teacher to act as a mentor (Feiman-Nemser, 1996). For the purpose of this study, induction was defined as orientation seminars and formal experiences and activities that are designed to facilitate a first-year teacher's transition from student teacher to competent classroom teacher. The programs were implemented to increase the first-year teacher's knowledge, to improve teaching, effectiveness, and to increase the retention of larger numbers of highly qualified teachers. The underlying purposes of all induction programs were to induct and retain teachers (Saphier, Freedman, & Aschheim, 2001). In general, induction programs functioned to help first-year teacher make the transition from students of teaching to teachers of students (Moskowitz & Stephens, 1997). They introduced teachers to beginning methods and school policies and introduced them to the 'culture of teaching' as well. Most considered the induction period as the first three years on the job (Saphier, Freedman, & Aschheim, 2001; Hargreaves & Fullan, 2000; DePaul, 2000).

Like the induction processes common to other occupations, there were a number of different, and sometimes conflicting, purposes behind teacher induction programs. Among them were support, socialization, adjustment, development and assessment. Moreover, teacher induction referred to a variety of different types of activities – classes, workshops, orientations, seminars, and especially, mentoring. The latter referred to the

personal guidance provided, usually by seasoned veterans, to beginning teachers in schools. Over the past two decades, teacher-mentoring programs have become the dominant form of teacher induction (Saphier, Freedman, & Aschheim, 2001); indeed, the two terms are currently often used interchangeably.

According to Wong (2002), induction was a comprehensive, multiyear process designed to train and acculturates new teachers in the academic standards and vision of the district. Induction programs engaged teachers in a systematic, integrated plan formulated by the district's core of administrators and teachers, designed to welcome the teacher, make the teacher feel a part of the school, and assign a mentor with the purpose of helping the teacher to become an effective and professional educator who will stay with the school or district (Wong, 2002). According to DePaul (2000), the turning point for many first-year teachers was a friend, buddy, or mentor who can relate to the first-year teacher's experience and also provided a sense of support and assistance.

According to Hunt and Carrol (2003), induction programs that provided support for the beginning teacher are rapidly developing in school systems across the country. DePaul (2000) concurred that the induction programs are designed to help the beginning teacher, but also believed that the induction program should be based on attitudes of nurturing and support, while at the same time developing supportive relationships with mentors. Clement (2000) suggested that induction programs included a combination of some or all of the following: School and district orientations, individualized plans for growth and development, monthly seminars on issues of importance to new teachers, regular opportunities to observe and be observed by other teachers, opportunities to team teach with a more experienced teacher, alternative standards and modes of evaluation,

modified teaching schedules or assignments, release time for professional development, and teacher mentors or mentoring teams.

Less than one percent of teachers got what the Alliance for Excellent Education (2004) called a comprehensive induction package: a reduced number of course preparations, a helpful mentor in the same field, a seminar tailored to the needs of first-year teachers, strong communication with principals, and the time for planning and collaborating with other teachers. Such a package made a real dent in teacher attrition (Cohen, 2005; Ingersoll, 2003). Research consistently validated efforts to support first-year teachers through induction and mentoring programs (Feiman-Nemser, 2001; Youngs, 2005).

Mentoring and its Benefits

Mentoring evolved in the business world as proven executives mentored and assisted promising administrators. The relationships were primarily informal unlike the formal structure of a school system-mentoring program in which mentors are most often assigned to work with a first-year teacher. Gold (1996) was an instrumental researcher in the arena of business mentoring. Gold studied 18 developmental pairs of relationships among corporate managers in a northeastern public utility. Data gathering consisted primarily of interviews to ascertain personal perceptions of the relationships. Gold found that successful mentoring relationships fulfill five career functions: (a) exposure to new opportunities, (b) coach, (c) sponsor, (d) protection, and (e) challenge. Mentoring relationships also fulfilled four psychosocial functions: (a) role-model, (b) counsel, (c) confirmation, and (d) friend. Similar to the stages of teacher career development, researchers have identified stages in the mentoring relationship. Little (1990) noted a

progression of six stages in the corporate mentoring relationship from (a) initiation, to (b) the sparkle (presenting one's best self to produce mutual admiration), (c) development (discussion focusing on organizational politics and how to attain career plans), (d) disillusionment (realization that little more can be gained by the relationship), (e) parting (becoming independent), and (f) transformation (becoming a peer, friend, and equal). Moir (2001) compressed Little's six stages to four: (a) initiation (fantasies becoming realistic expectations), (b) cultivation (mentor providing career and psychosocial functions), (c) separation (becoming competent and independent), and (d) redefinition (supportive friendship or bitterness). Both Little and Gold reflected a progression similar to the stages of first-year teacher development depicted by Moir (2001) with auspicious beginnings and dips along the way. This was a relationship beginning with promise and often ending with disillusionment.

For many first-year teachers, the transition from their student teaching experience to their first teaching assignment was traumatic. The same was true for mentors as well. Part of the transition for the first-year teacher and mentor was dealing with the responsibilities of a new job (mentoring) along with the other responsibilities they have. Trying to acculturate and integrate over time all of the changes, the complexities and the realities of teaching and mentoring, along with dealing with the problems that are typically encountered in this new environment can be an overwhelming experience for some (Colley, 2002).

The practice of mentoring first-year teachers emerged as a professional development strategy for achieving a variety of goals. One goal focused solely on teachers who are just entering the profession, while two others extend the benefits of mentoring to other

educators in the school and district community. Mentorship promised potential benefits in at least the following three areas (Little, 1990):

1. First-year teacher induction - to help transition first-year teachers into the classroom and acculturate them to the specific school and district setting in which they will work.

2. Career enhancement - to provide an avenue for leadership, public recognition, and reward for skilled veteran teachers who serve their schools and districts as mentors, professional developers, and/or contributors to curriculum and instructional improvement.

3. Professional development and program innovation - to build capacity for school and district program innovation and to guide local education reform (p. 333).

As local and state-initiated teacher mentoring programs have been implemented and refined over time, the first two of these goals have proven to be interrelated. Most veteran teachers who serve as mentors to new teachers were recognized by, and in some cases receive tangible rewards from, their school districts. The predominant district assumption is that, "the status and responsibilities of mentorship will enable those teachers to experience a renewal of their enthusiasm for teaching" (Little, 1990, p. 333). The level of career enhancement for most mentor teachers, however, appeared to be limited. Most mentors received the gratitude of their protégés and other peers, but few receive more than a modest monetary stipend. Those who did not experience career advancement found it in administrative positions--not teaching. In sum, Little suggested that, unlike mentoring in business and industry, mentoring in the field of K-12 education

"neither promises nor is premised upon an advancement incentive, but rather on other dimensions of work that contribute to career satisfaction" (1990, p. 333).

A positive effect of teacher mentoring on the third goal, building capacity for local professional development and program innovation, was even less readily apparent in school practice. Theoretically, the development of new and more effective classroom and collegial practices by teachers involved in a mentoring relationship can be diffused throughout their school and beyond. That is, through mentoring activities, both the novice teacher and mentor gained understandings and concrete skills that will benefit their students and can be shared with colleagues. Expertise in specific areas of curriculum and instruction can, for example, enabled them to help grade level team members implement a district-adopted early reading program more effectively, or improve their academic department's practice of using cooperative learning.

Little suggested that, ideally, the twin aims of a formal mentoring program were "to reward and inspire experienced teachers, while tapping their accumulated wisdom in the service of teachers and schools" (1990, p. 345). The first-year teacher, however, had received greatest attention in both research and policy. Most mentoring policies and practices were designed to provide induction support that will encourage their retention in the profession.

In teacher mentoring programs, first-year teachers were paired with a more experienced teacher or, in some cases, with a team of experienced teachers, for guidance and support. Mentors were available to answer questions, observe classes, problem solve, and talk confidentially to new teachers about problems they may be facing in the classroom. The purpose of the relationship, ultimately, was to maximize the beginning

teacher's effectiveness in the classroom. Mentoring was used as part of the induction program as a means of supporting and retaining new teachers (Brock & Grady, 1998). Danielson (2000) found that mentoring helps new teachers face their new challenges. Through reflective activities and professional conversations, they improved their teaching practices as they assume full responsibilities for a class.

Well-designed mentoring programs also lowered the attrition rates of new teachers (National Commission on Teaching and America's Future, 2000). Breaux (1999) found that among new special education teachers who continued to teach for a second year, 20 percent noted that they stayed because of the mentoring support that they had received. A study of first-year teachers in New Jersey reported that the first year attrition rate of teachers without mentoring was 18 percent, whereas the attrition rate of first year teachers whose induction program included mentoring was only five percent (Gold, 1996).

In assigning a mentor, the principal selected an experienced teacher who was willing to take responsibilities for guiding the first-year teacher. Saphier et al. (2001) suggested that a rigorous application process be used to select mentors, and that all teachers be invited to apply, with the understanding that only those who fit the qualifications will be selected. Brock (1998) suggested that the mentor needed to be considered a master teacher with outstanding abilities and skills as a listener and communicator. He/she also demonstrated excellence as a teacher, competence in coaching, and be familiar with the policies and procedures of the school (Brock and Grady, 2001; Saphier et al. 2002). Experienced teachers in the school were also often called upon during grade level planning times or in the hallways with quick questions

from new teachers. They were important resources in the socialization and induction of the new teachers (Delgado, 1999). Johnson et al. (2001) reported that while all of the teachers they interviewed were assigned mentors, most of the successful new teachers in this study experienced frequent and meaningful feedback from their colleagues.

A recent analysis by Ingersoll (2003) revealed that if first-year teachers had helpful mentors, the chance of their leaving the teaching profession after their first year was greatly diminished. Common planning time and collaboration with other teachers were also strong predictors of new teachers staying in the school and profession. First-year teachers needed a great deal of support in understanding how to implement curriculum, teach and assess standards-based lessons, addressed specific student needs, used test results to modify instruction, and learned from expert peers who are teaching in their subject areas (Feiman-Nemser, 2001). Principals needed to ensure that the mentors received appropriate training and support with such activities as training sessions, and received a handbook for mentors who spell out the purposes of such programs and their roles (Brock, 1998).

<div align="center">Georgia Mentor Teacher Program</div>

After a decade of development, a statewide program for beginning teachers was in place in Georgia in 1979 (McDonald, 1980). Georgia was the first state in the nation to develop and implement a teacher induction program. This initial Georgia program was a combination of assessment, improvement, and certification processes. The team consisted of a peer teacher, external evaluator, and administrator, all of whom collected evaluation data based on an assessment instrument, the Teacher Performance Assessment Instrument (TPAI). The three evaluators had to agree on the level of competence

achieved by the first-year teacher. If competence was not achieved, possible remedies were identified. These remedies included staff development activities or work with a master teacher on the school staff (Bishop, 1997).

In order to certify educational personnel on the basis of demonstrated competency, state guidelines were established through Senate Bill 872. Seventeen Regional Assessment Centers were established throughout the state funded by approximately 3.5 million dollars budgeted annually from state funds. Teachers eligible for or possessing a non-renewable professional certificate or non-renewable provisional certificate and specified vocational teachers were targeted to receive the induction program (Bishop, 1997).

In 1990 this program was terminated and a program based on support, the Teacher Support Specialist (TSS) Program was implemented in its place. This new focus on support rather than evaluation reflected the belief that the beginning teachers needed emotional and instructional support from mentors rather than evaluation leading to certification (Clay, 2002). The TSS Program was later called the Georgia Mentor Teacher Program. It was, in fact, the first mentoring program in Georgia. The primary component of the program was a veteran teacher who had successfully completed a 50-hour instructional program and a 50-hour internship based on specific criteria and approved by the Georgia Department of Education (GDOE), Division of Personnel Development (Clay, 2002).

The program in which the mentor candidate participated had to be approved by the Professional Standards Commission (PSC) and be based on five standards identified by the PSC. The first four standards provide the instructional base of the program and

address the following topics: (a) research on teaching, learning, and supervision; (b)

knowledge of skills needed to supervise and support new teachers and other teachers in

need of assistance; (c) competence in reflective teaching, mentoring, peer coaching, the

induction process, observation, conferencing, giving feedback, evaluating and using

evaluation instruments; (d) competence in the use of technology in instruction and

supervision, including the ability to evaluate the use of software for the Teacher Support

Specialist (TSS) Program (Rule 505-3-.59 Teacher Support Specialist Program). The

fifth standard required a structured and supervised internship. Successful completion of

these courses resulted in the addition of a state endorsement as a TSS mentor on the

teaching certificate. This endorsement entitled the holder to receive state money for

mentoring new teachers. A TSS endorsed mentor could receive payment for working

with any teacher identified by school administrators as in need of support.

Significant changes took place in FY '98 when Rule 160-3-3-.07, was adopted.

According to this rule, a summative evaluation of the program and a description of

changes made to improve the program were required. Some suggestions were surveys,

questionnaires, observations, video taping protégé teachers at the beginning and end of

the school year, and anecdotal information. The mentor application required that the

district attach records from the previous year relative to teacher retention rates, teacher

absenteeism, and the like to the application form. The Georgia Mentor Teacher Program

ended FY '05.

Georgia Governor Sonny Perdue signed Senate Bill 34 establishing the Georgia

Master Teacher Program on Tuesday, May 3, 2005. In accordance with Code Section 20-

2-205 the Georgia Master Teacher Program replaced the Georgia Mentor Teacher

Program. Teachers who demonstrated excellence in the classroom needed to earn the

Master Teacher designation from the Georgia Professional Standards Commission (PSC).

The General Assembly found that excellent public school teachers deserved recognition

for the extraordinary learning opportunity they provided to Georgia students. Some of

their duties included inducting new teachers, analyzing student achievement data, making

recommendations for school improvement and implementing the new Georgia

Performance Standards Curriculum. Master teachers will need to, in many cases,

formalize the mentoring programs already in place in some schools. No other state in the

nation has developed a certification program to recognize Master Teachers. This

program helped to keep Georgia's teachers in the classroom (Georgia General Assembly,

2005).

According to Rule 20-2-205 the Professional Standards Commission (PSC) is

authorized and directed to establish the 'Georgia Master Teacher Program' (GMTP) to

provide recognition to certificated public school teachers who exhibit excellence in the

classroom. The Professional Standards Commission (PSC) established criteria for a

Master Teacher Certification. Such criteria included, at a minimum, evidence of student

achievement, which included student progress. A public school teacher with three or

more years of teaching experience in Georgia could submit an application to the

Professional Standards Commission for a Master Teacher Certification. The Professional

Standards Commission reviewed each application and determined whether a teacher met

the criteria for a Master Teacher Certification. If the Professional Standards Commission

(PSC) found that a teacher's application met the criteria, the teacher was given a Master

Teacher Certification, and that teacher was called a Master Teacher for a term to be

determined pursuant to rules and regulations of the Professional Standards Commission (PSC), but in no event longer than seven years.

Those recognized as Master Teacher had consistently improved the performance of students on standardized exams. This program provided certified Master Teachers an opportunity to apply for an academic coach position and receive compensation for mentoring other public school teachers and for assisting schools to meet the teaching and learning needs identified in their school improvement plans. An implementation committee of parents, teachers, principals, superintendents, school board members, legislators, and staff and board members of the PSC and the GDOE made recommendations to the PSC regarding criteria for awarding the Master Teacher Certification. The FY '06 budget passed by the General Assembly included $500,000 to implement the Master Teacher program. The state received funding for the Master Teacher Program for 2006 (Georgia General Assembly, 2005).

