

THE PERCEPTIONS OF ALABAMA HIGH SCHOOL PRINCIPALS ON THE KEY
COMPONENTS OF TEACHER INDUCTION PROGRAMS

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Jason Lee Yohn, son of Charles Harry Yohn and the late Sally Ann (Green) Yohn, was born December 3, 1970, in Enterprise, Alabama. He graduated from Enterprise High School in 1989. He attended Enterprise State Junior College from 1989 to 1991 and then entered Auburn University in September, 1991, and graduated with a Bachelors of Science degree in Secondary Education (Comprehensive Social Science) in June, 1993. After working as a social studies teacher and coach for five years, he entered graduate school at Troy State University-Phenix City, in December, 1998, and graduated with a Masters of Science degree in Educational Administration in August, 1998. After working three additional years as a social studies teacher and coach, he became an Assistant Principal at W.F. Burns Middle School in Valley, Alabama, in July, 2001. In January, 2002, he entered the Educational Specialist program at Troy State University-Phenix City. He graduated with an Educational Specialist degree in Educational Leadership in December, 2002. In July, 2004, he became an Assistant Principal at Valley High School in Valley, Alabama, and in August, 2004, he entered the Doctor of Education program at Auburn University. In May, 2005, he became Principal of Dadeville High School in Dadeville, Alabama. He married Katherine Wright, daughter of Ronald and Judy Wright, on June 29, 1996.

DISSERTATION ABSTRACT

THE PERCEPTIONS OF ALABAMA HIGH SCHOOL PRINCIPALS ON THE KEY
COMPONENTS OF TEACHER INDUCTION PROGRAMS

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The teaching profession is both challenging and rewarding. Demands for educational reform have become more prevalent since the turn of the century. There is great concern about the quality of teaching and retaining young professional educators.

Induction programs for new teachers are paramount in regard to whether or not new teachers become career educators. School administrators are responsible for hiring the most qualified teachers and then providing them support throughout their individual growth processes. Induction programs vary depending on the needs of the respective school districts and/or individual schools. Individual teacher induction programs are similar in design.

Engaging in professional development and having a supportive administrative team in place are crucial to the success of new teacher induction programs. Retaining highly qualified teachers is a critical factor in establishing consistent opportunities for students to reach their academic potential in the classroom. School administrators are often faced with alarming statistics regarding the number of teachers that leave the field of education within the first three years. In Alabama, approximately 10 percent of all new teachers left teaching after one year following the 1999–2000 school year (PARCA, 2001). Numerous studies have indicated that 40–50% of new teachers leave teaching within five years (Grissmer & Kirby, 1992, 1997; Hafner & Owings, 1991; Huling-Austin, 1990; Ingersoll, 2000; Ingersoll & Smith, 2003; Kantrowitz & Wingert, 2000).

It is extremely important for school leaders to assist local school districts by developing and implementing teacher induction programs. Participation in the induction process will enhance the opportunity for new teachers to survive the period of the time when attrition is most likely to occur. School administrators must work diligently to ensure that students are receiving the best opportunities to reach their full academic potential.

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I. INTRODUCTION

Background of the Problem

The comprehensive process used to train, support, and retain teachers is referred to as induction (Wong, 2004). Stephens and Moskowitz (1997) see induction programs as a way to ease the transition for pre-service teachers as they enter their individual classrooms and then help the teachers develop professionally in order to retain them in the teaching profession. An intent of induction programs is to turn new teachers into teachers of students instead of a student of a teacher (Stephens & Moskowitz, 1997). Schlechty (1985) feels that all new teachers hired are expected to survive the induction process and become career teachers. Castetter (1996) defines induction as “a systematic organizational effort to assist personnel to adjust readily and effectively to new assignments so that they can contribute maximally to the work of the system while realizing personal and position satisfaction” (p. 182).

The induction process should be one that fully informs the new teacher about the community they serve, existing relationships within the school, and overall characteristics of the system (Castetter, 1996). Induction programs can be paramount to the success of new teachers. A beginning teacher can be classified in one of two categories: a person recently completing college or someone who has been out of the field for several years and is returning to teaching (Ganser, 1996). Typically, a beginning teacher enters into the

profession with a great deal of enthusiasm, but quickly realizes that reality is not a perfect situation. Each new teacher will have his or her own set of needs to be addressed.

Teacher induction programs serve as a process for providing opportunities for new teachers to grow and develop throughout the duration of their personal development (Wilkinson, 1994).

Educators, researchers, and policy makers, in 1982, began referring to the first three years of teaching as the induction years (Odell et al., 2000). Odell et al. (2000) identified the induction years as the missing piece in the teacher development process. In 1984, Veenman indicated that pre-service and in-service programs for new teachers could be improved if the problems beginning teachers faced were openly discussed. According to Brooks (1987), a national commission on current induction practices was created by the Association of Teacher Educators. This commission drafted formal recommendations that aided in the pursuit of quality teachers:

1. Induction programs are necessary in every school district to assist beginning teachers in making a transition from novice to experienced professional.
2. Induction programs must be based on the needs of the individuals as they adjust to their particular professional context.
3. The experienced professionals who serve as sources of help to beginning teachers should receive training and support to facilitate their assistance, including reduced teaching loads.

4. Support personnel should be concerned with the professional development of individual beginning teachers and be separated from the evaluation role of a district.
5. The training of teachers should be recognized as an on-going educational process from pre-service to retirement requiring cooperative financial and programmatic support from all involved including the local district, higher education, and the state departments of education. (Brooks, 1987, p. v)

The development of new teachers could be enhanced if troubling areas are identified and proper support provided to them (Odell, 1987). It is the belief of many veteran educators that the best way to improve the quality of teaching in classrooms is to have district-level induction programs (Kester & Marockie, 1987). “The bottom line purposes of most induction programs are to develop better beginning teachers and to retain those promising beginning teachers who without an induction program might get discouraged and abandon the profession” (Huling-Austin, 1987, p. 7). “Learning to teach is a lifelong process. Successful teachers grow in effectiveness throughout their professional careers as they gradually hone their style and strategies through trial and error, reflection, and critical inquiry” (Jonson, 2002, p. 213). Feiman-Nemser et al. (2001) see the ultimate goal of induction programs to be the training of teachers to help students learn in complex ways.

Any new teacher induction program should be developed to meet the needs of the school district or a particular school (Heidkamp & Shapiro, 1999). A framework for adequate support programs should recognize the struggles a new teacher may face in order to create a more positive experience during the first year of teaching (Moir, 1999).

Previous research indicates that successful induction programs have four components: teaching standards, mentoring, reflective teaching practices, and formative assessment strategies (Wood, 1999).

Tried and true practices need to be integrated with new approaches for induction programs to become more effective (Villani, 2002). Kochan (2000) set forth guidelines for the professional development aspect of induction programs:

- Focus professional development on issues of teaching and learning.
- Model the practices that are being recommended.
- Provide opportunities for teachers to apply their newly learned skills and knowledge to their practice.
- Ensure that the learning environment for teachers is safe, allowing for failures as well as success.
- Use adult learning principles in creating professional development activities by recognizing that adults:
 - have many roles, responsibilities and pressures on them,
 - are motivated to learn when the learning serves a purpose they view as important.
 - bring many diverse experiences to the learning task, and
 - want to have control over their own learning.
- Establish and use networking and support systems both during and after professional development activities are being conducted (p. 67)

Mentoring is a key component in the induction process because it is a powerful and cost-effective element in induction programs (Recruiting New Teachers, 2000).

Reform movements in the early 1980's enabled mentoring programs to help improve education (Feiman-Nemser, 1996; Mutchler, Pan, Glover & Shapely, 2000). Harry Wong (2004), a nationally known expert, states, "mentoring is what a mentor does." "Mentoring is the complex and developmental process which mentors use to support and guide their protégé through necessary early career transitions which are a part of the learning how to be an effective, reflective educator and career-long learner" (Sweeney, 2001, p. 1). Little (1990) and Darling-Hammond (2003) state that providing a new teacher with support and consultation will help their attitudes, feelings of efficacy, and instructional skills in the profession.

According to Gehrke (1998), the definition of mentoring should capture "the giving and receiving, the awakening and the labor of gratitude" (p. 194). Dornan (1999) suggests that "new teachers need to be involved in a mentoring program that allows them to work very closely with an experienced teacher who will help guide them through day-to-day operations of a classroom teacher" (p. 5). Developing mentor/protégé relationships between new and veteran teachers should be an integral part of a professional development plan.

Comprehensive mentoring programs should have the following components: a sound hiring process; pre-service programs that provide necessary information and active participation; a support network, including ongoing dialogue; an ongoing mentoring or coaching program; an evaluation plan that promotes growth; and a professional development program that supports new teachers (London, 2003). In successful mentoring programs, trained mentors provide professional support and the process itself has strong administrative support (Brunson, 2004).

There are several factors that will enhance a new teacher's ability to interact effectively within a school. New teachers must fulfill some of the most basic human needs: emotional stability, growth, and socialization (Maslow, 1954). Teaching is an extremely emotional practice (Hargreaves, 1998). Many teachers enter the teaching profession with many ideas and strategies, but sometimes are overwhelmed by the sheer responsibility of the job, which results in limited professional development opportunities after the first year of teaching (Howey & Bents, 1979; Shulman & Colbert, 1988). New teachers may fail to develop and will not be as effective as classroom teachers without the stimulation of professional growth. Many will quit after their first year of teaching (Glickman, Gordon, & Ross-Gordon, 1995).

A collegial relationship with a mentor teacher and the administration may help new teachers conquer many of the problems they face in the initial stages of their careers. One of the most common expectations of a new teacher is emotional support from a fellow teacher, a mentor (Tickle, 1991). High levels of support from mentors may help the new teacher reach higher levels of competence than those with little or no support (Fischer, Bullock, Rotenburg, & Raya, 1993). It is critical for relationships to be formed with colleagues, parents, and students (Hargreaves, 1998; Pianta, 1997, 1999).

The relationship between the new teacher and the principal is also key to new teachers becoming successful. Brock and Grady (1998) indicate that new teachers wish to develop and maintain a relationship with the principal. Veenman (1984) has indicated several areas that new teachers are concerned with: discipline, assessment, teaching methods, parent and student relationships, motivation, and individual differences. Rosenholz (1989) declares that one of the key factors in helping new teachers interact

with an existing faculty is the mentor relationship. New teachers need mentors to share their experiences, provide suggestions, communicate, and help them grow professionally. This relationship should provide the new teacher with feedback and affirmation of their progress (Brock & Grady, 1998). Many states and local districts have developed programs to help support new teachers (Archer, 1999; Cooperman, 2000). Schools and districts have been advised by policy analysts to professionalize teaching in order to improve retention (Holmes Group, 1986; Kanstorom & Finn, 1999; National Commission on Teaching and America's Future [NCTAF], 1996, 1997).

There are several barriers that limit new teacher effectiveness. Managing the induction programs is often problematic in large schools and districts. An induction program is most effective when the entire school community embraces the idea of induction. Large schools make this concept nearly impossible to achieve. Large school districts frequently hire more teachers each year than they can effectively mentor. Some researchers have suggested it would be more effective for the district to create smaller satellite programs (Joftus & Maddox-Dolan, 2000). New teachers are often assigned to classes they cannot effectively teach. Many schools make teaching assignments on the basis of seniority. Heavier course loads often are given to the new teachers (Joftus & Maddox-Dolan, 2000). Finally, induction programs do not adequately support non-credentialed teachers. Most of the support goes to fully certified teachers. The need to make emergency hires from candidates that do not possess certification, along with lack of support, causes the educational system to lose many potentially strong teachers (Joftus & Maddox-Dolan, 2000).