<div align="center">Role of the Principal</div>

The role of the principal in supporting and participating in teacher induction programs was certainly important to the success of the first-year teacher (Gordan, 2000). The principal served as the pivotal figure whose direct involvement in each step of the induction program should be top priority (Brock, 1998). The principal was responsible for the induction of first-year teachers (Ganser, 2001). The role of the principal included, working as a supervisor, a resource person, and a facilitator during the induction process (Holland & Weise, 1999). Brock (1999) saw the role of the principal as the primary mentoring program coordinator. She charged the principal with the responsibility of directing the efforts of all who work with the first-year teacher to assure some sort of

congruence. Therefore, the principal was responsible for creating a nurturing and

supporting school climate for their entire staff, especially first-year teachers.

Principals needed to make a concerted effort to change the ways in which first-

year teachers are treated (Ganser). Leadership in schools was a determining factor for

encouraging and keeping teachers (Allen, 2000). When 914 teachers were given the

choice between working in a school for more money and working with strong leadership,

82% chose strong leadership (Allen, 2000).

David (2003) stated that principals had to create a condition and design for an

effective mentor program; select, train and support mentors; and continually evaluate and

revise their programs. The principal played an important role in the development of a

comprehensive mentoring program in which the beginning teacher is paired with a

mentor who provides ongoing feedback and discussion (Hargreaves & Fullan, 2000;

Hope, 1999; Saphier, Freedman, & Aschheim, 2001).

Elmore (2000) agreed with the importance of the role of the leader and stated that

the job of administrative leaders is primarily about enhancing the skills and knowledge of

people in the organization, creating a common culture of expectations around the use of

those skills, holding the various pieces of the organization together, and holding

individuals accountable for their contributions to the collective result.

As noted by Wong (2002), some principals still have the expectations that first-

year teachers will enter the profession ready to assume the full responsibilities of the

classroom teacher. According to Wong (2002), principals who implemented effective

induction programs retain their teachers, while at the same time building effective

schools. Thus, it became more incumbent on the principal to ensure that quality

induction takes place at the building level, and that local districts provide induction for the cadre of first-year teachers.

Brock and Grady (2001) noted the expectations that principals in schools had for first-year teachers. They reported that principals in their study expected first-year teachers to demonstrate the following proficiencies: (a) a professional attitude, (b) adequate knowledge of subject areas, (c) good classroom management, and (d) effective communication skills. Walsdorf and Lynn (2002) stated that the principal needed to hold discipline forums to discuss policies and specific discipline strategies. As the leader of the school, the principal provided the model for professional and performance expectations in the school community, and played a critical role in the induction of first-year teachers (Brock & Grady).

Brock and Grady (2001) noted that the principal had the power to create a workplace that is pleasant or unbearable. Principals had the power to praise or criticize teaching, offer or withhold resources, determine schedules and assignments, provide or refuse to give support, and recommend or not to recommend continuing employment. The principal needed to create a nurturing environment in which the first-year teacher has the best grade, class placement and opportunities for success (Brock & Grady, 2001).

Hope (1999) suggested that principals assume the role of master teacher. While recognizing that principals already had busy schedules, he maintained that they needed to be willing to commit the time required to give new teachers the nurturing they needed. He made seven specific suggestions for providing this nurturing: (a) visit the first-year teachers' classrooms informally and give spontaneous constructive feedback, (b) develop and implement ways for first-year teachers to network with peers, (c) do not give first-

year teachers the worst students and the heaviest teaching loads, (d) initiate meetings with first-year teachers to talk about instructional issues until the new teacher is comfortable enough to be the initiator, (e) hold brief conversations in the hallway as an indicator of support and interest, (f) identify workshops and conferences for the first-year teacher and make attendance a possibility, and (g) alleviate the first-year teachers' fears about evaluation by examining the purpose as instructional improvement and clarifying the process.

Johnson and Kardos (2002) described principals in integrated professional cultures, visibly engaged in both the daily life of the school and the professional work of the teachers. As the leader of the school, the principal had an important role and a significant responsibility in ensuring a quality induction experience for teachers on this journey.

Research on leadership and induction indicated that school leaders needed to promote instructional development among beginning teachers in several ways:

- Insist on quality mentoring. Principals can facilitate mentoring by creating time for first-year teachers and mentors to meet and to observe in one another's classrooms (Feiman-Nemser, 2001; Little, 1990). Principals needed to ensure that mentors receive training and have expertise in the same content area and grade level as the first-year teacher. Principals needed to also directly encourage mentors to focus on improving new teachers' instruction rather than on merely providing moral support (Alliance for Excellent Education, 2004).

- Integrate first-year teachers into school-wide learning opportunities. Beginning teachers needed to learn from collaborative work in departments or grade level

teams and from school-wide professional development (Kardos, Johnson, Peske, Kauffman, & Liu, 2001). Principals needed to establish regular meeting times for such work (Moir, 1999).

- Promote learning during evaluation. Principals can help first-year teachers acquire and learn to apply content-specific pedagogical knowledge through classroom observations, post-observation conferences and other direct consultation (Danielson, 2000; Stmpien & Loeb, 2002).

Principals needed to also connect first-year teachers to external sources of professional development that addressed their individual challenges such as setting consistent expectations for students or integrating assessment into instruction (Alliance for Excellent Education, 2004). The success of an induction program depended on the school leaders who are willing to allocate resources and support the professional growth of first-year teachers. Designing a comprehensive orientation program was essential to this process. Gordon and Maxey (2000) suggested that a general orientation is of benefit to all first-year teachers, but that an individualized orientation that fits the unique circumstances of each teacher is also necessary. Wong (2002) agreed, and stated that an individualized induction program sent the message to first-year teachers that the principal values them and wants them to succeed.

The principal needed to take an active facilitating role in matching trained mentors and first-year teachers, based on grade level and teaching skills (Saphier et al., 2001). Assigning an experienced professional to the first-year teacher and facilitating their time together encourages the first-year teacher to be committed to staying in the profession. The principal had an enormous responsibility and role in the success of these

relationships (Rowley, 1999). Colley (2002), Stripling (2002), and Brock (1999) argued that first-year teachers value the principal's support and affirmation more than that of their mentor. Carver (2004), and Johnson and Birkeland (2003) stressed that the positive interaction with the principal had been proven to be a vital factor in the new teacher's decision to remain in the profession.

The principal needed to provide early, intensive, and ongoing evaluation and supervision, with constant feedback to the beginning teacher (Holland & Weise, 1999). It was important for the principal to have a clear understanding of the formative and summative roles that need to be fulfilled, to articulate those roles for the first-year teacher, and to give frequent and ongoing feedback during this process (Johnson & Kardos, 2002). According to Breaux and Wong (2003) the principal did not simply assume his or her leadership role by giving each first-year teacher a mentor without rigorous monitoring. Outstanding leaders were eager to collaborate with their teachers. They were role models, instilling a passion for learning in their teachers. Wong (2002) noted that there was no doubt that principal have the ability to ease the transition of first-year teachers to the school setting. Thus, it became the responsibility of the school principal to make the first-year teachers feel that they are an asset to the school- by welcoming them, by providing emotional support, and by fostering self-esteem through the induction process.

Another aspect of teacher induction programs was the process of acculturation. Researchers document that a positive school culture and climate promotes teacher retention (Martin, 2003; Fullan, 2001; Ingersoll, 2002). Brock (2000) recommended that the principal share the culture with new teachers by informing them of the traditions and

history of the school so that they can become a part of the family. Bobek (2002) stated

that first-year teachers thrived in environments where school personnel endorse

collaboration, flexibility, nonjudgmental attitudes and high expectations.

Feiman-Nemser, Carver, Schwille, and Yusko (1999) expressed a related concern

regarding the relationship between school cultures and mentoring. They claimed research

showed that even a well-resourced, formal mentoring program "may perpetuate

traditional norms and practices rather than promote high-quality teaching" (p. 4) unless

the explicit goal of the program is to build teaching professionals who can foster complex

student learning. These researchers stated that a program that focused only on first-year

teacher support "favors the agendas of individual teachers and works against a sense of

collective responsibility for student learning" (p. 10). Feiman-Nemser et al (1999)

advocated that schools and districts view first-year teacher induction as part of the

broader system of professional development and accountability for educators.

In a recent study, Ingersoll (2000) reported evidence that points to other factors in

the school culture that might be considered along with teacher mentoring if a district

choose to take a comprehensive approach to stemming the tide of teacher attrition. Based

on an investigation of reasons given by teachers for leaving the profession, his data

suggested that teacher turnover could be positively impacted through improvements in

four areas of the school organization. None of these solutions increased support from the

school administration, enhanced faculty input into school decision-making, reduction of

student discipline problems and increased salaries, explicitly focused on first-year teacher

support. Huling (2001) summed up the critical connection between first-year teacher

success and factors in school culture and organization as follows: If schools operated in

ways that are unresponsive to the needs of the students, it was unreasonable to expect

first-year teachers to learn to operate effectively in them (pp. 178-179).

Ingersoll (2002) noted that schools in which teachers have a greater voice in

decision-making, there was less teacher turnover. Woods and Weasmer (2002) counseled

principals to have support meetings, involve teachers in decision-making, and empower

teachers as agents of change. In addition to a collaborative culture and supporting

principal, first-year teachers need to know that their work fits into the school mission.

Accordingly, Dunklee (2000) stated that teachers want the principal to be a leader who

can create and communicate a vision that inspires followers and who will promote human

buy-in to an idea, or a vision. Brock and Grady (2001) noted that the principal

establishes and reinforces key values, vision, culture, and traditions of the school.

Saphier et al. (2001) offered suggestions for orientation activities that included;

orientation on school and district's rules and policies, discussions on curriculum, lesson

planning, grading and student progress reporting, review of the handbook, introduction to

staff, and overview of the teacher evaluation plan. Gordon and Maxey (2000) and Moore

(1999) further suggested, that not all activities in the orientation needs to be of a technical

nature such as how to do a fire drill or where forms are kept.

First-year teachers needed to understand general information about the district and

school in order to become familiar with the culture of the workplace (Gordan, 2000).

Furthermore, exposing the beginning teacher to a variety of teaching methods, standards,

and procedures assisted them in understanding the culture of teaching (Brock & Grady,

2001). Hunt and Carrol (2003) revealed that mentors were viewed as helpful when they

gave practical assistance with the school procedures, rules, and expectations and also when they provided information regarding system-wide policies.

Johnson and Kardos (2002) offered a model in which first-year teachers were a part of integrated professional cultures where they learn from their principals and veteran teachers, and the veteran teachers are learning as well. Saphier et al. (2001) suggested that professional development should be embedded in the job of all teachers, including first-year teachers. This approach to induction, if effective, included a comprehensive orientation program, colleague teams to facilitate the socialization of the first-year teacher into the culture of the school, good supervision, modeling of the school's vision and traditions, and professional growth and development (Brock, 1998; Holland & Weise, 1999; Saphier et al., 2001; Wong, 2005).

In addition to providing sufficient and meaningful orientation to first-year teachers and maintaining communication and support throughout the year, Hope (1999) suggested that orientation activities go beyond an orientation to the school and community. He maintained that contact intended to engage first-year teachers in discussions about teaching with their colleagues should be an integral part of mentoring programs.

The context into which a teacher was placed becomes critical to the success of the teacher and the students. Saphier et al. (2001) described the context as all of the factors which make up the environment including the type and number of students, the teaching assignment in subject and level, the number of preparations, the size and nature of the faculty, the physical work space, the social and psychological climate, the support staff available, and the quality of leadership of the principal.

One of the leading factors in the success of first-year teachers was the grade and class placement and the level of extra duties assigned to that teacher (Saphier et al., 2001; Wong, 2004). It was very important for first-year teachers to practice their craft over a period of time and to be able to stay in the same grade or subject placement for the first few years (Wong, 2005).

Principals needed to be cognizant of the realities of the assignment of classes, duties, and other assignments (Wong, 2005). The principal lighten the first year burden by giving first-year teachers fewer challenging students and fewer preparations, fewer committees and extra-curricular assignments, and only classes for which they have experience (Bloom & Davis, 2002; Brock & Grady, 2000; Stansbury & Zimmerman, 2000). Ganser (2001) agreed, and suggested that the principal played an important role in scheduling first-year teachers to give them breathing room. He went on to state that, unfortunately, first-year teachers were still assigned the most challenging students or classes and the most difficult supervisory duties.

Saphier et al. (2001) strongly suggested that the school leader take an active part in class placement so that first-year teachers receive assignments appropriate to their beginner status. They go on to say that principals should, whenever possible, reduce class sizes for first-year teachers, as well as the number of behavior difficulties. New teachers, according to these authors, should not get stripped down classrooms, large classes, difficult students, many preparations each day, a heavy load of extracurricular assignments, and should get common planning time with their mentors for conferencing and other meetings, and opportunities to observe and to be observed by their mentors. The principal of the school needed to provide protection and time for the first-year

teachers in all of these areas to assure that an appropriate placement occurs. According to the Georgia Teacher Status Report (2004), beginning teachers in Georgia indicated that they are not prepared for the challenges of the classroom. Georgia's first-year teachers believed they were often placed with the most disruptive students and received little support from principals.

When first employed, the beginning teacher viewed the principal as a mentor. This view changed as the first-year teacher begins to experience the formal evaluation process (Iwanicki, 2001). Good supervision and evaluation programs contributed to the professional growth of the first-year teacher by conveying feedback about the teacher's level of performance and the expectations of the school and district (Saphier et al., 2001). Cross (2002) and Hope (1999) recommended appraisal support in which the principal clearly explains the evaluation process. Similarly, Bloom and Davis (2002) advised that the principal should visit the classroom regularly, frequently enough that his/her presence is not an event, and should provide feedback on what he/she sees. Johnson et al. (2001) reported that first-year teachers yearned for ongoing observations and feedback, but classroom visits by colleagues and administrators were rare. Bloom and Davis (2002) asked principals to feel empathy by remembering their own first years of teaching. However, it was the responsibility of the principal to provide intensive supervision for the first-year teacher and to make decisions as to whether or not that teacher meets the expectations of the district to be rehired for another year (Allen, 2000).

The results of a study conducted by Holland and Weise (1999) reflected that while emphasis was placed on the importance of the evaluation and supervision of new teachers, there was little discussion about the principal's involvement. Principals'

evaluations were acknowledged in the study but for only summative, rather than

formative, purposes (Holland & Weise). The authors concluded from the results of their

study that these summative evaluations occur far too infrequently to be of any influence

on the professional growth of the teacher. Brock (1998) reported that one experienced

principal was shocked at the feedback that he received from beginning teachers regarding

a mentor program he instituted. Missing from the program was his involvement. One

teacher was quoted as saying, "My mentor gave me great suggestions, but I would like to

hear the principal's views on what he considers good teaching and appropriate discipline.

He is the person who will evaluate me and I want to know if I am doing okay" (p. 97).

Holland and Weise (1999) suggested that principals should recognize the power

of this conflict as they tailor the induction program to meet the needs of beginning

teachers. These authors noted that supervisory intervention should occur before a teacher

has developed routines and habits that would interfere with effective teaching. Iwanicki

(2001) reported that if a teacher does not perform adequately then intensive supervision

should take place. The observation process provided an opportunity for the principal to

offer the beginning teacher suggestions from the principal's own teaching experience and

own effective instructional practices (Holland & Weise, 1999).

Griffith (2004) recommended that strong consideration be given to beginning

teacher evaluation in any induction program. He recommended that administrators

implement formative evaluation practices instead of the traditional summative practices

for all teachers. Griffith stated that this strategy would have principal's focus on assisting

first-year teachers in reflecting on their actions, rather than on how effective the teacher

was at any given time. One example given by Griffith was for a principal to log the

questions and answers that were observed in the first-year teacher's classroom, and then to later engage in dialogue about how to improve development of questioning techniques. What was important in the overall picture of the role of the principal in the induction of the first-year teacher is that the principal must provide a nurturing and supportive environment within which the beginning teacher will take the risks necessary for growth and development while at the same time, provide the kind of intensive supervisory intervention to prevent those bad habits from developing (Holland & Weise, 1999).

Saphier et al. (2001) indicated, "What's inspected is expected" (p. 67). There will be a struggle for principals, however, if frequent and ongoing observation and feedback does not take place at all.

Summary

As school districts strived to fill the many teaching positions that will be open in the next decade, it is incumbent upon districts, and more importantly principals, to recognize the importance of their participation as leaders in the induction process and to practice the suggestions found in the research. Research indicated that systematic induction of first-year teachers into the profession is necessary. The principal was in a position to provide a planned induction program, which includes mentors and encourages the success of the first-year teacher. Thus, asking the principal to assume a greater role in supporting first-year teachers elicited concerns about lack of time.

One aspect of the principal's role was the selection and assignment of a mentor teacher to support the beginning teacher. The delineation of a carefully designed mentor selection and assignment process supported the principal's role and will allow the principal and the mentor to work collaboratively to support the first-year teacher's work.

The principal delegated some of the responsibilities for first-year teachers to others, but the principal was ultimately responsible for assuring that first-year teachers are properly inducted.

Over the past two decades, mentoring became popular as a means of inducting first-year teachers into the profession in an attempt to smooth their difficult first few years and decrease the new teacher attrition rate. Georgia was the first state in the nation to develop and implement a teacher induction program in 1980. This initial Georgia program was a combination of assessment, improvement, and certification processes. The team consisted of a peer teacher, external evaluator, and administrator, all of whom collected evaluation data based on an assessment instrument, the Teacher Performance Assessment Instrument (TPAI). The three evaluators had to agree on the level of competence achieved by the beginning teacher. The Georgia Mentor Teacher Program, implemented in 1990, was an example of a mentoring program designed to assist teachers, whether new to the profession or veterans in need of some sort of assistance. In accordance with Code Section 20-2-205 the Georgia Master Teacher Program will replace the Georgia Mentor Teacher Program. Teachers who demonstrated excellence in the classroom will earn the Master Teacher designation from the Professional Standards Commission (PSC). Master teachers, in many cases, formalized the mentoring programs already in place in some schools.

The principal was seen as the coordinator of the program working to bring together the efforts of all involved for the good of the first-year teacher. Principals were expected to provide assistance to mentors by means of orientations, meetings, and

instructional opportunities. Principals were responsible for pairing the selected mentors

with protégés in a manner that was most conducive to a successful ongoing relationship.

There was support in the literature that principals should visit the new teachers'

classrooms and give constructive feedback, develop and implement ways for first-year

teachers to network, initiate meetings with first-year teachers, show support and interest,

identify workshops and conferences for the first-year teacher, and alleviate the new

teachers' fears about evaluation. In any case, the literature was clear that it was

incumbent upon principals to recognize their role as leaders in the induction process and

to practice the suggestions found in the research.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to determine the perceptions of first-year teachers in the state of Georgia regarding the extent to which mentors and principals participated in the induction of first-year teachers. Specifically, the researcher explored to what extent mentors and principals provided help to first-year teachers during the induction period. The underlying assumption was that first-year teachers were not receiving adequate support from principals. A lack of support could lead to their early exit from the teaching profession. A report compiled by the Georgia Professional Standards Commission (PSC) concerning the supply, demand, and utilization of teachers and administrators in Georgia public schools revealed that more than 60,000 new teachers needed to be hired in Georgia by FY '09 to offset attrition and increased enrollment (The Status Report, 2004).

The study is a non-experimental research design in which the researcher used a survey to gather data. Responses to questions on the survey instrument allowed comparisons of subgroups of elementary and secondary public school first-year teachers, and female and male public school first-year teachers. From the findings of this study, recommendations were made for the improvement of the induction programs in local school districts in the Central Savannah River area in the state of Georgia. This chapter included a description of the research design, research questions, population, participants, procedures, and data analysis.

Research Questions

The researcher designed this study to help answer the following overarching research question: What were the perceptions of first-year teachers regarding the mentors' and principals' participation in first-year teachers' induction activities in the state of Georgia? This study was conducted to investigate specific support offered to first-year teachers in the induction program in the Central Savannah River area in the state of Georgia and was guided further by the following sub-questions.

1. To what extent were mentors involved in first-year teachers' induction activities?

2. To what extent were principals involved in first-year teachers' induction activities?

3. Was there a difference between the degree to which mentors participated in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers?

4. What differences existed with regard to induction activities for first-year teachers based on the following variables for principals' participation: (a) gender, and (b) school levels of first-year teachers?

Research Design

In order to answer the research questions of this study, the researcher used a quantitative research design. The researcher chose quantitative research because of its focus on attitudes and behaviors. According to Bryman and Cramer (1999), the primary reason for conducting quantitative research was to learn how many people in a population shared particular characteristics or liked a particular idea. It was especially designed to produce accurate and reliable measurements that permit statistical analysis. The survey

consisted of 30 statements designed to measure principal's support of first-year teachers during the induction process. There was also one open-ended question included in the survey. Additionally, respondents identified demographic information that assisted the researcher in describing the population in which the practices occur.

Participants

The researcher selected first-year public school teachers in the Central Savannah River area (CSRA) in the state of Georgia to participate in this study. It was determined that the school systems were representatives of the Central Savannah River Area (CSRA) Regional Educational Service Agency (RESA). The agency provided educational services specifically for the school systems in the CSRA. The researcher obtained the names of first-year public school teachers in the CSRA from the Curriculum Directors in the school systems in the Central Savannah River Area (CSRA) Regional Educational Service Agency (RESA). The sample for this study was 105 first-year teachers in school districts located in the Central Savannah River Area of Southeast Georgia.

Instrumentation

Since the targeted sample for this study was first-year public school teachers in the Central Savannah River area in the state of Georgia, the most direct and inclusive method to collect data in a timely manner was the survey method. The use of a survey offered numerous advantages over other methods: speed, anonymity, ability of participants to answer questions at their convenience, ability to cover a large geographical area, lack of interviewer bias, efficiency, and lower cost (Borg & Gall, 1989). The use of quantitative data analysis were used to determine the extent of assistance provided to first year teachers in the Central Savannah River area and the

perception of first-year teachers regarding the extent of participation of mentors and principals in the induction activities

Additionally, the survey allowed the respondents to identify additional comments they perceive that might be helpful to your school or district in assisting first-year teachers. Finally, respondents were asked to identify demographic information to help the researcher in describing the populations of first-year teachers.

Items in the survey were based upon current practices in new teacher induction programs across the United States and common features of effective induction activities found in the literature. The validation process for this survey included a field test with five first-year teachers, not used in the study. A sample of elementary, middle, and high school teachers completed the instrument. Each first-year teacher was asked to provide feedback as to clarity of the items. After debriefing with each first-year teacher, the cover letter and survey was refined accordingly. An Assistant Superintendent and a University Professor also reviewed the survey. The researcher made changes based upon the recommendations from the participants in the field test, an assistant superintendent, and from the doctoral committee members, the final questionnaires for the first-year teacher were developed in February 2006. Table 3.1 presented a quantitative item analysis correlating research questions, items on the questionnaire and a review of the related literature.

The following description of the data analysis was used for the research questions. The data was gathered using Likert-type scales. The use of the scale determined the extent mentors and principals were involved in first-year teachers' induction activities. To create nominal categories, a four-point Likert scale, rather than a five-point scale, was

chosen to avoid the typical respondent's tendency to choose the middle response of 3 on

a five-point scale. The strategy was suggested by Stripling (2002) in her research on

teacher retention. The opinions relating to the types of activities were grouped with

responses of 3 = To a great extent, 2 = To a moderate extent, and 1 = To a minimal

extent/not at all. Survey items 1-30 were designed to identify different types of

induction activities for first-year teachers.

Additionally, the respondents were asked to identify the level of the school where

he or she was assigned-elementary, middle, or high school; age, gender and ethnicity.

There was also one open-ended question included in the survey. One open-ended

question was included to solicit the first-year teachers' additional comments that might be

helpful to their school or district in assisting first-year teachers in the induction period.

Data Collection

In order to conduct this survey, the researcher completed an application for

approval from the Georgia Southern University Institutional Review Board (IRB). Once

the IRB approval was in effect, a cover letter and a copy of the survey was sent to 105

first-year public school teachers in the Central Savannah River Area in the state of

Georgia explaining the research and requesting their participation in April 2006.

Participation in this study required the subjects to complete and return a data-collection

survey. Participants were guaranteed that their responses would remain anonymous and

that the data discovered would be reported only in aggregate form. Only 29% (30)

teachers responded to the first mailing. As a follow-up, in May 2006, first-year teachers

received a postcard reminder thanking them for their participation in this study on the

perceptions of first-year teachers regarding the mentor and principal's participation in

first-year teachers' induction activities in the state of Georgia. An additional 71% (75)

surveys were returned. This resulted in a final total of 105 completed surveys for a

usable response rate of 100%.

The total administration extended over a total of 8 weeks. Responses from survey

participants were analyzed to determine the perceptions of first-year teachers in the state

of Georgia regarding the extent to which mentors and principals participated in the

induction of first-year teachers.

Table 3.1

Quantitative Item Analysis

Item	Research	Research Question
1. Participating in an orientation	DePaul, 2000	1-3
2. Understanding district policies	Clement, 2000	1-3
3. Understanding the culture of the school	Woods & Weasmer, 2003	1-3
4. Understanding the school's mission and vision	Brock & Grady, 2001	1-3
5. Understanding the physical environment of the school facility	Brock, 2000	1-3
6. Training in professional development opportunities	Moore & Sanders, 1999	1-3
7. Training on code of ethics	Moore & Sanders, 1999	1-3
8. Providing feedback on lessons taught	Wong, 2002	1-3
9. Establishing professional relationships with other teachers	Smith & Ingersoll, 2003	1-3
10. Participating in collaborative planning	Johnson & Kardos, 2002	1-3
11. Participating on school committees	Wong, 2002	1-3
12. Providing opportunities to observe in other classes	Wong, 2002	1-3
13. Answering questions or listening to my questions	Stripling, 2002	1-3
14. Understanding the district curriculum and standards	Feiman-Nemser, 2003	1-3
15. Locating material and resources for teaching	Elmore, 2000	1-3
16. Writing lesson and instructional plans	Darling-Hammond, 2000	1-3
17. Handling student discipline	Stripling, 2002	1-3
18. Establishing effective communication with parents	Johnson & Kardos, 2002	1-3
19. Conducting parent conferences to address student progress	Walsdorf & Lynn, 2002	1-3
20. Addressing differentiated instruction in teaching	DePaul, 2000	1-3
21. Understanding extracurricular and field trip procedures	Ganser, 2001	1-3
22. Understanding the evaluation process	Griffith, 2004	1-3
23. Using time saving strategies	Stripling, 2002	1-3
24. Motivating students	Johnson & Kardos, 2002	1-3
25. Engaging all students in learning	Brock & Grady, 2001	1-3
26. Organizing classroom for instruction	Bloom & Davis, 2002	1-3
27. Handling paperwork	Bloom & Davis, 2002	1-3
28. Using a variety of classroom assessment strategies	Feiman-Nemser, 2003	1-3
29. Pacing instruction to cover content	Feiman-Nemser, 2003	1-3
30. Using standardized test results to adjust instruction	Feiman-Nemser, 2003	1-3
1B. Gender	Darling-Hammond, 2000	4
2B. Age	Darling-Hammond, 2000	4
3B. Race	Darling-Hammond, 2000	4
4B. Highest Educational Level	Darling-Hammond, 2000	4
5B. Level of Assignment	Darling-Hammond, 2000	4
6B. Traditional/Alternative Program	Darling-Hammond, 2000	4
Additional Comments	Darling-Hammond, 2000	5

Note. Items 1-7, 9, and 11 represented induction activities in the theme of Staff

Support. Items 8, 10, 12-16, 21-23, and 26-30 were Curriculum Support. Items 18-19

were Parental Communication, and items 17, 20, and 24-25 were Student Needs.

Data Analysis

To provide an answer to the major research question, descriptive statistics were utilized to summarize the data from this study. The surveys were sorted by the type of school elementary or secondary. Within these larger groups, subgroups of surveys were placed together. Tables were constructed with totals needed to compute simple percentages and significance for all comparison groups (Gall, Borg, & Gall, 1996) using the Statistical Package for the Social Sciences (SPSS) program (Cronk, 1999). The highest and lowest occurrences of each score was identified and the frequency of each response. The researcher examined the extent that mentors and principals participated in first-year teacher's induction activities.

Research Questions 1-4 addressed the extent mentors and principals were involved in first-year teachers' induction activities in the categories of Staff Support (items 1-7, 9, and 11), Curriculum Support (items 8, 10, 12-16, 21-23, and 26-30), Parental Communication (items 18-19), and Student Needs (items 17, 20, and 24-25). Responses were coded using a Likert-type scale and for data analysis. The results of the survey were coded as follows: to a great extent was considered as 3, to a moderate extent was coded as 2. Responses to a minimal extent/not at all were considered as 1. This decision was made in the belief that some respondents might be reluctant to choose absolutes.

To determine the extent of participation provided to first-year teachers, frequencies and percentages were calculated from the responses to the questionnaire items related to each of the four areas. Averages were compared statistically using T-tests. Data collected as a result of the surveys were analyzed according to patterns,

relationships, similarities, and frequencies (Gall, Borg, & Gall, 1996). Conclusions were

determined and reported from the trends that emerge from the data. Demographic data

generated from the survey respondents was displayed in a table to enable the researcher

to analyze characteristics of the sample population.

<div align="center">Summary</div>

The researcher collected and analyzed data from first-year public school teachers

in the Central Savannah River Area in the state of Georgia concerning their perceptions

of the assistance in the induction of first-year teachers. The researcher investigated

teacher induction, mentors, and the role of the principal regarding the induction of first-

year teachers.

The target population consists of 105 first-year teachers. The participants were

categorized as follows: first-year teachers of elementary schools, first-year teachers of

middle schools, and first-year teachers of high schools, female first-year teachers, and

male first-year teachers. Each first-year teacher responded to a 30-question survey

designed to generate data regarding his/her perceptions of the induction of first-year

teachers. There was also one open-ended question included in the survey.

Questionnaire items 1-30 addressed the extent of the mentors' involvement in the

induction of first-year teachers. Each item represented current practices in first-year

teacher induction programs and components of effective induction activities identified in

the literature. To determine the involvement as perceived by first-year teachers, data

were condensed on Likert-type scales ranging from 3 to 1. The responses related to the

extent of involvement were grouped with responses of 3 = to a great extent, 2 = to a

moderate extent, 1 = to a minimal extent/not at all. Each of these items was grouped in

the theme of Staff Support, Curriculum Support, Parental Communication, or Student

Needs. Items 1-7, 9, and 11 represented induction activities in the themes of Staff

Support. Items 8, 10, 12-16, 21-23, and 26-30 were Curriculum Support. Items18-19

was Parental Communication, and items 17, 20, and 24-25 were Student Needs. Data

depicting the responses for the induction activities were displayed in Table 4.1-4.11.