Educational leaders should have expectations of the induction process as well. Principals want teachers to possess a strong work ethic, care for their students, know their subject matter, communicate effectively, and have sound classroom management practices (Brock & Grady, 1998). These traits equate to high-level expectations, but good educational leaders realize all of these traits will not be achieved without a supportive climate within a school. Continuous administrative support may increase the level of competence within new teachers (Clift, 1991; Fischer et al., 1993; Katz, 1999). Quality professional development opportunities and incentives may help retain teachers in the profession (Hargreaves, 1998). If a lack of support exists between educational leaders and new teachers, then it is likely that more teachers will leave the profession (Buchmann, 1990; Glickman, Gordon, & Ross-Gordon, 1998).

The retention rates of new teachers can be directly related to the amount of administrative support a new teacher receives. According to Billingsley and Cross (1992), Cole (1990), and Rosenholtz (1989), this support can be communicated in the following ways: providing continuous feedback and evaluation, demonstrating consistent beliefs and practices, operating procedures, and establishing a collegial support system. There is also need for support in the emotional and relational areas of a teacher's development (Hargreaves, 1998). Educational leaders are critical in the development of new teachers and should realize their role, and provide support and direction that addresses a new teacher's multiple needs (Brock & Grady, 1998; Sergiovanni, 1995).

The task of finding highly qualified teachers to fill a multitude of open positions is becoming more difficult for school administrators (Ingersoll, 2000). In Alabama, approximately 10 percent of all new teachers left teaching after one year following the

1999-2000 school year (PARCA, 2001). Teacher retirements and student enrollment have increased significantly since 1984 (Snyder, Hoffman, & Geddes, 1997).

Retaining teachers in the teaching profession is a critical area for school administrators. Ingersoll (2000) believes the teacher shortage will get worse before it gets better. Retaining teachers may be more difficult than recruiting teachers to a school district. Retention is the key to helping solve the problem of teacher supply and demand (Ingersoll, 2000). The high annual turnover rate along with the large size of the teaching force creates a consistent flow into, between, and out of school districts each year (Ingersoll & Smith, 2003). A professional dilemma for school leaders now exists: increasing demand and decreasing numbers of qualified candidates.

Purpose of the Study

Many issues need to be addressed when looking to develop quality induction programs in an attempt to improve retention rates among new teachers. The roles of several individuals need to be closely examined: the mentor, the protégé (new teacher), and the principal. The results of this study provide a review of the key components of a teacher induction program.

Research Questions

The following research questions were investigated in this study:

1. What is the influence of the length of the induction program in relation to the following:

- a. Classroom Management
 - b. Instructional Planning
 - c. Teaching Strategies
 - d. Student Assessment
 - e. Understanding the Environment
 - f. Professional Expectations
2. What is the influence of school size in relation to the following:
- a. Classroom Management
 - b. Instructional Planning
 - c. Teaching Strategies
 - d. Student Assessment
 - e. Understanding the Environment
 - f. Professional Expectations

Significance of the Study

The existing literature on teacher retention and the role induction programs play in ensuring that new teachers remain in the profession identifies the difficulties of transitioning into teaching. The need for quality induction programs is apparent. School principals serve many roles and leading teachers in an instructional capacity is a primary responsibility. Mentoring is a key component in induction programs and assigning new teachers a mentor can help the principal provide much needed instructional leadership to the new teachers. Practical advice on how to provide assistance to help new teachers meet the challenges of the profession is addressed in the current literature.

New teachers must be indoctrinated into the culture of the school community and the communities they serve. New teachers generally do not know much about the history or traditions of their new school. It is the responsibility of the principal and veteran teachers on the faculty to help new teachers become successful. The results of this study should assist principals and leaders at the district level to develop or revamp their induction programs to help ease the transition of new teachers into the general school setting.

Definition of Terms

The following terms have been defined for this study:

Induction: The comprehensive process used to train, support, and retain teachers.

Mentor: Individuals who play a significant role in offering guidance and assistance to beginning teachers.

Mentoring: The complex, developmental process which mentors use to support and guide their protégé through necessary early career transitions which are a part of the learning how to be an effective, reflective professional and a career-long learner.

New Teacher: A teacher with less than three years experience in the classroom.

Professional Development: Organized activities designed to improve one's skill level.

Protégé: A teacher who receives professional support from a mentor teacher.

Successful Induction Program: A program that leads to increased teacher retention and/or to the development of effective skills and positive attitudes toward teaching.

Teacher Attrition: Teacher turnover due to the decision to leave the teaching profession.

Teacher Retention: The ability of school districts to maintain a stable teaching force.

Veteran Teacher: A teacher completing more than three years in the classroom and choosing to remain in the field.

Limitations of the Study

The following limitations are noted for this study:

1. The study was limited to high school principals in Alabama.
2. The study was limited to addressing only induction programs for teachers.
3. The study was limited to assessing the perceptions of high school principals in Alabama serving grades 9-12 or 10-12.
4. The researcher assumed that the respondents gave honest answers when completing the survey questions.
5. The researcher assumed that new teachers have less than three years of experience in a classroom teaching environment.
6. The researcher assumed that high school principals use some form of an induction program in an effort to increase teacher retention in their school.

Summary

Induction programs are necessary to ensure that new teachers have every possible opportunity to receive the support they need to become career teachers. Teacher induction programs should be designed to meet the needs of new teachers. School leaders should gather information that allows them to successfully support new teachers. It is imperative that school principals improve the support provided to new teachers by structuring supervision and professional development activities that enable new teachers to become career professionals.

II. REVIEW OF LITERATURE

Introduction

Academic achievement is at the center of the educational process. Due to the No Child Left Behind Act of 2001, academic requirements and accountability are beginning to increase in every state. The teacher is the most important resource in the classroom today. Quality teaching is an important factor in student achievement (U.S. Department of Education, 1999). Student success in increasing academic achievement will not occur without a competent and caring professional teacher in the classroom (U.S. Department of Education, 1999). The residual effects of effective and ineffective teachers will be evident two years later (U.S. Department of Education, 1999). Darling-Hammond's "research and personal experience tell her that the single most important determinant of success for a student is the knowledge and skills of that child's teachers" (Goldberg, 2001, p. 69). It is vitally important to retain competent teachers in instructional settings to meet today's reform efforts. Professional development at the pre-service and in-service levels must be designed to equip all teachers to meet the escalating expectations in our profession.

Staffing our schools with the best teachers available gives schools the best opportunity to meet the requirements of leaving no child behind (U.S. Department of Education, 2000). Darling-Hammond (2003) indicated that there are more quality

teachers available than are actually hired by school districts. Richard Riley (1998), former U.S. Secretary of Education, stated, “Never has our nation been confronted with the task of teaching so much to so many while reaching for new standards” (p. 8). Anderson (2001) indicates that teachers experience different emotions such as: anger, happiness, boredom, frustration, gratitude, fear, impatience, pride, and exhaustion at any given time because teaching is a personally and professionally demanding profession. Culver, Wolfle, and Cross (1990) rank teaching as one of the top two professions with the most job-related stress. The demand for new teachers can be attributed to teachers leaving the profession at a much higher rate than other professionals (Ingersoll, 1999). Villani (2002) feels that new teachers must adapt quickly because their students will be counting on them as soon as the school year begins.

“Teaching is a highly complex series of acts. It is not learned easily. Further, it cannot be done by formula or recipe” (Kronowitz, 1996, p. 3). Feiman-Nemser and Remillard (1995) indicate that new teachers have two jobs: teach and learn how to teach. “For the first time, novice teachers are fully responsible for blending the insights learned from their own educational experiences and the pedagogical theory gleaned from teacher education programs with the reality of inspiring and managing the learning of their students on a day-to-day basis” (Moir & Gless, 2001, p. 111). When beginning teachers fail, everyone loses (Brock & Grady, 1997, 2000). The assumption that all new teachers are ready to teach when they arrive on campus encourages the abandonment of new teachers (Bullough, 1989). Feiman-Nemser (2003) feels that to accomplish the task of assisting new teachers to transition from student teacher to professional teacher we must surround the new teachers in a professional culture that supports teacher learning.

Beginning teachers are at different stages when they begin their careers. Induction programs must approach supporting new teachers as a process in personal growth and development. These induction programs must be available to new teachers throughout their developmental process (Wilkinson, 1994). Experienced educators need to understand that novice teachers go through several phases during their first year in the profession (Moir, 1999). The five stages are as follows:

Stage 1: Anticipation. New teachers are extremely excited and a bit anxious about the beginning of their career. Many times, new teachers have a romantic view of their chosen profession.

Stage 2: Survival. New teachers become consumed and overwhelmed with their responsibilities on a daily basis. The new teachers have a difficult time managing all that is expected of them (Moir, 1999). Stress on the job becomes part of reality for new teachers (Dollase, 1992).

Stage 3: Disillusionment. New teachers in this stage many times experience low morale and disenchantment with their job (Moir, 1999). A new teacher's stress level increases as a result of planning lessons, formal evaluations, parent conferences, and classroom management issues. A new teacher's successful transition through this stage may be their toughest challenge throughout their first year of teaching (Moir, 1999).

Stage 4: Rejuvenation. Many teachers experience this stage about the midpoint of their first year of teaching. A new teacher can sense some accomplishment for pressing through the initial tough times during the first year and they can see the

end of the year as a goal to reach. Many new teachers are able to focus more on planning and instruction during this stage (Moir, 1999).

Stage 5: Reflection. The new teacher can look back at their experiences during the first year and make appropriate adjustments for year two that will give them a better grasp of what it takes to be a teacher (Moir, 1999).

The new teacher may experience many highs and lows during the first year as a teacher. These experiences will greatly determine their effectiveness, behaviors, and attitudes that may last their entire career (Brock & Grady, 1997, 2001). Feiman-Nemser (2003) indicates that new teachers may become overwhelmed if they are left to survive on their own, without the support of an induction program and a mentor. Many new teachers quit after one year because they view themselves as failures (Brock & Grady, 1997, 2000).

DePaul (1997) reports that many new teachers are assigned the most challenging students and multiple preparations. Many new teachers are assigned to teach courses out of their field of expertise (Bolich, 2001). A new teacher can enhance their personal satisfaction with teaching if they are assigned more manageable classes (Tshannen-Moran et al., 1998). A study conducted by the U.S. Department of Education (2000) supports DePaul's and Bolich's assertion that new teachers are given the most difficult situations in which to succeed. This practice is referred to as environmental difficulties (Gordon & Maxey, 2000). Gordon and Maxey (2000) listed six (6) environmental difficulties experienced by new teachers:

1. Reality shock
2. Inadequate resources

3. Role conflict
4. Unclear expectations
5. Difficult work assignments
6. Isolation

The need for teacher induction programs is well established. Many new teachers experience the same feelings as the following teacher reflected:

Ugh! Paperwork was to become the bane of my existence. It never ends. If I was not planning lessons, I was grading papers, I was correcting homework; if I was not correcting homework, I was taking notes and reading up on my subject; if I was not reading up, I was running off copies; if I was not running off copies, I was filling out forms requested by guidance, the department, the administration, or the students; if I was not filling out forms, I was reading memos that were left in my mailbox by the truckload; if I was not reading memos, I was working on bulletin boards. If I was doing none of the above, I was feeling guilty. If there is one thing about teaching, it is a lot of work. Making sure I was organized and timely performing the necessary tasks was vital to my teaching. (O'Bryan, 1992, p. 2)

History of Induction Programs

Educators, researchers, and policy makers, in 1982, began referring to the first three years of teaching as the induction years (Odell et al., 2000). Odell et al. (2000) identified the induction years as the missing piece in the teacher development process. School districts, since the 1980's, have begun to implement teacher induction programs

to effectively recruit and retain highly effective teachers (Odell et al., 2000). In 1984, Veenman indicated that pre-service and in-service programs for new teachers could be improved if the problems beginning teachers faced were openly discussed. The first years of teaching are critical to the new teacher's development as a professional. Little (1990) and Mills, Moore, and Keane (2001) expressed concerns about retaining new teachers during the first three years in the profession. According to Brooks (1987), a national commission on current induction practices was created by the Association of Teacher Educators. This commission drafted formal recommendations that aided in the induction process of quality teachers:

1. Induction programs are necessary in every school district to assist beginning teachers in making a transition from novice to experienced professional.
2. Induction programs must be based on the needs of the individuals as they adjust to their particular professional context.
3. The experienced professionals who serve as sources of help to beginning teachers should receive training and support to facilitate their assistance, including reduced teaching loads.
4. Support personnel should be concerned with the professional development of Individual beginning teachers and be separated from the evaluation role of a district.
5. The training of teachers should be recognized as an on-going educational process from pre-service to retirement requiring cooperative financial and

programmatic support from all involved including the local district, higher education, and the state departments of education. (Brooks, 1987, p. v)

Several factors have contributed to the planning and implementation of teacher induction programs in the United States. During the first year of teaching, teachers experience reality shock or transition shock (Veenman, 1984). Marso and Pigge (1992) indicate that reality shock is caused by new teachers having unrealistic expectations prior to having real job experiences. Reality shock can be defined as the collapse of ideals that are normally formed by new teachers while in college (Marso & Pigge, 1992). A teacher's classroom life is quite different than their life as a student in a teacher education program (Veenman, 1984). Many factors contribute to new teachers experiencing a difficult transition to the classroom: lack of interaction with colleagues, managing professional responsibilities, and inadequate pre-service training (Veenman, 1984).

“The bottom line purposes of most induction programs are to develop better beginning teachers and to retain those promising beginning teachers who without an induction program might get discouraged and abandon the profession” (Huling-Austin, 1987, p. 7). “Learning to teach is a lifelong process. Successful teachers grow in effectiveness throughout their professional careers as they gradually hone their style and strategies through trial and error, reflection, and critical inquiry” (Jonson, 2002, p. 213). Feiman-Nemser et al., (2001) sees the ultimate goal of induction programs to be the training of teachers to help students learn in complex ways.

New teacher induction programs had to borrow induction techniques of non-teaching professions, such as law and medicine (Burbules & Densmore, 1991). Burbules and Densmore (1991) listed necessary characteristics of traditional induction programs:

1. Professional autonomy
2. A clearly defined, highly developed, specialized, and theoretical knowledge base
3. Control of training, certification, and licensing of new entrants to the profession
4. Self-governing and self-policing authority
5. Commitment to public service.

Teaching when examined through a perceptual lens many times lacks the criteria necessary to effectively consider teaching as an actual profession. The teaching profession lacks the clear presence of collegiality, an adequate amount of autonomy, and self-governance (Levine, 1988). Levine (1988) argued that teaching must have a “structured induction experience conducted under the supervision of outstanding practitioners who can and will attest to the competence of new inductees to practice to become a self-governing profession” (p. 2).

A high-priority of needs was established for new teachers by Gordon and Maxey (2000):

- Managing the classroom
- Acquiring information about the school system
- Obtaining instructional resources and materials
- Planning, organizing, and managing instruction, as well as other professional responsibilities
- Assessing students and evaluating student progress
- Motivating students

- Using effective teaching methods
- Dealing with individual students' needs, interests, abilities, and problems
- Communicating with colleagues, including administrators, supervisors, and other teachers
- Communicating with parents
- Adjusting to the teaching environment and role
- Receiving emotional support (p. 6)

Any new teacher induction program should be developed to meet the needs of the school district or a particular school (Heidkamp & Shapiro, 1999). A framework for adequate support programs should recognize the struggles a new teacher may face in order to create a more positive experience during the first year of teaching (Moir, 1999). Previous research indicates that successful induction programs have four components: teaching standards, mentoring, reflective teaching practices, and formative assessment strategies (Wood, 1999).

In 1968, the National Association of Secondary School Principals (NASSP) conducted a three-year experimental demonstration project aimed at surveying the positions of leading professionals in regards to induction programs (Ishler & Kester, 1987). This study was the only project on induction initiated by a major professional organization until 1985 (Ishler & Kester, 1987).

Ishler and Kester (1987) reported that the Association of Teacher Educators initiated a study on current induction practices in 1985. National studies, such as *A Nation at Risk* (1983, 1984) brought the focus of induction into prominence (Ishler & Kester, 1987). The development of new teachers could be enhanced if troubling areas are

identified and proper support provided to them (Odell, 1987). As of 1985, only 10 states had statewide induction programs, while six states were in the process of piloting programs and several other states were in the planning stages (Hawk & Robards, 1987). It is the belief of many veteran educators that the best way to improve the quality of teaching in classrooms is to have district-level induction programs (Kester & Marockie, 1987).

Texas, in 1999-2000, implemented the Texas Beginning Educator Support System (TxBESS). The program was funded by a three-year grant and was designed to provide support to new teachers from their teacher preparation programs all the way to their individual classrooms. This program provided stipends for mentor teachers, opportunities for professional growth for the teachers and their teams, and training for support team members (Texas State Board of Educator Certification, 2001). More than 30 states had reported some form of mandated mentoring support for beginning teachers (Portner, 1998).

In the United States, teacher induction programs have historically been based on two main principles: assist and assess (French, 2000). Guidance, feedback, and emotional or professional support are terms that characterize assistance. The monitoring and evaluation of beginning teachers describes assessment (French 2000). The models prescribing to the principles of assistance and assessment have been widely criticized because the reflective teacher was discouraged and the professional development component was left out of the induction program (French, 2000). According to Stephens and Moskowitz (1997), less than fifty percent of all new teachers were offered more than a brief orientation as part of their induction program.

Teacher Recruitment and Retention

The task of finding highly qualified teachers to fill a multitude of open positions is becoming more difficult for school administrators (Ingersoll, 2000). In Alabama, approximately 10 percent of all new teachers left teaching after one year, following the 1999–2000 school year (PARCA, 2001). There are generally two broad approaches taken to recruit and retain better teachers: increasing teacher salaries and providing adequate support systems for new teachers (Halford, 1998). Teacher retirements and student enrollment have increased significantly since 1984 (Snyder, Hoffman, & Geddes, 1997). “Well-crafted induction programs can improve teaching quality, help staunch the flow of novice teachers from the profession, and, in doing so, decrease the overall cost of recruiting, preparing, and developing teachers” (Humphrey et al., 2000, p. 1).

There was a teacher shortage of approximately 4,000 teachers in the United States in 1983 (Huling-Austin, 1987). Schlechty and Vance (1983) found that many teachers left the profession within the first seven years. A reform movement in education began in 1983, when T.H. Bell, United States Secretary of Education, published *A Nation at Risk*. Bell claimed American students were not studying the right subjects or working hard enough. A major finding from the *Nation At Risk* report indicated teacher shortages existed in areas such as special education, math, foreign languages, and science (Gardner & Silvernail, 2000; National Commission on Excellence in Education, 1983).

There are several pieces of legislation that include teacher quality, teacher recruitment, and teacher retention, but none of them address the issue of why fewer individuals are entering into the teaching force (Grissmer & Kirby, 1992, 1997; Hafner & Owings, 1991; Huling-Austin, 1990; Ingersoll & Smith, 2003; Kantrowitz & Wingert,

2000). School leaders are now being challenged to find new ways to retain new teachers because Stephens and Moskowitz (1997) reported that attrition rates are five times higher for new teachers than experienced educators. Numerous studies have indicated that 40-50% of new teachers leave teaching within five years (Grissmer & Kirby, 1992, 1997; Hafner & Owings, 1991; Huling-Austin, 1990; Ingersoll, 2000; Ingersoll & Smith, 2003; Kantrowitz & Wingert, 2000).

Retaining teachers in the teaching profession is a critical area for school administrators. It has been estimated that approximately 50% of beginning teachers leave the profession after teaching seven years or less (Head, Reiman, & Theis-Sprinthall, 1992). Many of the teachers choosing to leave the profession seem to be the best, brightest, and most qualified teachers (Colbert & Wolf, 1992; Darling-Hammond, 1984; Head, Reiman, & Theis-Sprinthall, 1992; Schlechty & Vance, 1983). Ingersoll (2000) speculated that the teacher shortage will get worse before it gets better, further stating that retaining teachers may be more difficult than recruiting teachers to a school district. Retention is the key to helping solve the problem of teacher supply and demand (Ingersoll, 2000).

The high annual turnover rate, along with the large size of the teaching force creates a consistent flow into, between, and out of school districts each year (Ingersoll & Smith, 2003). Huling-Austin (1987) wrote: "If a profession is to remain viable and strong, it must be able to not only attract promising candidates to its ranks, it must also retain significant numbers of its most talented members" (p. 9). A professional dilemma for school leaders now exists: increasing demand and decreasing qualified candidates. The American Association for Employment in Education (1998) found the largest

teaching shortages in bilingual and special education, computer science, math, science, English as a Second Language (ESL), and foreign language (Gardner & Silvernail, 2000).

Several reasons exist that may explain the teacher shortage: many veteran teachers are retiring, teacher attrition, and few viable candidates entering the profession (Allen, 2000; Huling-Austin, 1987). Chaika (2000) contributes the following as additional factors relating to the teacher shortage: teachers hired on emergency certificates, an increase in student enrollment, and a lack of consistency among institutions of higher learning in reference to teacher training.

The National Center for Education Statistics (NCES) is widely considered as the best source of information on teaching and teaching conditions. The NCES (1996) confirmed the high rate of teacher retention. The following statistics were provided by the NCES: 11% of beginning teachers left the profession after one year; 10% of beginning teachers left after two years; 29% of all new teachers left the profession after three years (Ingersoll, 2000).

The National Commission on Teaching and America's Future (2002) reports several barriers to educational reform efforts aimed at increasing teacher retention:

1. Inadequate pre-service teacher education programs
2. Poor support structures for new teachers
3. Ineffective teacher recruitment activities and unclear hiring practices
4. Inconsistent standards for teachers
5. Little opportunity for significant job-embedded professional development.

Several strategies exist for ensuring effective teaching and increasing the opportunity for long-term teacher retention:

1. Colleges and universities should improve pre-service teacher education programs
2. School districts/schools should implement strong support structures for all new teachers
3. Students should be expected to perform at a high level of achievement
4. The needs of all students should be addressed
5. Teachers should have adequate knowledge in their teaching area
6. Teachers should focus on improving their performance and increasing student achievement
7. Hold schools accountable for teaching and learning
8. School districts/schools should support lifelong learning opportunities for teachers (Allen, 2000).

A large demand and a shrinking supply of quality teachers have leaders looking for solutions to the teacher shortage problem. Gerald and Husser (2000), Ingersoll and Smith (2003), Johnson (2001), and NCES (1997) predict that approximately 2.2 million teachers will be needed in the next ten years due to retirement, attrition, increased enrollment, and mandates by state and national agencies to lower class sizes. The U.S. Department of Education (1999) predicts that over half of the new teachers will be first-time teachers. Enrollment in elementary schools is expected to rise by 17% and in high schools by 26% by 2008 (NCES, 1995). Goodnough (2000) expects the proportion of teachers who retire each year to rise. As experienced teachers retire, they are replaced by young, inexperienced teachers, whose attrition rates are higher than veteran teachers (Archer, 1999; Grissmer & Kirby, 1997). Ingersoll (1999) indicates the real issue is with

retention, not a shortage of qualified teachers. Some areas may face critical issues in attracting teachers, which supports the need for induction programs that will support new teacher retention.