To determine the extent of participation during first-year teachers' induction,

frequencies and percentages were calculated from the responses to the questionnaire

items in the categories of Staff Support, Curriculum Support, Parental Communication,

and Student Needs. Averages were compared statistically using T-tests. Data collected as

a result of the surveys were analyzed according to patterns, relationships, similarities, and

frequencies. The findings of this research study were determined and reported in Chapter

4.

CHAPTER 4

REPORT OF DATA AND DATA ANALYSIS

Introduction

General Introduction

The purpose of this study was to determine the perceptions of first-year teachers

in the state of Georgia regarding the extent to which mentors and principals participated

in the induction of first-year teachers. Results of the analysis in this research might

contribute to teacher induction, mentors, and the role of the principal in the induction of

first-year teachers. The research focused on first-year teachers in the Central Savannah

River Area of Southeast Georgia. Of the 105 surveys sent to first-year teachers involved

in the induction program, during the 2005-2006 school year, a total of 105 (100%) were

returned. All respondents participated in the survey. The findings were reported by

question 1-4.

Demographic Data

Before reporting the findings, the researcher provided an overview of the

participants in this study. Data depicting the demographic information provided by the

first-year teachers were shown in Table 4.1. The survey instrument asked for the

demographic data collected from 105 respondents consisting of items related to gender,

age, ethnicity, educational attainment, level of assignment, and type of certification

program attended. Of the 105 first-year teachers who returned the survey, the majority

77.1% (81) was female. Of the participants, 58% (61) were under the age of 30, 27.6%

(29) were between the ages of 30-39, 9.52% (10) were between the ages of 40-49, and

3.80% (4) were 40-50+. Regarding the ethnicity of respondents, 63.8% (67) were white and 29.5% (31) were black.

Table 4.1.

Demographics for 2005-2006 First-Year Teachers in Georgia

Variable	Value	Frequency	Percentages
Gender	Male	24	22.8
	Female	81	77.1
Age	Under 30	61	58.0
	30-39	29	27.6
	40-49	10	9.52
	50+	4	3.80
Ethnicity	Black	31	29.5
	White	67	63.8
Highest Educational Level	Bachelor's	75	71.4
	Master's	30	28.5
Level of Assignment	Elementary	37	35.2
	Middle	28	26.8
	High	40	38.0
Certification Program	Traditional	59	56.1
	Alternative	46	43.8

Note. N=105.

There were 71.4% (75) who indicated they received a bachelor's degree and 28.5% (30) identified as possessing a master's degree. Most respondents 56.1% (59) were graduates of traditional teacher education programs. However, 43.8% (46) indicated they were trained in an alternative certification program. There were 35.2% (37) employed at the elementary school level, 26.6% (28) employed at the middle school level, and 38% (40) were employed at the high school level.

The majority of the first-year teachers (58%) were in the age category under 30. Most first-year teachers in the study, over (50%) were under the age of 30. The next highest percent belonged to age category 30-39 (27.6%). The age category of 50 and older had only 3.80% of the total first-year teachers in the study. The data indicated that eighteen of the first-year teachers who attended an alternative certification program also had a Masters' Degree. Almost half of the first-year teachers with alternative certification held a Masters' Degree in a field outside of education.

<div align="center">Research Questions</div>

The researcher designed this study to answer the following overarching research question: What were the perceptions of first-year teachers regarding the mentors' and principals' participation in first-year teachers' induction activities in the state of Georgia? This study was conducted to investigate specific support offered to first-year teachers in the induction program in the Central Savannah River area in the state of Georgia and was guided further by the following sub-questions.

1. To what extent were mentors involved in first-year teachers' induction activities?

2. To what extent were principals involved in first-year teachers' induction
    activities?

3. Was there a difference between the degree to which mentors participated in
    the induction activities of first-year teachers and the degree to which
    principals participated in the induction activities of first-year teachers?

4. What differences existed with regard to induction activities for first-year
    teachers based on the following variables for principals' participation: (a)
    gender, and (b) school levels of first-year teachers?

Introduction to Findings

In Chapter 4, the researcher reported the perceptions of first-year teachers in the
state of Georgia regarding the extent to which mentors and principals participated in the
induction process. The researcher organized findings by research questions. To report
the findings the researcher used the Statistical Package for the Social Sciences (SPSS)
program. The findings were reported in three specific areas: a) themes of induction
activities, b) subcategories from the themes, and c) overall analysis from the data. The
first theme, staff support, related to nine items from the survey dealing with orientation to
the school environment. The second theme, curriculum support, constituted fifteen items,
on the survey which addressed subject matters and curriculum concerns. The third theme
of teacher induction was parental communication, which consisted of two items on the
survey, which related to parental involvement. The last theme, student needs, was
developed from four items that specifically related to students. A discussion of the
findings around the subcategories followed the major themes. The data analysis was
based on respondents' answers to a 30-item questionnaire.

Questionnaire items 1-30 addressed the extent of the mentors' involvement in the induction of first-year teachers. Each item represented current practices in first-year teacher induction programs and components of effective induction activities identified in the literature. To determine the involvement of mentors in the induction process, the researcher asked 105 first-year teachers to identify to what extent their mentors participated. Data were gathered on Likert-type scales ranging from 3 to 1. The responses related to the extent of involvement were grouped with responses of 3 = to a great extent, 2 = to a moderate extent, 1 = to a minimal extent/not at all. Each of these items was grouped in the theme of Staff Support, Curriculum Support, Parental Communication, or Student Needs. Items 1-7, 9, and 11 represented induction activities in the themes of Staff Support. Items 8, 10, 12-16, 21-23, and 26-30 were Curriculum Support. Items18-19 was Parental Communication, and items 17, 20, and 24-25 were Student Needs. Tables 4.2 – 4.5 reflected the means, frequencies, and percentages calculated from the responses to these questionnaire items (research questions 1-2). Averages were compared statistically using T-test to allow the researcher to respond to research questions 3-4. Data related to questions 3-4 were shown in Tables 4.6 – 4.12.

<div align="center">Response to Research Question 1</div>

To what extent are mentors involved in first-year teachers' induction activities?

Overall, mentors were involved in first-year teachers' induction activities to a moderate extent. The mean scale score of Staff Support was (M = 2.40, SD = .079), Curriculum Support (M = 2.20, SD = .268), Parental Communication (M = 2.16, SD = .396), and Student Needs (M = 2.25, SD = .116).

Table 4.2

Mean Scores by Themes and Subcategories of Mentors' Involvement in Induction

Activities

Activity	Mean	SD
Staff Support		
Participating in an Orientation	2.48	.760
Understanding District Policies	2.37	.693
Understanding the Culture of the School	2.56	.703
Understanding the School's Mission and Vision	2.44	.675
Understanding the Physical Environment	2.33	.780
Training in Professional Development	2.43	.758
Training on Code of Ethics	2.30	.735
Establishing Professional Relationships	2.37	.696
Participating on School Committees	2.40	.729
Total Mean for Staff Support	2.40	.079
Curriculum Support		
Providing Feedback on Lessons Taught	2.33	.767
Participating in Collaborative Planning	2.22	.835
Providing Opportunities to Observe Other Classrooms	2.60	.538
Answering Questions or Listening to my Questions	1.99	.802
Understanding the District's Curriculum and Standards	2.20	.789
Locating Materials and Resources for Teaching	2.45	.747
Writing Lesson and Instructional Plans	2.23	.802
Understanding Extracurricular and Field Trip Procedures	2.46	.666
Understanding the Evaluation Process	2.09	.838
Using Time Saving Strategies	2.40	.741
Organizing Classroom for Instruction	2.25	.759
Handling Paperwork	1.70	.807
Using a variety of Assessment Strategies	1.97	.914
Pacing Instruction to Cover Content	2.56	.692
Using Standardized Test Results to Adjust Instruction	1.64	.771
Total Mean for Curriculum Support	2.20	.268
Parental Communication		
Establishing Effective Communication with Parents	2.44	.679
Conducting Parent Conferences	1.88	.847
Total Mean for Parental Communication	2.16	.396
Student Needs		
Handling Student Discipline	2.24	.781
Addressing Differentiated Instruction in Teaching	2.33	.767
Motivating Students	2.10	.876
Engaging all Students in learning	2.36	.798
Total Mean for Student Needs	2.25	.116

Note. N=105. The values represent means made on 3-point scales. 1 = to a minimal

extent/not at all; 2 = to a moderate extent; 3 = to a great extent.

The grand mean for all thirty questions concerning the extent of the mentors' involvement in the induction of first-year teachers was in the range of moderate extent with a mean of (M = 2.25, SD = .105). The mean scale scores of mentors' involvement in induction of first-year teachers were shown in Table 4.2. To determine the mentors' involvement in first-year teachers' induction activities, frequencies and percentages were also calculated from the responses to the questionnaire items related to each of the themes. This data allowed the researcher to understand the extent of mentor involvement by themes and subcategories as reported in the following sections: Staff Support; Curriculum Support; Parental Communication; and Student Needs. Data represented were displayed in Table 4.3.

Staff Support. First-year teachers reported that mentors were involved in staff support. In the theme of staff support, the greatest area of mentor involvement in induction was reported as understanding the culture of the school with (67.6%). The next two areas according to most of the first-year teachers were participating in an orientation (63.8%) and training in professional development opportunities (60%). First-year teachers indicated that 55.2% of mentors were helpful with participating on school committees to a great extent. Less than half of the first-year teachers reported that (49.5%) mentors were helpful in understanding district policies and establishing professional relationships with other teachers to a great extent (49.5%). Only a small percentage of first-year teachers reported that mentors were not very involved in their professional development. However, mentors were not highly involved in helping first-year teachers with the training on code of ethics. At least (16%) of first-year teachers

Table 4.3

Percent Scores of Mentors' Participation by Themes and Subcategories

Activity	n	% G	n	% M	n	% M/N
Staff Support						
Participating in an Orientation	67	63.8	21	20.0	17	16.3
Understanding District Policies	52	49.5	40	38.1	13	12.5
Understanding the Culture of the School	71	67.6	21	20.0	13	12.4
Understanding the School's Mission and Vision	58	55.2	36	34.3	11	10.5
Understanding the Physical Environment	55	52.4	30	28.6	20	19.0
Training in Professional Development	63	60.0	35	33.3	7	6.7
Training on Code of Ethics	49	46.7	39	37.1	17	16.2
Establishing Professional Relationships	52	49.5	40	38.1	13	12.5
Participating on School Committees	58	55.2	32	30.5	15	14.3
Curriculum Support						
Providing Feedback on Lessons Taught	55	51.4	32	30.5	19	18.1
Participating in Collaborative Planning	51	48.6	27	25.7	27	27.7
Providing Opportunities to Observe Other Classrooms	53	50.5	30	28.6	2	21.0
Answering Questions or Listening to my Questions	33	31.4	38	36.2	34	32.4
Understanding the District's Curriculum and Standards	45	42.9	36	34.3	24	22.9
Locating Materials and Resources for Teaching	64	61.0	25	23.8	16	15.3
Writing Lesson and Instructional Plans	49	46.7	32	30.5	24	22.9
Understanding Extracurricular and Field Trip Procedures	59	56.2	36	34.3	10	9.5
Understanding the Evaluation Process	42	40.0	31	29.5	32	30.5
Using Time Saving Strategies	58	55.2	31	29.5	16	12.4
Organizing Classroom for Instruction	47	44.8	38	36.2	20	19.0
Handling Paperwork	23	21.9	28	26.7	37	51.4
Using a variety of Assessment Strategies	42	40.0	18	17.1	28	36.7
Pacing Instruction to Cover Content	71	67.6	22	21.0	10	9.5
Using Standardized Test Results to Adjust Instruction	19	18.1	30	28.6	56	53.4
Parental Communication						
Establishing Effective Communication with Parents	58	55.2	36	34.3	11	10.5
Conducting Parent Conferences	32	30.5	29	27.6	44	42.0
Student Needs						
Handling Student Discipline	48	45.7	35	33.3	22	21.0
Addressing Differentiated Instruction in Teaching	54	51.4	32	30.5	19	18.1
Motivating Students	46	43.8	30	28.6	29	27.7
Engaging all Students in learning	59	56.2	25	23.8	21	20.0
Total Grand Percent		48.1		29.9		21.6

Note. n = Number of respondents. G = to a great extent; M = to a moderate extent; M/N = to a minimal extent/not at all.

reported that mentors were involved with the training on code of ethics to a minimal

degree. It was also determined that first-year teachers perceived that mentors were not as

helpful with understanding the physical environment as understanding the school's

mission and vision. At least (19%) of first-year teachers reported that they received

minimal support with understanding the physical environment. This was the highest

rating in the minimal extent for staff support. The support for understanding the school's

mission and vision was also reported to a minimal extent. However, the extent of

participation increased slightly at (10.5%). Data were displayed in Table 4.3.

Curriculum Support. In the area of curriculum support, the top two subcategories

according to first-year teachers were, pacing instruction to cover content (67.6%) and

locating material and resources for teaching (61%). Half of the first-year teachers

(51.4%) perceived that mentors provided feedback on lessons taught. Less than half of

the first-year teachers (48.6%) responded that mentors were helpful in participating in

collaborative planning to a great extent. Only (21.9%) of first-year teachers felt that

mentors helped with handling paperwork to a great extent. First-year teachers also

indicated that only (31.4%) of mentors were helpful to a great extent with answering

questions and listening to my questions. First-year teachers perceived they received help

to a minimal extent with several items. These items included using standardized test

results to adjust instruction (53.4%), handling paperwork (51.4%), using a variety of

assessment strategies (36.7%), answering questions and listening to my questions

(32.4%), understanding the evaluation process (30.5%), understanding the district's

curriculum and standards (22.9%), writing lesson and instructional plans (22.9%),

providing opportunities to observe in other classrooms (21.0%), organizing classroom for

instruction (19.0%), and using time saving strategies (12.4%).

    Parental Communication. There were two items that addressed parental

communication. In the area of parental communication, first-year teachers reported the

greatest participation of mentors was in establishing effective communication with

parents. Some of the first-year teachers (30.5%) responded that mentors were helpful to a

great extent in conducting parent conferences to address student progress. There was a

greater concern with this item, conducting parent conferences to address student progress.

According to first-year teachers, mentors' involvement was minimal as it related to

conducting parent conferences.

    Student Needs. In the fourth theme, student needs, over half of first-year teachers

reported that mentors were helpful to a great extent in addressing differentiated

instruction (51.4%) and in engaging all students in learning (56.2%). In the area of

student needs, all four of the activities were identified to a moderate extent. Handling

student discipline was indicated as the second highest percent (45.7%) in the area of

student needs. However, (27.7%) of first-year teachers reported support to a minimal

extent in the area of motivating students. Table 4.3 reflected the frequencies and

percentages calculated from the responses to these questionnaire items.

<p align="center">Summary of Response to Research Question 1</p>

    Overall, the results of this study indicated that mentors were involved in first-year

teachers' induction activities to a moderate extent. Overall, it was determined in the

theme of staff support that most first-year teachers reported that mentors helped in

understanding the culture of the school. Participating in an orientation was identified as

the next highest area of involvement. First-year teachers responded that mentors

participated to a lesser extent with training on code of ethics. All of the subcategories

indicated means to a moderate extent in the area of staff support. In the area of staff

support, mentors were involved moderately in first-year teachers' induction activities.

First-year teachers reported that curriculum support had more items as minimal

involvement than any other area. Mentors were not highly involved in helping first-year

teachers with the training on code of ethics. First-year teachers indicated that in the

theme of curriculum support, mentors providing opportunities to observe other

classrooms as the highest induction activity. Using standardized test results to adjust

instruction was reported as the activity with the least involvement. One third of first-year

teachers reported that mentors listened and answered questions to a great extent. Overall,

mentors were involved moderately in curriculum support. Data were shown in Table 4.3.

According to the findings of this study, 48.1% of first-year teachers indicated that

mentors were helpful to a great extent, 29.9% to a moderate extent, and 21.6% to a

minimal/not at all extent. Data depicting the total grand percents were shown in Table

4.5.

<div align="center">Response to Research Question 2</div>

To what extent are principals involved in first-year teachers' induction activities?

Overall, principals were involved in first-year teachers' induction activities to a

minimal/not at all extent. First-year teachers perceived that principals were not very

involved in the induction process. The mean scale score of Staff Support was (M = 1.91,

SD = .239), Curriculum Support (M = 1.43, SD = .245), Parental Communication (M =

1.73, SD = .280), and Student Needs (M = 1.58, SD = .213). The grand mean for all

thirty questions concerning the extent of the principals' involvement in the induction of first-year teachers was in the range of minimal/not at all extent with a mean of (M = 1.66, SD = .205). Principals were involved minimally in first-year teachers' induction activities. However, the survey instrument may not have captured what the principals were doing. Therefore, some of the findings were anticipated by the researcher. The complete table depicting the mean score for each item of responses was displayed in Table 4.4.

The researcher found that by examining the four induction themes, activities in the staff support theme was rated higher than the other themes. To respond to the question regarding the extent of principal involvement, the researcher examined findings by theme and subcategories within each theme. Curriculum support theme emerged with the lowest mean which was the same as mentors. Principals were not involved in induction activities in any area above minimal involvement. The data indicated that first-year teachers' perception was that principals were more involved in the area of parental communication than student needs.

Staff Support. In the theme of staff support, 50, first-year teachers (47.6%) felt that principals were helpful to a great extent in understanding the culture of the school. There were a number of first-year teachers who reported a high percent of participation from principals at the minimal/not at all extent in the theme of staff support. Over 50% of the fist-year teachers indicated that principals were involved in the induction process to a minimal/not at all extent in the following subcategories: participating in an orientation (67.5%), understanding district policies and establishing professional

relationships were both reported at (52.4%). Fifteen first-year teachers (14.3%) felt that

principals were helpful to a great extent in participation in an orientation.

All of the remaining items in the staff support theme were below (50%) as it related to

the degree of to a great extent. The results indicated that training in professional

development (26.7%), participating on school committees (36.1%), understanding the

school's mission and vision (33.4%), understanding the physical environment (49.6%),

training on code of ethics (48.6%), and establishing professional relationships (52.4%).

First-year teachers perceived that principals' involvement was minimal in staff support.

Table 4.5 reflected the detailed listings of frequencies and percentages calculated from

the responses to each question.

    Curriculum Support. Regarding the theme curriculum support, (44.8%)

respondents expressed that principals helped them to a great extent to understand

extracurricular and field trip procedures. However, only (3.8%) felt that principals were

involved to a great extent as it related to understanding the district's curriculum and

standards.

    Of the fifteen subcategories in curriculum support, only two items were reported

with less than 50% in the category of minimal/not at all extent, as it related to principals'

participation in the induction of first-year teachers. These two subcategories included

understanding extracurricular and field trip procedures (31.5%) and organizing classroom

for instruction (46.7%). All of the other subcategories in the theme of curriculum support

had percentages above 50% in the category of minimal/not at all extent.

Table 4.4

Mean Scores by Themes and Subcategories of Principals' Involvement in Induction

Activities

Activity	Mean	SD
Staff Support		
Participating in an Orientation	1.46	.734
Understanding District Policies	1.70	.815
Understanding the Culture of the School	2.15	.881
Understanding the School's Mission and Vision	2.01	.831
Understanding the Physical Environment	1.79	.862
Training in Professional Development	2.16	.840
Training on Code of Ethics	1.80	.859
Establishing Professional Relationships	2.12	.599
Participating on School Committees	2.01	.865
Total Mean of Staff Support	1.91	.239
Curriculum Support		
Providing Feedback on Lessons Taught	1.36	.666
Participating in Collaborative Planning	1.20	.507
Providing Opportunities to Observe Other Classrooms	1.39	.672
Answering Questions or Listening to my Questions	1.45	.693
Understanding the District's Curriculum and Standards	1.23	.509
Locating Materials and Resources for Teaching	1.55	.693
Writing Lesson and Instructional Plans	1.34	.632
Understanding Extracurricular and Field Trip Procedures	2.12	.873
Understanding the Evaluation Process	1.29	.618
Using Time Saving Strategies	1.63	.810
Organizing Classroom for Instruction	1.78	.831
Handling Paperwork	1.20	.566
Using a variety of Assessment Strategies	1.23	.563
Pacing Instruction to Cover Content	1.49	.761
Using Standardized Test Results to Adjust Instruction	1.26	.559
Total Mean of Curriculum Support	1.43	.245
Parental Communication		
Establishing Effective Communication with Parents		
Conducting Parent Conferences	2.01	.831
Total Mean of Parental Communication	1.45	.745
	1.73	.280
Student Needs		
Handling Student Discipline	1.49	.748
Addressing Differentiated Instruction in Teaching	1.67	.849
Motivating Students	1.35	.679
Engaging all Students in learning	1.84	.896
Total Mean of Student Needs	1.58	.213

Note. N=105. The values represent means made on 3-point scales. 1 = to a minimal

extent/not at all; 2 = to a moderate extent; 3 = to a great extent.

The percentages for curriculum support to a great extent were low as perceived by first-year teachers. These items included pacing instruction to cover content (26.7%), using time saving strategies (21.0%), answering questions or listening to my questions (11.4%), locating materials and resources for teaching (11.4%), providing feedback on lessons taught (10.5%), and providing opportunities to observe other classrooms. The other items received even lower percentages in the area to a great extent. These items included writing lesson and instructional plans (8.6%), understanding the evaluation process (8.6%), handling paperwork (7.6%), using a variety of assessment strategies (6.7%), using test results to adjust instruction (5.7%), participating in collaborative planning (4.8%), and understanding the district's curriculum and standards (3.8%). Table 4.5 illustrated these responses.

Parental Communication. The data that reflected parental communication included 2 items. Item 18: establishing effective communication with parents had a score of (35.2%) and item 19: conducting parent conferences received a score of (15.2%). Both percents reflected principals' participation to a great extent. At the same time, conducting parent conferences received a score of (68.7%) that reflected principals' participation to a minimal/not at all extent. Data were displayed in Table 4.5.

Student Needs. Only one item under student needs reflected a percent higher than 25% to a great extent. This was item 25, related to engaging all students in learning, based on the opinion of (33.3%) of first-year teachers. On the other hand, engaging all students in learning was the only item below 50% as it related to principals' participation to a minimal/not at all extent, in the induction of first-year teachers in the area of student needs. Data were provided in Table 4.5.

Table 4.5

Percent Scores of Principals' Participation by Themes and Subcategories

Activity	N	% G	N	% M	N	% M/N
Staff Support						
Participating in an Orientation	15	14.3	19	18.1	71	67.5
Understanding District Policies	24	22.9	26	24.8	55	52.4
Understanding the Culture of the School	50	47.6	21	20.0	34	32.4
Understanding the School's Mission and Vision	37	35.2	33	31.4	35	33.4
Understanding the Physical Environment	30	28.6	23	21.9	52	49.6
Training in Professional Development	45	42.9	32	30.5	28	26.7
Training on Code of Ethics	30	28.6	24	22.9	51	48.6
Establishing Professional Relationships	24	22.9	26	24.8	55	52.4
Participating on School Committees	40	38.1	27	52.7	38	36.1
Curriculum Support						
Providing Feedback on Lessons Taught	11	10.5	17	16.2	81	73.4
Participating in Collaborative Planning	5	4.8	11	10.5	89	84.8
Providing Opportunities to Observe Other Classrooms	11	10.5	19	18.1	74	70.5
Answering Questions or Listening to my Questions	12	11.4	24	22.9	69	65.7
Understanding the District's Curriculum and Standards	4	3.8	17	16.2	84	80.0
Locating Materials and Resources for Teaching	12	11.4	34	32.4	59	56.2
Writing Lesson and Instructional Plans	9	8.6	18	17.1	78	74.4
Understanding Extracurricular and Field Trip Procedures	47	44.8	24	22.9	33	31.5
Understanding the Evaluation Process	9	8.6	13	12.4	83	79.1
Using Time Saving Strategies	22	21.0	23	21.9	60	57.1
Organizing Classroom for Instruction	27	25.7	29	27.6	49	46.7
Handling Paperwork	8	7.6	6	5.7	91	86.6
Using a variety of Assessment Strategies	7	6.7	11	10.5	87	82.8
Pacing Instruction to Cover Content	28	26.7	17	16.2	60	57.2
Using Standardized Test Results to Adjust Instruction	6	5.7	16	15.2	57	54.2
Parental Communication						
Establishing Effective Communication with Parents	37	35.2	33	31.4	35	33.4
Conducting Parent Conferences	16	15.2	17	16.2	72	68.7
Student Needs						
Handling Student Discipline	16	15.2	20	19.0	69	65.7
Addressing Differentiated Instruction in Teaching	26	24.8	19	18.1	60	57.2
Motivating Students	12	11.4	13	12.4	80	76.2
Engaging all Students in learning	35	33.3	19	31.4	51	48.6
Total Grand Percent		22.8		22.2		55.9

Note. n = Number of respondents. G = to a great extent; M = to a moderate extent; M/N

= to a minimal extent/not at all.

Summary of Response to Research Question 2

Overall, the results of this study indicated that principals were involved in first-year teachers' induction activities to a minimal extent. There were only seven out of thirty items that first-year teachers perceived that principals were involved in at a moderate extent. These items included: training in professional development, understanding the culture of the school, establishing professional relationships, understanding extracurricular and field trip procedures, understanding the school's mission and vision, participating on school committees, and establishing effective communication with parents. All of the remaining items reflected first-year teachers' responses to a minimal/not at all extent in regards to principals' involvement in the induction process.

The data indicated that first-year teachers' perception was that principals were more involved in the area of parental communication than student needs. However, staff support was rated with the highest mean score. Overall, 22.8% indicated that principals were helpful to a great extent, 22.2% to a moderate extent, and 55.9% to a minimal/not at all extent. However, the survey instrument may not have captured everything that the principals were doing.

Response to Research Question 3

Was there a difference between the degree to which mentors participated in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers?

First-year teachers perceived that mentors were involved to a moderate extent and principals were involved to a minimal extent in their induction activities. See Table 4.6

for results. Statistical significant differences were evidenced between the grand mean

scores of mentors and principals.

Table 4.6

Mean Scale Scores by Induction Themes

Category	Number of Activities	Possible Mean Scale Score	Actual Mean Scale Score Mentors	Actual Mean Scale Score Principals
Staff Support (n = 105)	9	1-3	2.40	1.91
Curriculum Support (n = 105)	15	1-3	2.20	1.43
Parental Communication (n = 105)	2	1-3	2.16	1.73
Student Needs (n = 105)	4	1-3	2.25	1.58

Note. N=105.

A simple T test was performed to analyze the data and established that a

statistically significant difference existed between the degrees to which mentors (M =

2.25, SD = .105) participated in the induction activities of first-year teachers and the

degree to which principals (M = 1.66, SD = .205) participated in the induction activities

of first-year teachers t = 26.1978, p = 0.0001. The T test indicated that a significant

difference existed between mentors and principals in the induction activities. Data were

displayed in Table 4.7.

Table 4.7

T- test for Differences between Mentors' and Principals' Participation in the Induction

Activities of First-Year Teachers

Group	Mean	SD	SEM	t	df	p
Mentors	2.25	0.105000	0.010247	26.1978	208	0.0001
Principals	1.66	0.205500	0.020055			

Note. Means differ significantly at p < .05.

Of the 105 first-year teachers surveyed, most indicated that there was a statistical significant difference between the degree to which mentors participated in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers. The difference between mentors and principals' participation was also shown in Table 4.8 for each subcategory.

Staff Support. In the theme of staff support, the highest difference was reported between mentors (M = 2.48, SD = .760) and principals (M = 1.46, SD =.734) on the subcategory of participating in an orientation with a mean difference of 1.02 as shown in Table 4.8. According to first-year teachers the next four highest mean differences were reported in understanding district policies, understanding the culture of the school understanding the physical environment, and training on code of ethics. Means for mentors were 2.37 (.693), 2.56 (.703), 2.33 (.780), and 2.30 (.735), respectively. Means for principals were 1.70 (.815), 2.15 (.881), 1.79 (.862), and 1.80 (.859), respectively. All of the subcategories showed some differences between mentors and principals.

Overall, each individual activity indicated significant differences between the degrees to which mentors participated in the induction activities of first-year teachers. There were significant differences with each subcategory in staff support. Data were displayed in Table 4.8.

Curriculum Support. In the theme of curriculum support, the researcher found that five subcategories indicated high mean differences. Mean scores reported for mentors and principals consisted of providing opportunities to observe other classrooms (M = 2.60, .538), (M = 1.39, .672); pacing instruction to cover content (M = 2.56, .692), (M = 1.49, .761), participating in collaborative planning (M = 2.22, .835), (M = 1.20, .507); providing feedback on lessons taught (M = 2.33, .767), (M = 1.36, .666), and understanding the district's curriculum and standards (M = 2.20, .789), (M = 1.23, .509). The subcategories reported with the smallest difference was understanding extracurricular and field trip (M = 1.49, .761),) and using standardized test results to adjust instruction (M = 1.64, .771), (M = 1.26, .559). Answering questions or listening to my questions (M = 1.99, .802), (M = 1.45, .693), handling paperwork (M = 1.70, .807), (M = 1.20, .566), using a variety of assessment strategies (M = 1.97, .914), (M = 1.23, .563), and using standardized test results to adjust instruction (M = 1.64, .771), (M = 1.26, .559) all had means to a minimal extent. All fifteen subcategories in the theme of curriculum support were considered to be significantly different. See Table 4.8 for results.