A study conducted by the U.S. Department of Education (1999) produced data showing approximately 30% of new teachers leave the profession in the first three years.

The areas hit the hardest by these shortages are:

1. Minority teachers
2. Teaching areas in difficult to staff areas such as: special education, science, foreign languages, and mathematics
3. Communities with high levels of poverty
4. Areas where the communities are experiencing a rapid increase in the number of students enrolling in their schools.

According to Allen (2000), the impacts of a teacher shortage include:

1. The overall quality of the teacher workforce is compromised
2. The disparity between rich and poor schools becomes greater
3. Poor school district have a more difficult time recruiting and hiring new teachers
4. Staffing urban and rural schools becomes more of a problem

The new teachers with the most talent are the ones most likely to leave the profession (Halford, 1998; Schlechty & Vance, 1983). Teaching sometimes resembles a revolving door because approximately 90% of all new hires are replacements (Ingersoll, 2001). It is ironic that the United States produces two times as many new teachers each year than actually begin teaching careers (Darling-Hammond, 1998a). With all of the extra pressure

placed on new teachers, it should be no surprise that teacher attrition exists because the teachers look for more lucrative jobs in a less stressful environment (DePaul, 1997). Ensuring that quality teachers remain in the classroom is a challenge educational leaders are facing while planning for the future. Weiss and Weiss (1999) report that many first year teachers are offered little or no support and few opportunities for professional development. There is no time for discussion with colleagues about problems they are facing (DePaul, 1997). The reasons teachers leave the profession must be addressed while identifying effective practices to influence teacher retention. Enacting progressive recruiting approaches is not the only solution to the teacher shortage, but developing new teacher induction programs that are designed to support the development of new teachers is imperative to retaining new teachers (Johnson et al., 2001).

Many new teacher induction programs may have the following outcomes:

1. An increase in student achievement
2. Fewer teachers leaving the profession
3. More cost efficient to recruit and hire teachers (U.S. Department of Education, 1999).

New teachers cite the lack of mentoring by an experienced teacher as the primary reason for leaving the classroom (Southern Regional Education Board [SREB], 2002). There are other factors that contributed to teachers leaving the classroom. Examples are low pay, lack of discipline among students, large classes, heavy workloads, lack of parental involvement, lack of respect, high stress, inadequate preparation, the lack of administrative support, and the lack of mentoring by experienced educators (Bradley, 1998; Fideler & Hasselkorn, 1999; Mezzacappa, 2003; National Education Association

[NEA], 2000). While there are many reasons attributing to teacher turnover in the literature, a possible solution was apparent: providing a support system to help guide new teachers in the first few years. The NCES (1997) issued two surveys: Schools and Staffing Survey and the Teacher Follow-up Survey. The data show the reasons why the teachers say they left the profession: retirement (12%), school staffing action (28%), family or personal reasons (39%), pursued other opportunities (25%), and dissatisfaction [26%] (Ingersoll, 2001).

The difficulty in retaining teachers has an adverse effect on our most important group of stakeholders, the students. Hope (1999) reports a decrease in student achievement when a lack of consistency exists in the classroom. Working toward a common set of goals helps a school improve and student achievement to increase (Hope, 1999). The greatest impact on student learning occurs when a teacher is well prepared to teach in their classroom (Darling-Hammond, 2000; Wilson, Floden, & Ferrini-Mundy, 2001).

Many states and local districts have developed programs to help support new teachers (Archer, 1999; Cooperman, 2000). Schools and districts have been advised by policy analysts to professionalize teaching in order to improve retention (Holmes Group, 1986; Kanstorom & Finn, 1999; National Commission on Teaching and America's Future [NCTAF], 1996).

Rushland (2001) conducted a study designed to investigate factors influencing the attrition and retention of newly hired Minnesota business education teachers in the public sector. The relevant conclusions from Rushland's study are as follows: 1) the retention rate was higher for business education graduates responding to the survey; 2) the study

identified retention factors such as: mentor support, money, and personal satisfaction, but may not have accurately reported attrition factors due to the low number of participants responding who did not enter the profession or chose to leave teaching later. Rushland's study provides a wealth of information on retention and attrition factors. Examples of attrition factors are the person's level of professional commitment, job advancement opportunities, classroom management issues, stress, and a lack of a mentoring program.

There is not a national mentoring program aimed at recruiting and retaining teachers, but many states and several school districts have responded by implementing their own programs to help in recruitment and retention. For example, in North Carolina, the Department of Public Instruction has implemented several initiatives to recruit and retain teachers. Financial initiatives in North Carolina include the following: in-state tuition, financial incentives, scholarship loans, and support for National Board Certification. Other programs and services offered allow candidates alternative ways to become certified and offer assistance in placing candidates into open positions. Additionally, North Carolina has initiated programs to help recognize and reward teachers for their efforts. Examples of these initiatives include Teacher of the Year awards, salary increases for advanced degrees and National Board Certification, and a Fellows Program aimed at encouraging teachers to pursue advanced degrees. The state of North Carolina also offers extensive professional development opportunities, a three-year training program, paid mentors for two years, optimum working conditions for new teachers, and three days of orientation (Brunson, 2004).

Mentoring

Mentoring began as far back as ancient Greece. In Homer's *Odyssey*, Odysseus entrusted Mentor to tutor his son, Telamachus (Lewis, 2001). A successful mentoring relationship can produce many positive results. According to Gehrke (1998), the definition of mentoring should capture "the giving and receiving, the awakening and the labor of gratitude" (p. 194). Dornan (1999) suggests that "new teachers need to be involved in a mentoring program that allows them to work very closely with an experienced teacher who will help guide them through day-to-day operations of a classroom teacher" (p. 5). Developing mentor/protégé relationships between new and veteran teachers should be an integral part of any professional development plan (Dornan, 1999).

Reform movements in the early 1980s enabled mentoring programs to help improve education (Feiman-Nemser, 1996; Mutchler, et al., 2000). "Mentoring is the complex and developmental process which mentors use to support and guide their protégé through necessary early career transitions which are a part of learning how to be an effective, reflective educator and career-long learner" (Sweeney, 2001, p. 1). Little (1990) and Darling-Hammond (2003) feel that providing a new teacher with support and consultation will help their attitudes, feelings of efficacy, and instructional skills in the profession.

Many induction programs use mentoring as a major component to assist new teachers in their early development. Villani (2000) maintains that formal and informal methods utilized by experienced teachers will help new teachers acclimate themselves to their new school environment. Comprehensive mentoring programs should have the

following components: a sound hiring process; pre-service programs that provide necessary information and active participation; a support network, including ongoing dialogue; an ongoing mentoring or coaching program; an evaluation plan that promotes growth; and a professional development program that supports new teachers (London, 2003). In successful mentoring programs, trained mentors provide professional support and the process itself has strong administrative support (Brunson, 2004). Mentoring is a powerful, cost-effective tool in the teacher induction process (Recruiting New Teachers, 2000). The assignment of a mentor teacher is the most cost-effective and significant component of a mentoring program (Huling-Austin, 1990).

According to Ganser (1996), mentoring serves several purposes:

1. To provide strong supports for new teachers
2. To retain quality teachers in the classroom
3. To guide curriculum and instruction
4. To improve teaching and learning

“The process also helps new teachers understand the history, customs, and culture of the school in which they work; and chart a course for long-term professional development” (Ganser, 1996, p.1).

Building morale, professional competence, and the commitment of a new teacher is the goal of a mentor-mentee relationship (Fideler & Haselkorn, 1999). The school’s principal is the first mentor. He/she is responsible for identifying the roles and expectations of all stakeholders in the teaching and learning process (Bercik, 1994). A quality mentoring program can be designed to help retain new teachers, improve their instructional approach, and to help experienced teachers become reflective in their

teaching practices (Recruiting New Teachers, 2000). New teachers desperately need their mentors to be well trained and willing to involve themselves by committing personal time to the teacher/mentor process (Simmons, 2002). Mentors are charged with helping new teachers discuss individual strengths and weaknesses in a non-threatening environment where trust is a vital factor (Brock & Grady, 2000). Jonson (1997) believes mentoring is one teacher helping to facilitate the growth of a colleague.

Induction

The comprehensive process used to train, support, and retain teachers is referred to as induction (Wong, 2004). Stephens and Moskowitz (1997) see induction programs as a way to ease the transition from pre-service teachers into their individual classrooms and then help the teachers develop professionally in order to retain them in the teaching profession. The intent is to turn new teachers into teachers of students instead of a student of a teacher (Stephens & Moskowitz, 1997). Schlechty (1985) feels that all new teachers hired are expected to survive the induction process and become career teachers. “The best way to support, develop, and cultivate an attitude of lifelong learning in beginning teachers is through a new teacher induction program focused on teacher training, support, and retention” (Wong, 2002, p. 52).

New teacher induction programs vary in many ways. Many programs incorporate characteristics unique to an individual state, district, or school. Some programs are multi-year in design, while others last just one year. Abell et al. (1995) found that one or more of the following characteristics were incorporated in the most common induction delivery systems:

1. Consistent meetings are held throughout the year to facilitate growth
2. Support groups are created to help new teachers adjust to a new district/school
3. A mentor is assigned and a support system is implemented at the school level

Heidkamp and Shapiro (1999) provide five steps to providing effective support for new teachers:

1. New teachers should be welcomed to their new district/school
2. Administrators should provide direction and support for new teachers
3. Frequent contact with a support group should be encouraged
4. Providing opportunities for developing relationships and participating in professional development activities should be offered
5. New teachers should be encouraged to complete a self-evaluation to determine individual strengths and weaknesses.

Fideler and Haselkorn (1999, p. 5) stated induction programs are needed for the following reasons:

1. To staunch the hemorrhage of new teacher attrition;
2. To eliminate unfit individuals and retain only those who have been deemed competent;
3. To extend the preparation period of novice teachers through their crucial first few years upon the job so that they can continue to develop as proficient, knowledgeable, and successful teachers of our nation's children;

4. To improve the climate for teaching and learning, and build community between new and veteran teachers.

Providing job embedded opportunities for new teachers to grow personally and professionally is imperative for teacher induction programs to succeed (Moir & Gless, 2001). Mentoring programs could fail miserably if it is the sole component of a new teacher induction program (Hargreaves & Fullan, 2000). Teacher induction programs can provide the greatest benefits to new teachers only if it is a part of the overall professional development opportunities available to all teachers within a school system (Villani, 2002).

The structure of teacher induction programs will vary among school districts. Induction programs may focus on best practices relating to instructional methods designed for mastering teaching skills and academic content or creating school environments that rely on a broad base of knowledge. Individual schools or school districts will design their induction programs to fit the needs of the teacher and the school or district (Recruiting New Teachers, 2000). Moir and Gless (2001) report that induction programs are most effective when new teachers become on-the-job learners who are reflective in their teaching practices with student achievement being their primary focus. Changing school cultures, while improving teaching and learning, should be the goal of any teacher induction program (Moir & Gless, 2001).

Teacher induction programs can only be successful when the activities of the program are carefully selected with a set of targeted goals are clearly identified (Huling-Austin, 1985; Arends & Rigazio-DiGillo, 2000). Four major goals of teacher induction programs are:

Goal 1: To improve teaching performance. It is difficult to measure the success of one group of teachers in comparison with another group of teachers. A significant difference was found in the way principals rated the teaching competencies of control and experimental teachers. Teachers assigned a mentor were rated significantly higher than first-year teachers without the support of a mentor (Blackburn, 1977).

Goal 2: To promote the personal and professional well being of teachers. New teachers frequently fall victim to high levels of stress, anxiety, and a loss of self-confidence. A quality teacher induction program provides professional and personal support for the new teacher (Schlechty & Vance, 1983; Jambor & Patterson, 1997).