Table 4.8

Mentors' and Principals' Participation in Induction

Activity	Mentor	SD	Principal	SD	D
Staff Support					
Participating in an Orientation	2.48	.760	1.46	.734	1.02
Understanding District Policies	2.37	.693	1.70	.815	0.67
Understanding the Culture of the School	2.56	.703	2.15	.881	0.41
Understanding the School's Mission and Vision	2.44	.675	2.01	.831	0.43
Understanding the Physical Environment	2.33	.780	1.79	.862	0.54
Training in Professional Development	2.43	.758	2.16	.840	0.27
Training on Code of Ethics	2.30	.735	1.80	.859	0.50
Establishing Professional Relationships	2.37	.696	2.12	.599	0.25
Participating on School Committees	2.40	.729	2.01	.865	0.39
Curriculum Support					
Providing Feedback on Lessons Taught	2.33	.767	1.36	.666	0.97
Participating in Collaborative Planning	2.22	.835	1.20	.507	1.02
Providing Opportunities to Observe Other Classrooms	2.60	.538	1.39	.672	1.21
Answering Questions or Listening to my Questions	1.99	.802	1.45	.693	0.54
Understanding the District's Curriculum and Standards	2.20	.789	1.23	.509	0.97
Locating Materials and Resources for Teaching	2.45	.747	1.55	.693	0.90
Writing Lesson and Instructional Plans	2.23	.802	1.34	.632	0.89
Understanding Extracurricular and Field Trip Procedures	2.46	.666	2.12	.873	0.34
Understanding the Evaluation Process	2.09	.838	1.29	.618	0.80
Using Time Saving Strategies	2.40	.741	1.63	.810	0.77
Organizing Classroom for Instruction	2.25	.759	1.78	.831	0.47
Handling Paperwork	1.70	.807	1.20	.566	0.50
Using a variety of Assessment Strategies	1.97	.914	1.23	.563	0.74
Pacing Instruction to Cover Content	2.56	.692	1.49	.761	1.07
Using Standardized Test Results to Adjust Instruction	1.64	.771	1.26	.559	0.38
Parental Communication					
Establishing Effective Communication with Parents	2.44	.679	2.01	.831	0.43
Conducting Parent Conferences	1.88	.847	1.45	.745	0.43
Student Needs					
Handling Student Discipline	2.24	.781	1.49	.748	0.75
Addressing Differentiated Instruction in Teaching	2.33	.767	1.67	.849	0.66
Motivating Students	2.10	.876	1.35	.679	0.75
Engaging all Students in learning	2.36	.798	1.84	.896	0.52

Note. The values represent mean scores of induction activities for mentors and

principals. D = the difference between mentors and principals' mean scores.

Parental Support. Both establishing effective communication with parents and conducting parent conferences were reported with a mean difference of (.43). The findings on the first-year teachers surveyed showed the exact difference in the mean on each activity in the theme of parental support for mentors and principals. The differences in each subcategory in the theme of student needs were considered to be significant. Data were displayed in Table 4.8.

Student Needs. In the theme of Student needs, two subcategories tied for highest mean difference. These two subcategories included handling student discipline and motivating students (.75). Addressing differentiated instruction in teaching was reported with a mean difference of (.66) and engaging all students in learning indicated a mean difference of (.52). Each subcategory in the theme of student needs was considered to have a significant difference. Table 4.8 provided data for this question.

<div align="center">Summary of Response to Research Question 3</div>

There was a difference between the degrees to which participated in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers. First-year teachers perceived that mentors were involved to a moderate extent and principals were involved to a minimal extent in their induction to the school. First-year teachers perceived that mentors were much more involved in their induction than principals. The researcher determined, based on the responses of first-year teachers that the highest mean scale score of themes; staff support, curriculum support, parental communication, and student needs, as it related to the extent to which mentors participated in the induction activities was in the theme of Staff Support. The highest mean scale score of first-year teachers' responses as it related to the

extent to which principals participated in the induction activities was also in the theme of Staff Support. Each subcategory had a significant difference between the degree to which mentors participated in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers.

The researcher determined that the survey instrument might have captured what mentors were doing, but may not have captured everything principals did in the induction activities of first-year teachers. Therefore, the findings indicating the differences between the degrees to which mentors participated in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers were expected.

<div align="center">Response to Research Question 4</div>

What differences, if any, existed with regard to induction activities for first-year teachers based on the following variables for principals' participation? (a) gender, and (b) school levels of first-year teachers?

First-year teachers perceived that significant differences existed with regard to principals' participation in induction activities for first-year teachers based on gender and school levels of first-year teachers. The mean scores by (a) gender for the four themes are displayed in Table 4.9.

Table 4.9

Comparisons between First-Year Female Teachers and First-Year Male Teachers

Gender	n	Staff Support	Curriculum Support	Parental Communication	Student Needs
Male	24	1.80	1.33	1.61	1.44
Female	81	2.02	1.53	1.85	1.72

Note. Male teachers represented only 24 (22.8%) of the total participants in this survey, which suggests that females still constitute the overwhelming majority in the profession.

Gender. Simple T-test results were performed on the means of the two groups and determined that a statistically significant difference existed based on gender of the respondents. Significant differences were identified in the perceived participation of principals in induction activities based on gender of first-year teachers; Males (M= 160, SD .302) and females (M = 1.73, SD = .131), t = 3.0388, p = 0.0030. Additional data related to the degrees to which males and females perceived mentors and principals' participation in the induction activities are shown in Table 4.10.

In the theme of staff support, the average mean was (M = 1.91, SD = .155). The differences between the mean scores of males and females were 1.22. For male respondents, staff support was the highest rated theme. Females were consistent with males, indicating that principals were more helpful in staff support. In all of the four themes, female respondents produced higher mean scale scores than did males for principal participation with regard to induction activities for first-year teachers. According to first-year teachers, curriculum support was reported as the lowest area of involvement for females and males. The mean scale score of only (1.53) curriculum

support was the lowest mean scale score generated in all themes for females. Males were consistent with females reporting that curriculum support (1.33) was the lowest rated theme for principal participation.

Table 4.10

T-Test for Induction Activities Based on Gender

Group	Mean	SD	SEM	t	df	p
Males	1.60	0.302800	0.06180879	3.0388	103	0.0030
Females	1.73	0.131400	0.01460000			

Note. Means differ significantly at p < .05.

In the theme of curriculum support, the average mean was 1.43. The differences between the mean scores of males and females were (.20).

Parental communication was the second highest rated theme for males and females. In the area of parental communications, the average mean was (M = 1.73, SD = .169). The differences between the mean scores of males and females were (.24). First-year teachers indicated a mean score of (M = 1.44, SD = .261) for males, in the theme of student needs. Females showed a mean score of (1.72). The average mean score was (M = 1.58, SD = .198). The differences between the mean scores of males and females were (.28).

School Levels. Tables 4.11-4.12 provided the data to answer this question. Significant differences were identified in the perceived participation of principals in induction activities based on school levels of elementary first-year teachers (M = 1.89,

SD = .257) and secondary first-year teachers (M = 1.42, SD = .305). With regard to principals' participation in induction activities for first-year teachers based on school levels of first-year teachers, the researcher examined the four induction themes and reported that the mean scale scores in the staff support theme was rated higher than were the other themes. The induction activities related to the theme of staff support had a mean scale score of (M = 1.97, SD = .263) for first-year elementary teachers and (M=1.85, SD = .256) for first-year secondary teachers. The differences between the mean scores of elementary and secondary were (.12).

The Curriculum Support theme, on the other hand, emerged with the lowest mean scale score. The mean scale score generated for first-year elementary teachers was 1.68, while first-year secondary teachers mean scale score was 1.18. The differences between the mean scores of elementary and secondary were (.50). In the theme of Parental communication, first-year elementary teachers viewed this theme with high participation with a mean scale score of 2.23. First-year secondary teachers only indicated a scale score of 1.23. The differences between the mean scores of elementary and secondary were (1.10). Finally, in the theme of Student Needs, first-year elementary teachers had a mean scale score of 1.71 while first-year secondary teachers had a mean scale score of 1.45. The differences between the mean scores of males and females were (.16).

Table 4.11

Responses of First-Year Elementary Teachers Compared to Responses of First-Year

Secondary Teachers

School Level	n	Staff Support	Curriculum Support	Parental Communication	Student Needs
Elementary	37	1.97	1.68	2.23	1.71
Secondary	68	1.85	1.18	1.23	1.45

Note. n = Number of respondents. Of the 105 respondents, there was 35.2% (37) first-year teachers employed at the elementary level, 64.6% (68) first-year teachers employed at the secondary level.

The researcher noted the difference in the number of first-year teachers at the elementary level compared to the number of first-year teachers at the secondary level. The number of first-year teachers almost doubled at the secondary level. There was a larger number of first-year teachers hired at the elementary level than at the secondary level. Significant differences were identified in the perceived participation of induction activities based on school levels of first-year teachers. The mean scores were higher for elementary first-year teachers than for secondary first-year teachers. First-year elementary teachers perceived they received more participation in induction activities than secondary first-year teachers, t = 7.9545, p = 0.0001. See Table 4.12 for results.

Table 4.12

T-test for Induction Activities Based on School Levels

Group	Mean	Std	SEM	t	df	p
Elementary	1.89	0.257100	0.04226698	7.9545	103	0.0001
Secondary	1.42	0.305100	0.03699881			

Note. Means differ significantly at p < .05.

Summary of Response to Research Question 4

First-year teachers perceived that significant differences existed with regard to principals' participation in induction activities for first-year teachers based on gender and school levels of first-year teachers. Significant differences were identified in the perceived participation of induction activities based on gender and school levels of first-year teachers. A T-test was used to determine if significant differences existed with regard to principals' participation in induction activities for first-year teachers based on gender and school levels of first-year teachers. According to first-year teachers, curriculum support was reported as the lowest area of involvement for females and males.

With regard to principals' participation in induction activities for first-year teachers based on school levels of first-year teachers, the researcher examined the four induction themes. The researcher reported that the mean scale scores in the area of parental communication were rated higher than were the other themes for elementary first-year teachers. However, staff support was rated with the highest involvement for secondary first-year teachers.

Summary

This study was intended to understand mentor and principals' participation as it relates to first-year teacher induction. This study was guided by four research questions: (1) To what extent were mentors involved in first-year teachers induction activities? (2) To what extent were principals involved in first-year teachers' induction activities? (3) Was there a difference between the degree to which mentors participated in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers? (4) What differences existed with regard to induction activities for first-year teachers based on the following variables for principals' participation: (a) gender, and (b) school levels of first-year teachers?

The First-Year Teacher' Survey provided data based on the perceptions of 105 first-year public school teachers in the Central Savannah River Area. First-year teachers were asked to read through the list of induction activities and identify the extent to which the mentor and principal were helpful. Each question explored the extent to which mentors and principals participated in the induction activities of first-year teachers.

The findings were reported in three specific areas: a) themes of induction activities, b) subcategories from the themes, and c) overall conclusions from the data. The first themes, staff support, with nine items were related to orientation to the school environment. The second theme, curriculum support, with fifteen items, addressed subject matters and curriculum concerns. The third theme, parental communication, had two items that related to parental involvement. The last theme, student needs, had four items that specifically related to students. The theme of staff support was identified as

the highest theme for mentors and principals' participation in the induction activities of first-year teachers.

First-year teachers in the Central Savannah River Area, in the state of Georgia perceived that mentors were helpful to a great extent in areas consisting of: understanding the culture of the school, pacing instruction to cover content, and using standardized test results to adjust instruction. Over fifty percent of first-year teachers felt that mentors were helpful to a great extent in understanding the culture of the school as well as in pacing instruction to cover content. First-year teachers also felt that mentors were helpful to a great extent in using standardized test results to adjust instruction. Overall, mentors were involved in first-year teachers' induction activities to a moderate extent.

First-year teachers felt that principals were helpful to a great extent in understanding the culture of the school. Only fifteen first-year teachers felt that principals were helpful to a great extent in participation in an orientation. This difference indicated that while first-year teachers perceived principals as being involved to a great extent in understanding the culture, they received less involvement from the principal in the orientation. Overall, principals were involved in first-year teachers' induction activities to a minimal extent.

The highest mean scale score of first-year teacher responses as it relates to the extent to which mentors participated in the induction activities was in the theme of Staff Support with a mean scale score of (2.40). On the other hand, the highest mean scale score of first-year teacher responses as it relates to the extent to which principals participated in the induction activities was also in the theme of Staff Support with a mean scale score of (1.91). The grand mean for all responses for all 30 items concerning the

extent of mentors' and principals' participation in the induction of first-year teachers was

2.25 for mentor participation out of a possible 3-point scale. The grand mean for

principals' participation was only 1.66. The results of this study indicated that many first-

year teachers were provided support from mentors to a moderate extent and from

principals to a minimal extent, during the first year of teaching in the state of Georgia.

In all four themes, female respondents produced higher mean scale scores than

did males. This was especially evident in Curriculum Support and Parental

Communications themes. Simple T-test results were performed on the means of the two

groups to determine if a statistically significant difference existed based on gender of the

respondents. Significant differences were identified in the perceived participation of

induction activities based on gender of first-year teachers.

 In the theme of Student Needs, first-year elementary teachers had a mean scale

score of 1.71 while first-year secondary teachers had a mean scale score of 1.45.

Principals were least often cited as participating to a great extent in the theme of

curriculum Support. In this case, first-year elementary teachers and first-year secondary

teachers responded that this was the least-participation theme from the principal.

According to the findings of this study, first-year teacher's perceptions of mentors

and principals in the induction of first-year teachers in Georgia indicated statistically

significant differences. A simple T-test was performed to establish if a statistically

significant difference existed between the degrees to which mentors participated in the

induction activities of first-year teachers and the degree to which principals participated

in the induction activities of first-year teachers.

The results of this study indicated that many first-year teachers were provided support from mentors to a moderate extent and from principals to a minimal extent, during the first year of teaching in the state of Georgia. The researcher determined that the survey instrument might have captured what mentors were doing, but may not have captured everything principals did in the induction activities of first-year teachers. However, all of the 105 first-year teachers indicated that mentors and/or principals were involved to some extent in their induction.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The hiring, induction, and retention of first-year teachers were topics of many publications and policy discussions and actions nationwide at the end of the 20th century. The need to hire quality teachers was evident. By one estimate, U.S. schools will need to hire anywhere from 1.7 to 2.7 million first-year teachers within the next decade (Hussar, 1999). However, the statistics on the number of K-12 teachers leaving the teaching profession in their first few years of teaching were alarming. Current estimates revealed that over 50% of first-year teachers left in their first five years of teaching (Hare & Heap, 2001; Balling 2000).

To keep high quality teachers in the profession, educators indicated that support, professional development, and supervision were necessary for a first-year teacher to acquire the needed skills, (Zeichner, 2003). Mentors were trained in an effort to provide that support. A recent analysis by Ingersoll (2003) revealed that if first-year teachers had helpful mentors, the chance of their leaving the teaching profession after their first year was greatly diminished. Previous studies in mentors and principals' participation in the induction of first-year teachers were limited, especially in Georgia.

This study was designed to explore Georgia's educational leadership regarding teacher induction, mentors, and the roles of principals in the induction of first-year teachers. The purpose of this descriptive study was to determine the perceptions of first-year teachers in the state of Georgia regarding the extent to which mentors and principals participated in induction activities of first-year teachers.

The research questions were:

1. To what extent were mentors involved in first-year teachers' induction activities?

2. To what extent were principals involved in first-year teachers' induction activities?

3. Was there a difference between the degree to which mentors participated in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers?

4. What differences existed with regard to induction activities for first-year teachers based on the following variables for principals' participation: (a) gender, and (b) school levels of first-year teachers?

In order to answer the research questions of this study, the researcher used a quantitative research design. The survey consisted of 30 statements designed to measure mentors' and principal's involvement during the induction process of first-year teachers. Participation in this study required the subjects to complete and return a data-collection survey. The information packet included a cover letter explaining the research and requesting their participation and a copy of the survey. 30 teachers responded to the first mailing. As a follow-up, first-year teachers received a postcard reminder thanking them for their participation in this study on the perceptions of first-year teachers regarding the mentors' and principals' participation in first-year teachers' induction activities in the state of Georgia. An additional 75 surveys were returned. This resulted in a final total of 105 completed surveys for a usable response rate of 100%. The responses to the survey and demographic data from 105 first-year teachers in the state of Georgia were examined.