Goal 3: To satisfy mandated requirements related to induction and certification. Stansbury (2001) noted the organization and features of teacher induction programs fit on a continuum. One end of the continuum finds the induction period as a brief, school-level orientation at the start of the school year, while the other end of the continuum finds the induction period as multi-year process, with ongoing support, networking, mentoring, and job-embedded professional development (Stansbury, 2001).

Goal 4: To increase the retention of promising beginning teachers. Teacher induction programs, when run effectively, should increase teacher retention. Without a sound teacher induction program, many new teachers abandoned the profession (David, 2000; Ganser, 2000). Strong political support from individual state governments and local school districts are keys to successful teacher induction programs (U.S. Department of Education, 1995). Consistent funding is necessary for teacher induction programs to be successful for the long-term (Mills, Moore, & Keane, 2001).

Goal 5: To transmit the culture of the system to beginning teachers. New teachers must adapt to their new surroundings and their new role as a teacher while being socialized to the role demanded by others (Feiman-Nemser et al., 1999). In 1981, Gehrke generated concepts of how new teachers adapt to their role as a teacher. Gehrke's data generated three categories of teacher personalization: needs, perceptions, and behaviors.

According to Gehrke (1981), new teachers have four specific needs during early role transition: need for respect, need for belonging, need for a sense of competence, and a need for liking. Beginning teachers must have these needs met before they can become autonomous and respond with confidence to the responsibilities of their job.

In 1991, Smylie and Conyers suggested that teacher induction programs go through three paradigm shifts:

Paradigm Shift 1: Replication to reflection. Teachers should reflect more on their individual learning and less on the transfer of knowledge. This paradigm shift would allow for a teacher to enhance their problem-solving skills and conducting action research aimed at improving their skills and knowledge specifically related to their individual schools and classrooms.

Paradigm Shift 2: Learning separately to learning together. Novice teachers and their mentors work together to develop professional resources that will help both classrooms be more successful. Induction programs are aimed at allowing novice and experienced teachers the opportunity to share and learn together.

Paradigm Shift 3: Centralization to decentralization. Professional development activities are selected and implemented at the local school level. These professional development activities are supported at the district level. Essentially, the importance of

identifying and planning professional development activities shifts from the central office to the local school level. More tailored professional development activities may be available when decentralization occurs.

Effective Teaching

Induction programs are developed and implemented for many reasons previously mentioned. Improving student achievement may be the most important reason teacher induction programs are so important. “Expert teachers use knowledge about children and their learning to fashion lessons that connect ideas to students’ experiences. These skills make the difference between teaching that creates learning and teaching that just marks time” (Darling-Hammond, 1998b, p. 78). Any information being presented to students must be meaningful because it gives students more points in their knowledge structures to which they can attach new information (Rosenshine, 1996). Rosenshine (1996) states, “Education is a process of developing, enlarging, expanding, and refining our students’ knowledge structures” (p. 197). Effective teaching correlates with an increase of student achievement (Rosenshine, 1996). Rosenshine (1986) reported that effective teachers used the following procedures:

1. Begin a lesson with a short statement of goals;
2. Begin a lesson with a short review of previous, prerequisite learning;
3. Present new material in small steps, with student practice after each step;
4. Give clear and detailed instructions and explanations;
5. Provide active practice for all students;

6. Ask many questions, check for student understanding, and obtain responses from all students;
7. Guide students through initial practice;
8. Provide systematic feedback and corrections;
9. Provide explicit instruction and practice for seatwork exercises and, where necessary, monitor students during seatwork; and
10. Continue practice until students are independent and confident. (pp. 61-62)

Rosenshine (1996) maintained that guided practice consisted of engaging students in the following cognitive processing activities: organizing, comparing, contrasting, and summarizing, all of which lead to meaningful learning.

Professional Development

The principal of a school must always be cognizant of his/her role as the instructional leader of the school. Providing professional development opportunities for teachers is part of being an instructional leader (Cole, 1990). It is imperative for school principals to offer new teachers opportunities to participate in meaningful, job-embedded professional development activities. These activities will allow new teachers to sharpen their existing skills and to possibly acquire new techniques to help improve their performance on the job. Principals are charged with identifying professional development opportunities and making it possible for new teachers to attend necessary activities (Hope, 1999).

School districts are challenged on a yearly basis to meet standards for student achievement on standardized assessments. School districts, along with individual schools should offer professional growth opportunities that will help teachers raise student achievement and to improve their knowledge base of applicable content knowledge and pedagogy. Adult learners, such as teachers, must be treated differently than students (Trotter, 2006).

Adult learners are often referred to as a neglected species (Knowles, 1990). Knowles (1990) listed five assumptions about adult learners when viewing professional and adult development:

- Adults were motivated to learn as they experienced needs and interests that the learning would satisfy.
- Experience was the main resource for adult learning,
- Individual differences among people increased with age,
- Learning for adults was lifelong, and
- Adults had a need to be self-directed in their learning.

Teachers, to some extent, should be held responsible for their own professional development needs. Individuals search for professional development opportunities that will interest them, extend their knowledge, and provide the best opportunity for them to improve in their field. The success of many teachers in their journey to be lifelong learners can be greatly increased if the teacher has the opportunity to determine the direction of their individual professional development opportunities. Much of the data found in adult development research can be used in planning professional development activities for teachers (Trotter, 2006).

Thompson and Zeuli (1999) define professional development as “learning by widening circles of teachers, so that it is not only these teachers’ knowledge but the whole profession that develops” (p. 367). Lieberman (1995) calls for teachers to engage in actual learning opportunities that promotes student achievement and transformation of schools. A transformation in a teacher’s knowledge can be an outcome of professional development (Feiman-Nemser, 2001).

New teachers face many challenges that can be related to the stages of professional development. The first stage of being survival-oriented was identified by Frances Fuller (Borich, 1993). The concern for just getting through the day is the focus of teachers at this stage. The second stage calls for new teachers to become task-oriented. Rigid control, strict organization, and establishing classroom routines becomes the focus of new teachers (Borich, 1993). Many teachers are extremely effective, in a boring way, while in stage two and they develop a “get tough” attitude (Borich, 1993). The third and final stage calls for teachers to become impact oriented where they are most concerned with their classroom routines (Borich, 1993).

Teachers often participate in professional development opportunities that are required by a local school district/school and/or by taking classes in a graduate degree program. Through these two traditional methods, teachers cannot learn to be more effective because conventional professional development opportunities for teachers are simply considered a dissemination activity. Many times, teachers are expected to participate in activities that they have little or no input in planning. These activities are often not meaningful to the teachers. Although teachers may gain a new idea, they may struggle to implement changes of any magnitude in their classrooms. Professional

activities of this nature allow disconnect between development and practice. Teaching and learning will not improve significantly without new ways to develop our teachers (Feiman-Nemser, 2001).

Professional development is critical to any real efforts to professionalize teachers, redefine teaching, and transform schools. Professional development opportunities are designed to improve the process of teaching and learning. Teachers need to be involved in sustained learning opportunities that are built directly into the needs of individual teachers (Feiman-Nemser, 2001). New teachers are subject to leaving the teaching profession within the first three years at high rates. School administrators see the need to provide job-embedded professional development as a prime method of assistance provided to new teachers (Little, 1990; Mills, Moore, & Keane, 2001).

Some school districts use a multitude of strategies to assist new teachers. Many strategies involve professional development activities such as collegial observations and continuing education classes through local colleges and universities (State of Michigan Department of Education, 1994). Many states offer new teachers an opportunity to complete professional development activities in areas where their performance is below the standard (Defino & Hoffman, 1984).

The Role of the Principal

Each participant in a teacher induction program should have a written job description. The principal is the vital part of the teacher induction process (Bercik, 1994). All principals should be instructional leaders for all of their teachers, although research provides little guidance in how to meet the challenges of beginning teachers (Ryan, 1986;

Stansbury, 2001; Veenman, 1984). Many times a principal expects the novice teacher to exhibit the same proficiency as a veteran teacher. Kyle, Moore, and Sanders (2001) suggest that individual principals should help the novice teacher adapt the methodology learned in college to the specific school setting. Many novice teachers feel overwhelmed and fail to realize that others are experiencing the same feelings. Veenman (1984) indicates that many novice teachers cling to the first method that works for them and maintains the same approach throughout their entire career.

Principals are the key players and have a major role in inducting new teachers into the culture of the local school and the teaching profession (Hughes, 1994; Stansbury, 2001). Novice teachers have expectations of the role the principal should play in their development as professional educators. Novice teachers want the principal to simply communicate the criteria necessary for them to become good teachers (Brock & Grady, 1998). A major factor influencing the increase in teacher attrition is the lack of administrative support the principal offers to new teachers (Karge, 1993). The most useful of the induction techniques used by principals is developing personal interactions with the novice teachers (Brock & Grady, 1998).

Lack of administrative support is a primary reason why new teachers fail to remain in the teaching field during the first three years of employment (Billingsley & Cross, 1992; Darling-Hammond & Sclan, 1996; Rosenholz, 1989). Developing and maintaining an open relationship with the principal is a desire of new teachers. The problems of new teachers may diminish if the presence of a relationship where the principal is actively involved in assisting the new teacher exists. Principals are expected to provide new teachers with clear criteria for things such as: good teaching, classroom

visits, affirmation, feedback, support, and effective communication. A principal's high expectations may influence the level of self-efficacy achieved by many new teachers (Brock & Grady, 1998).

According to Brock and Grady (1998), principals expect new teachers to:

1. Have a professional attitude,
2. Have an adequate knowledge base,
3. Utilize effective classroom management strategies, and
4. Employ excellent communication skills with all stakeholders.

Hargreaves (1998) maintains that supporting a high level of performance and providing professional development and incentives for new teachers will help new teachers remain in the teaching profession. An increase in the amount of burnout and attrition among new teachers increases in the absence of a supportive relationship between the educational leader and the new teacher (Buchmann, 1990; Glickman, Gordon, & Ross-Gordon, 1998). Principals have a critical role in the induction process and should realize the importance of providing support and direction that goes a long way towards satisfying the multiple needs of a new teacher (Brock & Grady, 1998; Sergiovanni, 1995).

Principals must seriously consider critical factors such as: selecting mentors, time constraints, forming relationships, and matching methods (Little, 1990). Principals who are involved in utilizing a mentoring program as part of the teacher induction process must consider the following characteristics when selecting mentor teachers:

1. Grade level,
2. Proximity in age,
3. Master teachers,

4. Similar personalities,
5. Adult educators,
6. Listeners,
7. Knowledge,
8. Friendliness, (Brock & Grady, 1998)

Villani (2002) indicates that the educational leader's interest in effective practices for new teacher induction has proven to be invaluable in nurturing the organizational health in their building and in the educational system as a whole.

The role of the principal is more evolutionary because principals must clarify their agendas to themselves and all of their stakeholders (Bolman & Deal, 1993). The principal serves the key role of being an instructional leader and thus leading his or her school towards a more instructional model (Bolman & Deal, 1993; Chalker, 1992). Chalker (1992) believes a principal's acceptance of an increased involvement in staff instruction will enhance his/her performance beyond being a traditional manager. Training in supervision will help the principal facilitate a novice teacher's skill development (Greene, 1992). Developing the culture of the school is vital to a principal's success in allowing novice teachers to have a legitimate chance at being successful early on in their careers (Boyer & Lee, 2001; Carter & Francis, 2001; Frase, 1992; Fullan, 1999; Mills, Moore, & Keane, 2001; Sergiovanni & Carver, 1980).

A recognized tool for assisting in the growth of novice teachers is the creation of a collegial atmosphere (Boyer & Lee, 2001; Carter & Francis, 2001; Saunders & Pettinger, 1995; Stansbury, 2001). The principal, as the instructional leader, should not assume that all staff members wish for new teachers to be successful (Maynard, 2000;

Paese, 1997). Many veteran teachers express the need to be assigned easier classes, less preparations, and the best room assignments (Johnson, 2001). Principals should not favor veteran teachers over the novice teachers. Some researchers have stated that workloads for novice teachers should be reduced (Lohr, 1999; Paese, 1990; Stansbury, 2001). Often principals try to satisfy the veteran teachers by assigning the novice teachers multiple preparations and the worst classes (Paese, 1990). Principals may offer little or no support to these novice teachers that are struggling to survive in such a demanding situation (Johnson, 2001). It is the duty of the principal to assign novice teachers to situations that meet their skill and competence level (Carlin, 1992).

Some have claimed the most important role for a principal is to care so much about the individuals around him/her that they want to do the best they can for the benefit of the organization and themselves (Pellicer, 1999). Zepeda and Ponticell (1998) report that common classroom reinforcement tools such as praise and cheer will help novice teachers alleviate more stress than formal observation methods where mistakes are magnified. A principal must cultivate the professional development and growth of all teachers under his/her supervision. A principal's ability to clinically supervise the staff, especially novice teachers, is of paramount importance (Carlin, 1992; Glatthorn & Fox, 1996; Sagor & Barnett, 1994). Principals need to pay close attention to allowing novice teachers release time in which to observe seasoned veterans who are effective teachers (Carter & Francis, 2001; Stansbury, 2001). Ponticell and Zepeda (1997) report that many novice teachers encountered many problems due to the lack of connection to their principal and other teachers.

A principal must lead by example. “An authentic principal not only does things right, but he or she does the right thing. And all of them are done with a genuine spirit of contributing to the future” (MacKay & Ralston, 1998, p. 5). Novice teachers are concerned about coping with disruptive students (Smith, 2000). Nelson (1996) indicated that new teachers, when they perceived strong administrative support, felt more in control of their classrooms and better equipped to deal with disruptive students.

Summary

True reform efforts to implement teacher induction programs began in earnest during the early 1980s. Many researchers feel that teacher induction programs provide the missing pieces in the teacher development process. A teacher’s development is critical in the early years of their careers. New teachers often struggle in many areas while learning to be a teacher. Some research shows that many colleges and universities struggle to adequately prepare new teachers during their pre-service programs.

Many new teachers experience what researchers call reality shock once entering the profession (Veenman, 1984). A new teacher enters the classroom with ideals that are far from the realities of public education. New teachers feel they are on their own once they receive their first job. Many times, the new teacher is correct in their thinking due to a lack of support from leaders at the school district and individual school to which they have been assigned. The transition from being a student to being a teacher is a difficult process for many new teachers to master. According to Veenman (1984), there are several factors that make the transition more difficult for new teachers such as the

following: a lack of interaction with colleagues, managing all of their professional responsibilities, and inadequate pre-service training.

New teacher induction programs are vital to the success and development of young teachers. Administrators at the district and local school levels are faced with a shortage of teachers. Some researchers believe there are plenty of teachers for hire, but many of them choose to follow a different career path due to the perceived working conditions in America's public schools. Many new teachers are faced with the daunting task of overcrowded classrooms, lack of instructional resources, poor support from administrators, lack of discipline, low pay, high stress, a lack of respect, a heavy workload, and inadequate preparation at the pre-service level. Teacher induction programs are designed to assist new teachers in managing the overall process of being a teacher.

Although there is no national teacher induction model for new teachers, many district level induction programs share a common thread. Many new teacher induction programs possess the following characteristics: ongoing discussions with mentors and other members of the teacher support system, an establishment of a mentoring program, and job-embedded professional development opportunities for new teachers. Professional development plays a key role in helping new teachers sharpen their skills to improve their teaching ability and student achievement. All induction programs should have five main goals: to improve teaching performance, to promote the personal and professional well being of teachers, to satisfy mandated requirements related to induction and certification, to increase the retention of promising beginning teachers, and to transmit the culture of the system to beginning teachers.

Mentoring is a key component of any successful teacher induction program. A successful mentoring relationship can produce many positive results that can carry a new teacher through a long career as a professional educator. Dornan (1999) suggests that “new teachers need to be involved in a mentoring program that allows them to work very closely with an experienced teacher who will help guide them through the day-to-day operations of a classroom teacher” (p. 5). Developing a mentor/protégé relationship is the first step in providing key professional development opportunities for new teachers. It is cost efficient and extremely effective when a new teacher can walk down the hall and garner a large amount of support from a fellow teacher. By providing a new teacher with support and consultation, research shows that a new teacher’s attitude, self-efficacy, and instructional skills within the teaching profession will improve (Darling-Hammond, 2003; Little, 1990).

Developing new teachers is a challenging task for school administrators, but research shows that an effective teacher is the most important resource in a classroom. The effects of effective and ineffective teachers will be clearly evident two years later (U.S. Department of Education, 1999). Student achievement is clearly aligned with effective teaching (Rosenshine, 1996). Improving student achievement is one of the primary reasons for the implementation of quality teacher induction programs because with the proper supports, many new teachers will become effective teachers.

Professional development is critical to any teacher’s success in the profession, but to a new teacher, it is of paramount importance. Many new teachers are placed into classrooms with little in the way of resources and a lack of confidence in themselves. The principal, as the instructional leader, must take the initiative in providing quality, job-

embedded professional development opportunities for new teachers. The new teachers must be given the opportunity to work with their mentor(s) in a setting where each individual may learn and thrive in their classrooms. Collegial observations, joint in-service training, and common planning times are ways administrators can help facilitate a nurturing relationship that helps the new teacher become an effective teacher. Thompson and Zeuli (1999) define professional development as “learning by widening circles of teachers, so that it is not only these teachers’ knowledge but the whole profession that develops” (p. 367). Professional development for all teachers allows for the engagement in actual learning opportunities that promotes student achievement and the transformation of schools (Lieberman, 1995).

The principal is a vital part of the teacher induction process (Bercik, 1994). Principals, as the instructional leader of the school, must be proactive in the support of the developmental process of all teachers. The principal must understand that new teachers have a special set of needs that many veteran teachers have already satisfied. New teachers will not have the same proficiency level as a veteran teacher. Principals must ensure that new teachers are given the opportunity to grow and obtain higher level skills that will enable them to become effective teachers who can foster student achievement.

The purpose of this study is to measure how Alabama high school principals in public schools perceive the key components of teacher induction programs. The teacher shortage throughout the United States is requiring school administrators at the district and local school level to work together to develop programs aimed at teacher retention. Retaining young teachers in the teaching profession is paramount to the future success of

schools. The following chapter describes the methods that were used to conduct this study.

III. METHODS

Introduction

Following a review of the literature, this study was developed to study the perceptions of Alabama high school principals on the key components of teacher induction programs. The study examined if a relationship existed between the principal's school size and the length of the induction program among various components of teacher induction programs such as the following: classroom management, instructional planning, teaching strategies, student assessment, understanding the environment, and professional expectations. A survey developed by Dr. Jean Flanagan-Joest (2002), was used to determine if relationships existed and if so, to what extent among the variables. Permission was sought and granted by the survey developer to utilize her instrument, with revisions.

Research Questions

In order to study the perceptions of Alabama public high school principals on the key components of teacher induction programs it was determined that an anonymous survey would be the most appropriate method to use when conducting this study. The researcher used a survey to determine if a relationship existed between the independent and dependent variables described in the following research questions:

1. What is the influence of the length of the induction program in relation to the following:
 - a. Classroom Management
 - b. Instructional Planning
 - c. Teaching Strategies
 - d. Student Assessment
 - e. Understanding the Environment
 - f. Professional Expectations

2. What is the influence of school size in relation to the following:
 - a. Classroom Management
 - b. Instructional Planning
 - c. Teaching Strategies
 - d. Student Assessment
 - e. Understanding the Environment
 - f. Professional Expectations

Instrument

Flanagan-Joest (2002) developed the survey to:

identify competencies, as identified by novice teachers, that positively impact teacher retention. Additionally, the study compared the impact, if any, on the competency categories identified by the novice teachers and

district administrators related to demographic variables of gender, chronological age, organizational level, and district size. (p. 57)

Dr. Flanagan-Joest was contacted by e-mail and agreed to provide written permission to use the survey, with revisions, to the researcher by electronic mail (See Appendix A).

Data Gathering

The survey instrument that was mailed to each public high school principal in participating school districts in Alabama serving schools with grades 9-12 or 10-12 consisted of three sections. Section one consisted of several demographic-type items such as the following: gender, age, highest degree earned, ethnicity, school size, percentage of free and reduced lunches, and the number of years as a high school principal. The second section of the survey consisted of 36 questions regarding the school's teacher induction program and perceptions about how the program assisted novice teachers in the following areas: classroom management, instructional planning, teaching strategies, student assessment, understanding the environment, and professional expectations. The respondents were asked to respond to each question using a Likert-type scale of 1-5, with one (1) indicating that they strongly disagree and five (5) indicating that they strongly agree. The final section of the survey consisted of two open-ended questions that addressed the number of years new teachers were involved in the induction program and the most valuable aspects of the induction programs from each principal's perspective.

Reliability and Validity

The instrument, in its original form, was developed by Dr. Jean Flanagan-Joest, but was modified for this study. The original survey was tested for content validity by a panel of experts and through field-testing exercises. Seven experts reviewed the survey.

Six of the seven reviewers provided feedback to Dr. Flanagan-Joest. Field-testing involving the original survey instrument took place in November 2002, after Dr. Flanagan-Joest made revisions recommended by the expert panel. The field-testing component included 24 teachers, one-half were first-year teachers and one-half were teachers completing their student teaching experiences. Seventeen of the summary sheets provided to the field-testing group were returned, with an average completion time of 10-15 minutes. No responses indicated that there were any problems with the clarity of the survey instrument. The only survey modifications undertaken for this study was an expanded demographic section.

Procedures

The investigator secured a list of current superintendents serving in county and city school systems from the Alabama State Department of Education. The superintendents serving city and county school districts in Alabama were contacted via electronic mail, phone, and/or fax in order for the researcher to receive permission to send the survey instrument to the high school principals serving schools with grades 9-12 or 10-12. Several attempts were made by the researcher to obtain permission to conduct the study in the respective school districts via electronic mail, phone, and/or fax. If permission was granted by phone, the researcher requested permission be granted in writing via electronic mail or by fax. At the time of the study, there were 131 public school districts in Alabama. Of the 131 school districts, 51 superintendents granted the researcher permission to conduct the study within their school district. This authorization

gave the researcher permission to approach 119 public high school principals that were currently serving schools with grades 9-12 or 10-12.

Prior to sending the survey to each prospective participant for this study, the researcher submitted a Research Protocol Review Form to the Office of Human Subjects Research at Auburn University. After submitting the proposed study to the Institutional Review Board, approval was given to utilize human subjects when conducting this study (see Appendix B).

A survey was sent to public high school principals in participating school districts that were serving schools with grades 9-12 or 10-12 ($n = 119$) in the state of Alabama. The researcher relied on a volunteer sample to conduct this study. The names and addresses of each public school district and all principals serving schools with grades 9-12 or 10-12 were obtained from the Alabama State Department of Education.

Each prospective participant was mailed an information packet. Included in the packet were an information sheet (See Appendix C), the survey instrument (See Appendix D), and a self-addressed, stamped envelope in which to return the completed survey. The information sheet informed each prospective participant that their information would remain confidential.