Research Findings

As reported in Chapter 4, the researcher found that mentors' participation in the induction process in school systems located in the Central Savannah River area (CSRA) in the state of Georgia, according to the findings of this that study, were moderate. For principals, the researcher found that principals' participation in the induction process in school systems located in the Central Savannah River area (CSRA) in the state of Georgia were minimal.

The need to further examine mentors and principals' participation in the teacher induction program led to the following overarching research question: What were the perceptions of first-year teachers regarding the mentor's and principal's participation in first-year teachers' induction activities in the state of Georgia? The following research questions further defined the study and are followed by an analysis of the results.

Research Question 1

First-year teachers in the state of Georgia perceived that mentors participated moderately in the induction program. Of the four areas of induction, mentors were more involved with staff support activities with first-year teachers. Mentors were not as involved in curriculum support. These activities were understanding the culture of the school as well as pacing instruction to cover content followed by participating in an orientation. Mentors were least involved in the areas of parental involvement.

Research Question 2

Overall, this study found that the principals were minimally involved in first-year teacher's induction. When first-year teachers responded to the four induction themes, activities in staff support were rated higher than the other area, which is the same area in

which mentors helped first-year teachers. The top four subcategories in the area of staff support for principals were (1) understanding the culture of the school, (2) training in professional development, (3) participating on school committees, and (4) understanding the school's mission and vision. Even though principals were involved in induction activities to a minimal extent, understanding extracurricular and field trip procedures were reported to a moderate extent. The lowest area of support that principals were involved in first-year teacher induction was curriculum support.

Research Question 3

Statistically significant differences were evidenced between the mentors' participation in the induction activities of first-year teachers and the degree to which principals participated in the induction activities of first-year teachers. Regarding mentors and principals' participation, the analysis determined that there was a significant difference at the .05 level in the responses of the participants. Mentors were moderately involved in first-year teachers' induction activities and principals were minimally involved.

Research Question 4

Significant differences were identified in the perceived participation of induction activities based on gender and school levels of first-year teachers. The differences were significant with gender and with school levels.

Regarding gender, the analysis determined that there was a significant difference at the .05 level in the responses of the first-year teachers. In each of the four themes, female respondents produced higher mean scale scores than did males for principals' participation with regard to induction activities for first-year teachers. For both male and

female respondents Staff Support and Parental Support were the most highly rated themes and Curriculum Support was the lowest rated theme for principal participation.

Regarding the principals' participation in induction activities, the analysis determined that there was a significant difference at the .05 level in the responses of the first-year elementary teachers and the first-year secondary teachers. When examining the four induction themes, principals were least often cited as participating to a great extent in the theme of curriculum Support. In this case, first-year elementary teachers and first-year secondary teachers responded that this was the least-participation theme from the principal.

Discussion of Research Findings

Demographic Data

The researcher mailed surveys to 105 first-year teachers in the Central Savannah River Area (CSRA). There were 105 surveys returned to the researcher for an overall return rate of 100%. Of the 105 first-year teachers who returned the survey, what is noteworthy about the first-year teacher demographic data is that the overwhelmingly majority were female 81 (77.1%). It was also clear that almost half entered education through an alternative certification program 46 (43.8%). It appeared from the data that a large number of college graduates have decided to become teachers after selecting a different career path. The percentage of first-year teachers who entered education through an alternative certification program confirmed the great need for additional teachers. It was interesting to see that almost one-third of the first-year teachers entered the education profession with a Masters degree 30 (28.5%). Of note, was the fact that

eighteen of the first-year teachers who attended an alternative certification program also had a Masters degree.

It was also very obvious; the older the age, there were fewer individuals entering education for the first time. Generally speaking, the majority of the first-year teachers were white, received a bachelor's degree, were under the age of thirty, and were graduates of traditional teacher education programs. Additionally, there were similar percentages of first-year teachers employed at the elementary 37 (35.2%), middle 28 (26.8%), and high school level 40 (38%). Despite these small individual differences, the secondary level (middle and high combined) experienced a higher percentage of first-year teachers.

Mentors' Participation

Mentors were involved moderately in first-year teachers' induction activities. Overall, the highest three induction activities reported by respondents were understanding the culture of the school (67.6%), pacing instruction to cover content (67.6%), and participating in an orientation (63.8%). Danielson (2000) found that mentoring helped new teachers face their challenges. Through reflective activities and professional conversations, first-year teachers improved their teaching practices as they assumed full responsibilities for a class. It is important to note that only 21.6% of the 105 first-year teachers surveyed, reported mentors' participation to a minimal extent. On the other hand, (48.1%) of the 105 first-year teachers surveyed, indicated that mentors participated in induction activities to a great extent. If the goal of the mentoring process is to encourage retention of first-year teachers, mentoring needs to be more intense as a means of nurturing first-year teachers.

With regard to staff support; participating in an orientation, understanding district policies, understanding the culture of the school, understanding the school's mission and vision, understanding the physical environment, training in professional development, training on code of ethics, establishing professional relationships, and participating on school committees were determined to be at a moderate extent. Less than half of the first-year teachers reported that (49.5%) mentors were helpful in understanding district policies and establishing professional relationships with other teachers to a great extent (49.5%). Clement (2000) suggested that induction programs included a combination of some or all of the following: school and district orientations; individualized plans for growth and development; monthly seminars on issues of importance to new teachers; regular opportunities to observe and be observed by other teachers; opportunities to team teach with a more experienced teacher; alternative standards and modes of evaluation; modified teaching schedules or assignments; release time for professional development; and teacher mentors or mentoring teams.

It is interesting to note that only 31.4% of the first-year teachers in this study indicated that mentors answered questions or listened to my questions. Delgado (1999) expressed the importance of having experienced teachers in the school to respond during grade level planning times or in the hallways to quick questions from first-year teachers. He reiterated the importance of staff support as it related to resources in the socialization and induction of the new teachers. Common planning time and collaboration with other teachers were also strong predictors of new teachers staying in the school and profession.

It is a major concern that at least 16% of first-year teachers indicated that they received support at a minimal degree as it relates to training of code of ethics. It is the

responsibility of the profession to make sure that first-year teachers know the code of ethics in the teaching career. In light of the recent reports around the nation about the unethical actions of professionals, it is beneficial to the first-year teacher that they know what is expected to a great extent. First-year teachers have a greater opportunity to be successful when they understand the legal parameters within which educators work. Brock (1999) suggested that the mentor needed to be considered a master teacher with outstanding abilities and skills as a listener and communicator. He/she needed to demonstrate excellence as a teacher, competence in coaching, and be familiar with the policies and procedures of the school (Brock and Grady, 2001; Saphier et al. 2002).

Over 50% of the first-year teachers in the current study indicated that mentors provided feedback in curriculum support. Answering questions or listening to my questions (31.4%), handling paperwork (21.9%), and using test results to adjust instruction (18.1%) was identified as areas that first-year teachers considered as participation from mentors to a minimal extent. Johnson et al., (2001), argued that while all of the teachers they interviewed were assigned mentors, most of the successful new teachers in this study experienced frequent and meaningful feedback from their colleagues. In this era of accountability and so much attention on curriculum and teaching standards, it would seem that mentors would be helping first-year teachers much more in these areas. Respondents also rated using a variety of assessment strategies as participation from mentors to a minimal extent (36.7%). Interesting, using test results to modify instruction was identified by Feiman-Nemser, 2003 as an area that first-year teachers needed a lot of support. Feiman-Nemser (2003) also reported that first-year teachers need a great deal of support in understanding how to implement curriculum,

teach and assess standards-based lessons, address specific student needs, and learn from expert peers who are teaching in their subject areas. Experienced teachers in the school were also often called upon during grade level planning times or in the hallways with quick questions from new teachers. They were important resources in the socialization and induction of the new teachers (Delgado, 1999).

Another item of concern, conducting parent conferences (30.5%), was from the theme of parental support. Understanding that a child is the most important person in the world to a parent should guide a teacher to treat students with compassion, listen to parents with empathy, and avoid taking personally aggressive parental actions. Mentors should help and advise first-year teachers on how to conduct parent conferences.

The researcher thought it was interesting enough to note that researchers Renard (1999) and DePaul (2000) suggested from this research that first-year teachers ask for help, seek out a mentor ask to observe more experienced teachers' classes, engage in ongoing professional development activities, get to know other teachers, and join a support group with other first-year teachers. It would be very difficult for first-year teachers to initiate that type of strong support for themselves. However, those types of support would be very essential for mentors to consider in the induction of first-year teachers. According to DePaul (2000) the turning point for many first-year teachers was a friend, buddy, or mentor who related to the first-year teachers' experience and also provided a sense of support and assistance. Saphier et al. (2001) suggested that a rigorous application process be used to select mentors, and that teachers be invited to apply, with the understanding that only those who fit the qualifications be selected.

In support of the efforts to continue to involve mentors in the induction activities of first-year teachers, Georgia Master Teacher Program will replace the Georgia Mentor Teacher Program. According to Georgia General Assembly (2005) teachers who demonstrate excellence in the classroom will earn the Master Teacher designation from the Professional Standards Commission (PSC). Some of their duties may include inducting new teachers, analyzing student achievement data, making recommendations for school improvement and implementing the new Georgia Performance Standards Curriculum. Master teachers will, in many cases, formalize the mentoring programs already in place in some schools. This program is expected to help to keep Georgia's teachers in the classroom (Georgia General Assembly, 2005). This can be interpreted to mean that Georgia school districts are making a serious attempt to improve the induction of new teachers by providing support from public school teachers who exhibit excellence in the classroom.

Principals' Participation

The researcher examined first-year teachers' perception of principals' participation in the induction in Research Question 2. In the theme of staff support only 15 (14.3%) of the respondents indicated that principals participated in an orientation for first-year teachers to a great extent. On the other hand, (67.5%) of first-year teachers indicated that principals were involved in orientation to a minimal extent. Perhaps not surprisingly, principals relied heavily on the assistance of mentors to guide and support first-year teachers. Historically, teacher mentor programs have become the dominant form of teacher induction. However, Brock (1999) saw the role of the principal as the primary mentoring program coordinator. She charged the principal with the

responsibility of directing the efforts of all staff support for first-year teachers.

Additionally, less than 50% reported that the principal was helpful to a great extent in

understanding the culture of the school (47.6%), training in professional development

(42.9%), participating on school committees (38.1%), understanding the school's mission

and vision (35.2%), understanding district policies (22.9%), understanding the physical

environment (28.6%), training on code of ethics (28.6%), and establishing professional

relationships (22.9%). This could be an indication that principals are not directly

involved in the induction process. Clearly, the job of the principal is complex and has

many time constraints. Principals spend much of their time reacting to the happenings of

the moment which can dilute their ability to systematically plan a proactive leadership

role in the induction process. Brock (1999) argued that the principal serves as the pivotal

figure whose direct involvement in each step of the induction program should be top

priority. Johnson & Kardos, 2002 insisted that the principal must consistently

demonstrate support, guidance, and positive reinforcement.

Despite the fact that educators were challenged by the laws of education regarding

legal issues, only (28.6%) of first-year teachers received training on code of ethics to a

great extent. From a legal viewpoint, the researcher examined this data carefully.

Understanding the legal parameters within which educators operate might help first-year

teachers avoid legal complications and reduce the possibility of questionable professional

actions.

Only four (3.8%) of the first-year teachers reported that the principal was helpful

in the area of understanding the districts curriculum and standards. This data were

considered very negative considering the fact that teachers are mainly charged with the

responsibility of teaching the curriculum and standards. There were several areas in the

theme of curriculum support that received extremely low percentages of support. Out of

fifteen items, in the theme of curriculum support, the data showed that eleven items

indicated that less than 20% of the respondents reported that the principal was helpful to

a great extent. Traditionally, discussions of teacher induction have not considered the

role of the principal. The reasons for the paradigm shift might have been attributed to the

emphasis on highly qualified teachers and the emphasis on student assessment. On a

more positive note, 47 (44.8%) indicated that principals were helpful to a great extent in

understanding extracurricular and field trip procedures.

The remaining data in the areas of parental communication and student needs also

suggested that the weakest induction activity in these two themes was motivating

students. Only 12 (11.4%) first-year teachers felt that principals were helpful in the area

of motivating students. A large percentage (65.7%) of first-year teachers indicated that

principals provided assistance to a minimal extent with handling student discipline.

Walsdorf and Lynn (2002) stated that the principal needed to hold discipline forums to

discuss policies and specific discipline strategies. The researcher realized and felt that it

was necessary to note that student discipline was sometimes designated as a

responsibility of another administrator in the building. All of this data, as it related to

assistance from the principal in the induction of first-year teachers, would contribute to

the crucial percent of teachers who leave the profession because of a lack of support from

administrators (DePaul, 2000; Ingersoll, 2001; Graziano, 2005).

Hope (1999) suggested that the principal assume the role of master teacher.

However, in defense of principals, Hope (1999) agreed that principals already had busy

schedules. More importantly, he maintained that principals needed to be willing to

commit the time required to give first-year teachers the nurturing they need. He made

seven specific suggestions for providing this nurture: (1) visit the first-year teachers'

classrooms informally and give spontaneous constructive feedback, (2) develop and

implement ways for first-year teachers to network with peers, (3) do not give first-year

teachers the worst students and the heaviest teaching loads, (4) initiate meetings with

first-year teachers to talk about instructional issues until the new teacher is comfortable

enough to be the initiator, (5) hold brief conversations in the hallway as an indicator of

support and interest, 6) identify workshops and conferences for the first-year teacher and

make attendance a possibility, and (7) alleviate the first-year teachers' fears about

evaluation by examining the purpose as instructional improvement and clarifying the

process.

The results of this study verified that Georgia principals tend to assign mentors to

first-year teachers. This finding suggests that principals operate in a different capacity in

the induction process. Overall, 22.8% indicated that mentors were helpful to a great

extent, 22.2% to a moderate extent, and 55.9% to a minimal/not at all extent. The data

indicated that assistance from the principal was not a common practice in the state of

Georgia regarding direct support.   This explained the high percent of first-year teachers

that perceived that principals were only involved to a minimal/not at all extent.

Mentors' Participation and Principals' Participation

There was a difference between the degree to which mentors participated in the

induction activities of first-year teachers and the degree to which principals participated

in the induction activities of first-year teachers. First-year teachers perceived that

mentors were much more involved in their induction than principals. The leadership role taken by the principal was sometimes direct and sometimes as facilitator for mentors to take part in this very important professional responsibility. If principals have a more hands on approach to the responsibilities of the mentor and the induction process, they might better serve as a resource to both the mentor and the first-year teacher by providing them with reinforcement and direction. According to Breaux and Wong (2003) the principal did not simply assume his or her leadership role by giving each first-year teacher a mentor without rigorous monitoring. The researcher noted that there was no way to determine and capture everything principals did in the induction activities of first-year teachers. It was possible that principals informally worked with first-year teachers; however, it is clear that the ongoing involvement necessary to develop the skills of first-year teachers was different between mentors and principals.

In the theme of curriculum support, the researcher found that five subcategories indicated high mean differences. The data indicated overwhelmingly high mean differences in the subcategories of providing opportunities to observe other classrooms, pacing instruction to cover content, participating in collaborative planning, providing feedback on lessons taught, and understanding the district's curriculum and standards. It appeared that first-year teachers received higher participation from mentors than principals. The subcategories reported with the smallest difference was understanding extracurricular and field trip and using standardized test results to adjust instruction. Answering questions or listening to my questions, handling paperwork, using a variety of assessment strategies, and using standardized test results to adjust instruction all had means to a minimal extent. This factor accounted for some first-year teachers reporting a

moderate involvement from mentors and a lack of principals' involvement in the induction process.