Prospective participants were given two weeks to complete and return the survey. Surveys were mailed to all prospective participants on December 6, 2006. The surveys were mailed in the information packet previously discussed in this chapter. Forty- six surveys were returned by December 20, 2006. The data collected from each survey was stored in the researcher's home until all data was collected. Once all data were collected,

they were entered into SPSS for the data analysis part of the study. A total of 46 surveys were returned, with a return rate of 38.7%.

The survey sent to each prospective participant was copied on the front and back of an 8 ½” x 11” sheet of paper. All surveys were printed on fluorescent yellow paper to make sure it would be clearly distinguishable among other documents received by the prospective participants. The survey was mailed to each prospective participant in an 11” x 17” brown envelope.

Data Analysis

The data collected through the surveys regarding public high school principals perceptions of the key components of teacher induction programs were analyzed using quantitative research methods. The survey administered to each prospective participant consisted of three sections that addressed several areas relevant to this study. The first section addressed participant demographics such as: gender, age, highest degree earned, ethnicity, school size, percentage of students on free/reduced lunch and the number of years as a high school principal. Section two of the survey asked 36 questions addressing the areas of: classroom management, instructional planning, teaching strategies, student assessment, understanding the environment, and professional expectations. The prospective participants were asked to respond to each question using a Likert-type scale of 1-5, with one (1) indicating that they strongly disagree and five (5) indicating that they strongly agree. The final section of the survey consisted of two open-ended type questions that addressed the number of years new teachers were involved in the induction

program and the most valuable aspects of the induction programs from the principal's perspective.

All data were entered into SPSS where the descriptive data were generated. It was determined that a series of one-way multivariate analysis of variance (MANOVA) was the appropriate statistical technique to use in order to determine the effects of the respondents' gender, age, highest degree earned, ethnic background, and school size on the six dependent variables in this study (classroom management, instructional planning, teaching strategies, student assessment, understanding the environment, and professional expectations). A Pearson Product Moment Correlation was also conducted to determine the relationship, if any, between the dependent variables and the length of the induction program and the percentage of students receiving free and reduced lunch. It was determined that an alpha level of $\leq .05$ would be used to determine if a significant relationship existed among the independent and dependent variables.

Summary

The purpose of this study was to investigate the perceptions of public high school principals in Alabama on the key components of teacher induction programs. The survey used in this study was originally developed by Dr. Jean Flanagan-Joest, during her doctoral studies at the University of Texas-San Antonio. Flanagan-Joest (2002) developed the survey to

identify competencies, as identified by novice teachers, that positively impact teacher retention. Additionally, the study compared the impact, if any, on the competency categories identified by the novice teachers and district

administrators related to demographic variables of gender, chronological age, organizational level, and district size. (p. 57)

The original survey was tested for content validity by a panel of experts and through field-testing exercises. Minor modifications were made by the researcher to the original survey through revisions in the Likert-scale from 0-1 to 1-5 and the addition of different demographic questions to fit the research goals of this study. The revised survey was mailed to the 119 prospective participants. The prospective participants were public high school principals from participating school districts in Alabama serving schools with students in grades 9-12 or 10-12. A volunteer sample of 46 returned the survey at a rate of 38.7%. All data were collected from the survey in a confidential manner.

IV. RESULTS

Overview

Many issues need to be addressed when looking to develop quality induction programs in an attempt to improve retention rates among new teachers. The purpose of this study was to measure the perceptions of Alabama high school principals on the key components of teacher induction programs. The researcher investigated whether a significant relationship ($p < .05$), if any, existed between school size and the length of the induction program and the six dependent variables (classroom management, instructional planning, teaching strategies, student assessment, understanding the environment, and professional expectations). The results of this study provide an investigation of the key components of a successful induction program.

The research questions analyzed in this chapter include the following:

1. What is the influence of the length of the induction program in relation to the following:
 - a. Classroom Management
 - b. Instructional Planning
 - c. Teaching Strategies
 - d. Student Assessment
 - e. Understanding the Environment

- f. Professional Expectations
2. What is the influence of school size in relation to the following:
- a. Classroom Management
 - b. Instructional Planning
 - c. Teaching Strategies
 - d. Student Assessment
 - e. Understanding the Environment
 - f. Professional Expectations

Respondents

A list of the 119 high school principals from participating school districts serving in schools with grades 9-12 or 10-12 was acquired from the Alabama State Department of Education. The list included the names of each high school and the current principal of each school for the 2006-2007 school year. Of the 119 surveys mailed to each high school principal serving in schools with grades 9-12 or 10-12, 46 were returned. The return rate for this study was 38.7%. The following tables describe the volunteer sample used in this study.

Table 1 provides the gender of each respondent, the frequency of males and females responding to the survey, and the percentage that each gender represented in the sample.

Table 1

Participant Characteristics (GENDER)

Respondent's Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	34	73.9	73.9	73.9
	Female	12	26.1	26.1	100.0
	Total	46	100.0	100.0	

Table 2 provides the age of the respondents in ten-year intervals, the frequency of each age group, and the percentage that each age group represented in the sample.

Table 2

Participant Characteristics (AGE)

Respondent's Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-40	10	21.7	21.7	21.7
	41-50	11	23.9	23.9	45.7
	51-60	22	47.8	47.8	93.5
	61+	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

Table 3 provides the highest degree earned for each respondent, the frequency of each degree level, and the percentage of each degree represented in the sample.

Table 3

Participant Characteristics (HIGHEST DEGREE EARNED)

		Respondent's Highest Degree Earned			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's	24	52.2	52.2	52.2
	Specialist	14	30.4	30.4	82.6
	Doctorate	8	17.4	17.4	100.0
	Total	46	100.0	100.0	

Table 4 provides the ethnic background of each respondent, the frequency of each ethnic background, and the percentage of each ethnic group represented in the sample.

Table 4

Participant Characteristics (ETHNIC BACKGROUND)

		Respondent's Ethnic Background			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Caucasian	40	87.0	88.9	88.9
	African-American	5	10.9	11.1	100.0
	Total	45	97.8	100.0	
Missing	System	1	2.2		
Total		46	100.0		

Table 5 provides the school size for each participant, the frequency of each classification of school size, and the percentage of each classification of school size represented in the sample.

Table 5

Participant Characteristics (SCHOOL SIZE)

Respondent's School Size					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-400	27	58.7	58.7	58.7
	400-800+	19	41.3	41.3	100.0
	Total	46	100.0	100.0	

Table 6 provides categories for the number years of experience as a high school principal for the participants, the frequency of each category for the number of years of experience as a high school principal, and the percentage of each category representing the number of years as a high school principal in the sample.

Table 6

Participant Characteristics (EXPERIENCE)

Respondent's Experience as a HS Principal					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	17	37.0	37.0	37.0
	6-10	13	28.3	28.3	65.2
	11-15	6	13.0	13.0	78.3
	16-20	2	4.3	4.3	82.6
	21+	8	17.4	17.4	100.0
	Total	46	100.0	100.0	

Table 7 provides descriptive statistics for the percentage of students on free/reduced lunch and the length of the induction programs. The mean for the percentage of students receiving free/reduced lunches for the 46 participants was 40.32 (SD = 19.38). The mean for the length of the induction program was 2.0 years (SD = .915).

Table 7

Examination of Central Tendency

	Free/Reduced Lunch	Length of Induction Program
	Percentage	(in years)
Mean	40.32	2.00
Median	37.50	2.00
Mode	30	1 ^a
Standard Deviation	19.381	.915
Skewness	.972	.000
Standard Error of Skewness	.383	.357
Minimum	10	1
Maximum	98	3
N	38	44

^a. multiple modes exist. The small value is shown.

Results

A series of one-way multivariate analysis of variance (MANOVA) were conducted to determine the effects of several demographic and institutional characteristics on six dependent variables: classroom management, instructional planning, teaching strategies, student assessment, understanding the environment, and professional expectations. Demographic and institutional characteristics utilized as independent variables were respondents' gender, age, highest degree earned, ethnic background, and school size. Wilks' λ was reviewed and differences were found to be nonsignificant in all cases. Results are illustrated in the Table 8.

Table 8
MANOVAs

IV	Wilks' λ	F	p
Gender	.770	F(1,46) = 1.95	.097
Age	.672	F(3, 46) = 0.88	.601
Highest Degree Earned	.632	F(2,46) = 1.63	.100
Ethnic Background	.873	F(1,45) = 0.92	.489
School Size	.869	<u>F</u> (1,46) = 0.98	.451

Further analysis was conducted utilizing a Pearson Product Moment Correlation to determine the relationships between the six dependent variables and free/reduced lunch percentage and length of new teacher induction programs (in years). In all cases, no significant relationship was found. Results are illustrated in Table 9.

Table 9

Pearson Correlation Results

		Classroom Management	Instructional Planning	Teaching Strategy	Student Assessment	Understanding Environment	Professional Expectations
Free/Reduced							
Lunch	Corr	.100	.231	.237	.72	.076	.111
Percentage	Sig. (2 tail)	.551	.136	.153	.098	.648	.505
	N	38	38	38	38	38	38
Length of							
Induction	Corr	.123	.074	.237	.047	-.128	-.045
Program	Sig. (2 tail)	.427	.635	.118	.762	.409	.771
	N	44	44	44	44	44	44

Perceived effectiveness of the Induction Support Program was evaluated utilizing the average ratings of items within each of six content areas. Items about whether the program prepares the novice teacher effectively were rated by respondents on a 5 point scale: Strongly Disagree, Disagree, Neither Disagree or Agree, Agree, Strongly Agree. Overall, respondents' agreed that the program was helpful in preparing a novice teacher. Statistics are illustrated in Table 10.

Table 10

Descriptive Statistics of Respondents' Ratings of Program Effectiveness

Program Areas	Mean	% Max	Standard Deviation	Letter Grade Equivalent
Classroom Management	3.72	75	.80	C
Instructional Planning	3.98	80	.68	B-
Teaching Strategies	3.92	79	.64	C+
Student Assessment	3.58	72	.80	C-
Understanding the Environment	3.61	74	.94	C-
Professional Expectations	3.81	77	.70	C

Discussion

Results were based on respondents' perceptions of the effectiveness of the six areas included in the Induction Support Program: classroom management, instructional

planning, teaching strategies, student assessment, understanding the environment, and professional expectations. Analysis indicates that demographics such as gender, age, highest earned degree and ethnic background have no significant or practical effect in respondents' assessment of program effectiveness. Further, the percentage of free/reduced lunch and size of the respondents' school did not influence the educators' perspective of program effectiveness. Overall, respondents rated the effectiveness of the program irrespective of the programs length indicating that the ideas presented in the program could be communicated just as effectively in shorter amounts of time.

Individual and institutional characteristics did not influence the perceived effectiveness of the Induction Support Program; therefore, all respondents' ratings were averaged within each content area of the program for program evaluation purposes. Respondents' mean ratings for program areas indicated that they tend to agree that the program was effective; however they did not strongly agree overall. Program content dealing with Instructional Planning and Teaching Strategies were viewed as the most effective areas ($M = 3.98$, $SD = .68$; $M = 3.92$, $SD = .64$, respectively). To a slightly lesser degree, Classroom Management, Student Assessment, Understanding the Environment, and Professional Expectations were rated as effective in preparing the novice teacher ($M = 3.72$, $SD = .80$; $M = 3.58$, $SD = .80$; $M = 3.61$, $SD = .94$; $M = 3.81$, $SD = .70$, respectively).