Obviously, this finding was not consistent with the research and recommendations of the Alliance for Excellent Education (2004) which called for a comprehensive induction package: a helpful mentor in the same field and strong communication with principals. According to Wong (2002) the induction process was designed to train and acculturate first-year teachers in the academic standards and vision of the district. Principals needed to ensure that the mentors received appropriate training and support with such activities as training sessions, and received a handbook for mentors who spell out the purposes of such programs and their roles (Brock, 1999).

The important thing to note was that between mentors and principals' involvement, collectively, first-year teachers were provided support in the induction process. However, since the mentoring program was one of the most important support services for first-year teachers, it was essential for administrators to take charge of collaborating with mentors and first-year teachers about the dynamics of the program and what was expected at a school site. Mentors were able to exercise the duties of mentoring, but principals must assume the responsibility of helping mentors and first-year teachers succeed in their assignments. Colley (2002), Stripling (2002), and Brock (1999) argued that first-year teachers value the principal's support and affirmation more than that of their mentor. In reality, the impact of the mentors and principals' involvement is what the first-year teachers were looking for.

Gender and School Level Assignment

Significant differences were identified in the induction activities based on gender and extremely significant differences were identified in the induction activities based on school level assignment of first-year teachers as it related to principals' participation. First-year male teachers reported minimal participation, overall, from principals for staff support, curriculum support, parental communication, and student needs. Only one theme, staff support, revealed principal participation to a moderate extent. It is evident from this data that principals' participation occurred minimally within the schools in the CSRA in Georgia. It was consistent with Holland & Weise's (1999) recommendations highlighting the role of the principal working as a supervisor, a resource person, and a facilitator during the induction process (Holland & Weise, 1999).

Additionally, there was only one theme, parental communication, that first-year female teachers indicated principal participation to a moderate extent. Males were consistent with females reporting that Curriculum Support was the lowest rated theme for principal participation. The researcher felt that it was essential to note that principals recognized the importance of these issues with first-year male and female teachers. The principal needed to provide early, intensive, and ongoing evaluation and supervision, with constant feedback to the beginning teacher (Holland & Weise, 1999).   Any differences between that which males and females found to be significant could be contributed to a female tendency to seek additional support during the induction period. Male first-year teachers were more isolated from induction activities than female first-year teachers.   It was also noteworthy to report that male teachers represented only 24

(22.8%) of the total participants in this survey. This data clearly suggested that females still constituted the overwhelming majority in the teaching profession.

School level assignment of first-year teachers indicated differences on principals' participation in the induction of first-year teachers. Whether a teacher was employed at the elementary or secondary school level seemed to have an extreme effect on his or her perception of principal participation in the induction of first-year teachers in Georgia. Although elementary and secondary teaching involved interactions, the work of first-year teachers was largely done in isolation from colleagues (Johnson & Birkeland, 2003). In the comparison of elementary teachers with secondary teachers, secondary teachers frequently tended to isolate themselves within their departments. Often the elementary settings were more conducive to collaboration. The findings suggested that there still was a lot of isolation. There was also, a noticeable amount of difference in the demographics of elementary first-year teachers 37 (35.2%) and secondary first-year teachers 68 (64.8%). The demographics of secondary first-year teachers were almost twice as many as elementary first-year teachers. It was difficult for the researcher to understand how these principals fulfilled their responsibilities to first-year teachers if the perceptions of support and involvement were minimal. The researcher thought this could also be interpreted to mean that Georgia school districts have created structures to share the responsibilities in ensuring that first-year teachers become successful.

Conclusions

The research study clearly stated that first-year teachers depended on principals and mentors to be the key to the induction process. The leadership role taken by the principal was not direct and sometimes as facilitator for mentors or others on the team to

take part in this very important professional responsibility. Researchers revealed that if

first-year teachers had support from the principal and helpful mentors, the chance of their

leaving the teaching profession after their first year was greatly diminished. Based on the

findings reported in this study, the researcher reported these conclusions.

1. First-year teachers in the state of Georgia are receiving moderate participation in the

    induction activities from mentors. Although mentors were assigned, they were often

    categorized as participating to a minimal extent in some induction activities. If the

    goal of mentoring is to retain first-year teachers, more intense mentoring is needed.

2. First-year teachers in the state of Georgia are not receiving direct support from

    principals, which may mean that principals are involved in a different way in working

    with first-year teachers.

3. First-year female and elementary teachers perceived that principals were

   involved in the induction activities more often than first-year male and secondary

   teachers, which may be reflective of the fact that females dominate the teaching field.

   As the need for male teachers is important for students, a closer look at how male

   teachers and secondary teachers are encouraged and supported may be necessary.

<div align="center">Implications</div>

        Implications from this research can be important to The Georgia Department of

Education, Colleges of Education, Boards of Education or district office administration.

These results could be utilized as the basis for additional investigation into the extent to

which mentors and principals participate in teacher induction. The results for this study

can also provide support for principals and mentors in their efforts to develop successful

induction programs for first-year teachers. The results of this study can also be used to be proactive, ensuring that first-year teachers develop into high quality professionals.

Dissemination

The findings of this study will be shared with the Georgia Department of Education, the Central Savannah River Regional Educational Service Agency, local colleges of education in the Central Savannah River Area, local school districts, and professional organizations. Additionally, the researcher plans to publish articles exploring the issues generated by the responses to items in the survey. Finally, the researcher plans to present the findings of this study at local, regional and national conferences.

Recommendations

In the wake of, No Child Left Behind, highly qualified teaching, and standards based teaching; it is essential that first-year teachers receive support in induction activities. These findings should assist Georgia educators and legislators, especially in the Central Savannah River Area, as they plan for induction activities. School districts must recognize the vulnerability of virtually all first-year teachers and acknowledge the role that principals play in guiding the first-year teacher. Some common investments should include the following:

1. First-year teachers need to be individually supported by principals and mentors.

2. The principals need to ensure that induction of first-year teachers is compatible with research on the topic.

3. Principals and mentors should investigate the need for curriculum support first-year teachers.

4. In the area of ethics and discipline, principals need to help first-year teachers understand the legal issues, as well as moral dimensions of the teaching profession.

5. Higher educational institutions should collaborate with school districts in planning key components of induction for first-year teachers.

Recommendations for Principals

1. There must be a comprehensive orientation for first-year teachers in every school which assist the first-year teachers in becoming part of the community, provides the first-year teacher with all the necessary information and resources to begin their assignments, and begins to develop the close relationship with the principal and mentor/master teacher that's necessary to help the first-year teacher to develop into a high quality professional educator.

2. Principals need to have a more "hands on" approach to the responsibilities of the mentor/master teacher and the induction process, so that he/she can better serve as a resource to both the mentor/master teacher and the first-year teacher by providing reinforcement and direction.

3. Formal and informal meetings should be set up with first-year teachers to provide feedback on concerns that have been raised throughout the quarter at each school site. This would also provide first-year teachers an opportunity to discuss resources, special events, expectations, evaluations and other professional issues.

4. Finally, the principal and the mentor and the should observe the first-year teacher regularly to support the first-year teacher during the induction process and to determine a need for early intervention.

Recommendations for Future Research

Several ideas for future research emerged from the study based on the perceptions of first-year teachers in the state of Georgia regarding the extent to which mentors and principals participate in the induction of first-year teachers. These recommendations for future study are as follows:

1. The study conducted by this researcher can only be generalized to public schools in the Central Savannah River area (CSRA) in the state of Georgia. A comprehensive study of all first-year teachers in grades pre-K-12 in all districts would be useful in determining the extent of support currently being provided to first-year teachers by districts of varying demographics and with varying resources. The Georgia State Department of Education has the capacity, resources and database to conduct such a study. Such a study should focus on the suggested practices identified in the literature for first-year teacher induction including orientation activities, mentor activities, and the role of the principal.

2. The role of the principal is critical to the success of first-year teachers. Further study should be done of principals as to how they view their leadership roles and what part they play in the induction of first-year teachers. Principals at all levels, elementary, middle, and high school should be studied. This study would benefit from a qualitative component to attempt to understand the limitations and constraints that principals experience when attempting to implement programs such as teacher induction programs.

3. Case studies of first-year teachers could share additional information in regards to teacher induction as it relates to the role of the principal. Such studies could follow a

group of teachers during their first year. Interviews with principals and first-year

teachers would be conducted at critical times during the year. These times could

include the beginning of the year, early winter, spring and right before summer break.

4. A study of the relationship between the mentor and first-year teacher retention rate.

5. The role of mentors and principals should be studied separately to identify role

   clarifications.

6. Research should be conducted to determine the role of other school personnel.

7. Finally, this study should be replicated in five years to determine if any changes have

   occurred in the first-year teachers' perceptions of mentors and principals participation

   in the induction of first-year teachers in Georgia.

<div align="center">Final Comments</div>

First-year teachers have a greater opportunity to be successful when principals

and mentors create positive induction experiences. Given comparisons to fields such as

medicine and law, which recognize the needs of new professionals more fully, some

observers have said that education is the profession that eats its own. Educational leaders,

especially principals, must increase the knowledge of what works in teacher induction on

the local and state level. The principals in the Central Savannah River area (CSRA) in

the state of Georgia have responsibilities to first-year public school teachers to play

greater roles in the induction process.

When we do not ease the way for first-year teachers in schools, it is a signal

about how teachers are valued. Ultimately, students suffer the consequences of

inadequate support for beginning teachers. All educators become better educators

through the cycle of support.

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APPENDICES

APPENDIX A

FIRST-YEAR TEACHERS' SURVEY

FIRST-YEAR TEACHERS' SURVEY
2005-2006

Part A: Induction Activities

Please read through the list of induction activities and identify the extent to which the mentor and principal were helpful to you. In responding, please think about your induction as a first-year teacher. Mark one (X) for each survey item in the mentor section and one (X) in the principal section for a total of 60 responses.

To what extent was the MENTOR helpful in assisting you?				Induction Activities	To what extent was the PRINCIPAL helpful in assisting you?			
Not at All	To a Minimal Extent	To a Moderate Extent	To a Great Extent		Not at All	To a Minimal Extent	To a Moderate Extent	To a Great Extent
1	2	3	4		1	2	3	4
				1. Participating in an orientation				
				2. Understanding district policies				
				3. Understanding the culture of the school				
				4. Understanding the school's mission and vision				
				5. Understanding the physical environment of the school facility				
				6. Training in professional development opportunities				
				7. Training on code of ethics				
				8. Providing feedback on lessons taught				
				9. Establishing professional relationships with other teachers				
				10. Participating in collaborative planning				
				11. Participating on school committees				
				12. Providing opportunities to observe in other classes				
				13. Answering questions or listening to my questions				
				14. Understanding the district curriculum and standards				
				15. Locating material and resources for teaching				
				16. Writing lesson and instructional plans				
				17. Handling student discipline				
				18. Establishing effective communication with parents				
				19. Conducting parent conferences to address student progress				
				20. Addressing differentiated instruction in teaching				
				21. Understanding extracurricular and field trip procedures				
				22. Understanding the evaluation process				
				23. Using time saving strategies				
				24. Motivating students				
				25. Engaging all students in learning				
				26. Organizing classroom for instruction				
				27. Handling paperwork				
				28. Using a variety of classroom assessment strategies				
				29. Pacing instruction to cover content				
				30. Using standardized test results to adjust instruction				

Additional Comments (optional): Please share any additional comments that might be helpful to your school or district in assisting first-year teachers.

_____
_____
_____

Part B: Demographic Information

1.   What is your gender?
         _____Male
         _____Female

2.   What is your age?
         _____Under 30
         _____30-39
         _____40-49
         _____50+

3.   What is your ethnicity?
         _____Black
         _____Asian
         _____White
         _____Hispanic
         _____Other

4.   What is the highest educational level you have attained?
         _____Bachelor's Degree
         _____Master's Degree
         _____Doctorate Degree

5.   Which one of the following best describes the level of your assignment?
         _____Elementary
         _____Middle
         _____High

6.   In fulfilling your requirements to become a teacher in Georgia did you:
         _____Attend a traditional teacher preparation program
         _____Attend an alternative certification program

APPENDIX B

INFORMED CONTENT LETTER ACCOMPANYING SURVEY

Frances Vereen Young
3510 Monte Carlo Drive
Augusta, Ga. 30906
Work 706-554-5101
Home 706-793-6067
Fax 706-554-8051
E-Mail: fvyoung@burke.k12.ga.us

Dear _____

My name is Frances Young. I am conducting a dissertation project for the Doctorate in Education (Ed.D.) degree at Georgia Southern University. The purpose of this study is to examine the kinds of assistance that principals in the state of Georgia provide for first-year teachers.

The University has approved the study, and the survey should take only 5-10 minutes of your time. This letter is to request your assistance in gathering data to analyze this situation. There is, of course, no penalty if you decide not to participate. If you agree to participate, please complete the attached survey by answering the items and mail it before April 11, 2006 in the envelope provided.

Completion of the survey will be considered permission to use your responses in the study. Your responses to the survey will be anonymous. Your name should not appear on the document. You will occur no risk as a participant in this study. Neither your school nor your school district will be identified in the results.

Although none of the items are designed to solicit sensitive information, you may refuse to answer any of them. However, I would appreciate any comments you have about specific items or about the survey instrument. Please feel free to write your comments on the back of the survey. If you have never supervised a first-year teacher in Georgia, please write N.A. across the top of the survey and return it back to me.

If you have any questions about this research project, please call me at (706) 554-2265 or e-mail me at fvyoung@burke.k12.ga.us In addition, questions may be directed to my faculty advisor, Dr. Michael Richardson, at 912-486-7267. If you any have questions or concerns about your rights as a research participant in this study, they may be directed to the Institutional Review Board Coordinator at the Office of Research Services and Sponsored Programs, Georgia Southern University, at oversight@georgiasouthern.edu or call (912) 486-7758.

Thank you for your assistance, and especially your time, in completing this survey.

Respectfully,

Frances V. Young

APPENDIX C

POSTCARD REMINDER

May 3, 2006

Recently, a questionnaire seeking your opinions about experiences
as a first-year teacher was mailed to you.

If you have already completed and returned the questionnaire,
please accept my sincere thanks. If not, please do so today.
I am conducting this survey with only a sample of teachers.
Therefore, the value of your individual contribution is greatly
Increased because it represents many other teachers in Georgia.

If you did not receive a questionnaire, or if it was misplaced,
please e-mail me at fvyoung@burke.k12.ga.us or call me
at 706-798-7087 and I will send another one to you today.

Thanks a lot again...

Frances V. Young

APPENDIX D

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)

Phone: 912-681-5465		Administrative Annex
		P.O. Box 8005
Fax: 912-681-0719	Ovrsight@GeorgiaSouthern.edu	Statesboro, GA 30460

To: Frances Vereen Young
3510 Monte Carlo Dr.
Augusta, GA 30906

CC: Dr. Michael Richardson
P.O. Box 8131

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
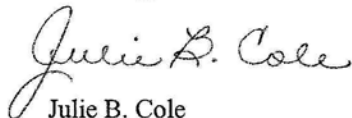(IACUC/IBC/IRB)

Date: October 24, 2005

Subject: Status of Application for Approval to Utilize Human Subjects in Research

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After a review of your proposed research project numbered: **H06037**, and titled **"The Leadership Roles of Georgia Principals in the Induction of First-Year Teachers"**, it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol, you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

Julie B. Cole

Julie B. Cole
Director of Research Services and Sponsored Programs