Based on the overall ratings of effectiveness, the program appears to be beneficial in preparing novice teachers in various areas related to being a successful teacher. Further, the programs effectiveness is not affected by individual and/or institutional characteristics indicating that it would be useful in various settings regardless of

socioeconomic status of pupils, size of school, and ethnicity, age, or gender of teachers participating. Although further research into the programs value in various situations is needed to verify the finding within this study, the initial evaluation indicates that the program is without bias and is viewed as constructive by respondents. Following up with respondents to identify possible improvements to the program would be worthwhile considering the ratings overall were closer to the Agree than the Strongly Agree rating on the various areas of the program.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to discuss findings and conclusions that were drawn based on the analysis of data accumulated throughout this study. The need to examine the perceptions of Alabama high school principals on the key components of induction programs is reviewed followed by the restatement of the procedures used in this study. Interpretations and conclusions are then provided. A summary of the demographics provided by all of the participants in the study is provided along with an analysis of each research question being addressed in the study. Recommendations to improve teacher induction programs in Alabama high schools are provided, and suggestions for future research, based on the findings in this study are also addressed.

Introduction

This study examined the Alabama high school principals' perceptions of the key components of teacher induction programs. The comprehensive process used to train, support, and retain teachers is referred to as induction (Wong, 2004). Further, Castetter (1996) defines induction as "a systematic organizational effort to assist personnel to adjust readily and effectively to new assignments so that they can contribute maximally to the work of the system while realizing personnel and personal satisfaction" (p. 182). "The best way to support, develop, and cultivate an attitude of lifelong learning in

beginning teachers is through a new teacher induction program focused on teacher training, support, and retention” (Wong, 2002, p. 52).

The task of finding highly qualified teachers to fill a multitude of open positions is becoming more difficult for school administrators (Ingersoll, 2000). In Alabama, approximately 10 percent of all new teachers left teaching after one year following the 1999-2000 school year (PARCA, 2001). The relationship between the new teacher and the principal is a key to new teachers becoming successful. Brock and Grady (1998) indicate that new teachers wish to develop and maintain a relationship with the principal.

Educational leaders have expectations in regards to the importance of the induction process as well. Principals want teachers to possess a strong work ethic, care for their students, know their subject matter, communicate effectively, and have sound classroom management practices (Brock & Grady, 1998). These traits equate to a high-level of expectations, but good educational leaders realize all of these traits will not be achieved without a supportive climate within a school. Continuous administrative support will increase the level of competence within new teachers (Clift, 1991; Katz, 1999, Fischer et al., 1993). If a lack of support exists between educational leaders and new teachers, then it is likely that more teachers will leave the profession (Buchmann, 1990; Glickman, Gordon, & Ross-Gordon, 1998).

Restatement of Study Procedures

In order to study the perceptions of Alabama high school principals on the key components of teacher induction programs it was determined that a survey would be the best method in which to conduct this study. Names and addresses of current

superintendents serving in county and city school systems were obtained from the Alabama State Department of Education. The superintendents serving city and county school districts in Alabama were contacted via electronic mail, phone, and/or fax in order for the researcher to receive permission to send the survey instrument to the high school principals serving schools with grades 9-12 or 10-12. Several attempts were made in order to obtain permission to conduct the study in the respective school districts via electronic mail, phone, and/or fax. If permission was granted by phone, the researcher requested that the request be granted in writing via electronic mail or by fax. At the time of the study, there were 131 public school districts in Alabama. A listing of each public school district, along with the names of the current superintendent was obtained from the Alabama State Department of Education. Of the 131 school districts, 51 granted the researcher permission to conduct the study within their school district. The 51 school districts gave the researcher permission to approach 119 public high school principals that were currently serving schools with grades 9-12 or 10-12.

Prior to sending the survey to each prospective participant for this study, the researcher submitted a Research Protocol Review Form to the Office of Human Subjects Research at Auburn University. After submitting the proposed study to the Institutional Review Board, approval was given to utilize human subjects in conducting this study.

A survey was sent to every public high school principal serving schools with grades 9-12 or 10-12 ($n = 119$) in the state of Alabama. A volunteer sample was utilized to conduct this study. The names and addresses of each public school district and all principals serving schools with grades 9-12 or 10-12 were obtained from the Alabama State Department of Education.

Each prospective participant was mailed an information packet. Included in the packet were an information sheet, the survey instrument, and a self-addressed, stamped envelope in which to return the completed survey. The information sheet informed each prospective participant that their information would remain confidential.

Prospective participants were given two weeks to complete and return the survey. Surveys were mailed to all prospective participants on December 6, 2006. The surveys were mailed in the information packet previously discussed in this chapter. Forty six surveys were returned by December 20, 2006. All data was entered into SPSS where the descriptive data was generated. It was determined that a series of one-way multivariate analysis of variance (MANOVA) was the appropriate statistical technique to use in order to determine the effects of the respondents' gender, age, highest degree earned, ethnic background, and school size on the six dependent variables in this study (classroom management, instructional planning, teaching strategies, student assessment, understanding the environment, and professional expectations). A Pearson Product Moment Correlation was also conducted to determine the relationship, if any, between the dependent variables and the length of the induction program and the percentage of students receiving free and reduced lunch. It was determined that an alpha level of $\leq .05$ would be used to determine if a significant relationship existed among the independent and dependent variables.

Interpretations and Conclusions

The descriptive statistics produced from the data collected in this study resulted in the following. Thirty four males and twelve females responded to the survey. Males made up 73.9% of the respondent group, while females made up 26.1%. Of the participants in this study, 47.8% reported being between the ages of 51-60, 23.9% reported being between 41-50, 21.7% reported being between 31-40, and 6.5% reported being 61 or older. The highest degree earned varied among the participants who returned the survey. Master's degrees were held by 24 participants (52.2%), 14 participants held an Educational Specialist degree (30.4%), and eight participants held an earned Doctorate degree (17.4%).

The ethnic background of the participants indicated that 40 (87%) were Caucasian, 5 (10.9%) were African-American, and 1 (2.2%) did not report their ethnic background. Each participant reported their school size in following manner: 27 (58.7%) had a student population of 0–400, and 19 (41.3%) had a student population of 400-800+. The participant's experience as a High School Principal varied as 17 (37%) reported having 0-5 years of experience, 13 (28.3%) reported having 6-10 years of experience, 6 (13%) reported having 11-15 years of experience, 2 (4.3%) having 16-20 years of experience, and 8 (17.4%) having 21+ years of experience.

Two main research questions were analyzed in this study. This section includes the findings from the data analysis for each question.

Research Question 1: What is the influence of the length of the induction program in relation to the following:

- a. Classroom Management
- b. Instructional Planning
- c. Teaching Strategies
- d. Student Assessment
- e. Understanding the Environment
- f. Professional Expectations

Research Question 2: What is the influence of school size in relation to the following:

- a. Classroom Management
- b. Instructional Planning
- c. Teaching Strategies
- d. Student Assessment
- e. Understanding the Environment
- f. Professional Expectations

No statistically significant relationship was detected among the demographic and institutional characteristics on the six dependent variables: Gender ($p = .097$), Age ($p = .601$), Highest Degree Earned ($p = .100$), Ethnic Background ($p = .489$), and School Size ($p = .451$). No significant relationship was found between the six dependent variables and the length of the new teacher induction program: Classroom Management ($r = .12$, $p = .427$), Instructional Planning ($r = .074$, $p = .635$), Teaching Strategies ($r = .24$, $p = .118$), Student Assessment ($r = .05$, $p = .762$), Understanding the Environment ($r = -.13$, $p = .409$), and Professional Expectations ($r = -.50$, $p = .771$). It was concluded that the respondents rated the effectiveness of the program irrespective of the program's length indicating that the ideas presented in the induction program could be communicated just

as effectively in shorter amounts of time. Analysis indicates that demographic data have no significant or practical effect in the respondents' assessment of program effectiveness.

The program content dealing with Instructional Planning and Teaching Strategies were viewed as the most effective areas ($M = 3.98$, $SD = .68$; $M = 3.92$, $SD = .64$, respectively). To a slightly lesser degree, Classroom Management, Student Assessment, Understanding the Environment, and Professional Expectations were rated as effective in preparing the novice teacher ($M = 3.72$, $SD = .80$; $M = 3.58$, $SD = .80$; $M = 3.61$, $SD = .94$; $M = 3.81$, $SD = .70$, respectively).

Discussion of Conclusions

1. No statistically significant relationship was detected among the demographic and institutional characteristics on the six dependent variables. This suggests that the components of the teacher induction program are not affected by the size of the school or the length of the program. In addition, the educational level among Alabama high school principals did not influence the respondents' perceptions of the teacher induction program components.

2. No statistically significant relationship was found between the six dependent variables and the length of the new teacher induction program. This suggests that teacher induction programs can be beneficial to new teachers regardless of the amount of time spent in the program. In addition, the most effective areas indicated by the data were Instructional Planning and Teaching Strategies.

Recommendations for Further Research

Based on the researcher's review of the literature, the influence of time as a factor to the effectiveness of the teacher induction program is a unique finding in this study. The researcher suggests that further investigation should be conducted to determine why the length of the teacher induction program was not considered as a factor of effectiveness by high school principals in Alabama. Research indicates that on-going, sustained professional development activities are key components in teacher induction programs. Teachers need to be involved in sustained learning opportunities that are built directly into the needs of individual teachers (Feiman-Nemser, 2001). New teachers are subject to leaving the teaching profession within the first three years at high rates. School administrators see the need to provide job-embedded professional development as a prime method of assistance provided to new teachers (Little, 1990; Mills, Moore, & Keane, 2001). This implies that the length of time in the teacher induction program may influence the benefits to teachers; therefore supporting the need for further research of time as a factor. Areas of further research are as follows:

- Additional data utilizing qualitative methods could be collected from high school principals to strengthen a study of the length of time as a factor.
- Additional quantitative and qualitative data could be collected from teachers to determine if the length of time is a factor in their participation in the teacher induction program.
- This study could be replicated to measure Alabama middle school principals' and/or elementary school principals' perceptions of the key components of teacher induction programs.

Based on the researcher's review of literature, the lack of influence of principals with more experience and principals with higher advanced degrees is a unique finding in this study. The researcher suggests that further investigation should be conducted to determine why teacher induction programs led by more experienced and highly educated high school principals in Alabama are not more effective than those led by lesser experienced and/or less educated principals. Research indicates that principals play a key role in the teacher induction process and thus improves the likelihood of retaining young teachers in the teaching profession. Kyle, Moore, and Sanders (2001) feel that individual principals should help the novice teacher adapt the methodology learned in college to the specific school setting. Principals are the key players and have a major role in inducting new teachers into the culture of the local school and the teaching profession (Hughes, 1994; Stansbury, 2001). Chalker (1992) believes a principal's acceptance of an increased involvement in staff instruction will enhance his/her performance beyond being a traditional manager. Training in supervision will help the principal facilitate a novice teacher's skill development (Greene, 1992). This implies that more experienced and more highly trained principals have more of an impact on the success of teacher induction programs than those principals with less experience and training; therefore supporting the need for further research into the experience of the principal and their educational levels as a factor in the success of teacher induction programs. Areas of further research are as follows:

- A study could be conducted to measure the retention rates among teachers after spending time in a teacher induction program.

- A study could be conducted to examine why the amount of experience and the level of education did not impact the effectiveness of the teacher induction program among Alabama High School principals.
- A study could be conducted to examine how the areas of classroom management, student assessment, understanding the environment, and professional expectations can be improved within a teacher induction program.

Conclusion

The topic of teacher induction is a complex matter in the field of education. School principals are faced with the task of hiring highly qualified teachers and then providing a supportive environment that allows them the best opportunity to succeed and become a career teacher. Teachers are exiting the field of education at alarming rates and teacher induction programs should be designed to minimize the teacher attrition that exists today.

The impact of the structure of teacher induction programs remains inconclusive after conducting the research for this study. It is the belief of the researcher that principals with more experience and higher degree levels should value the importance of a sound teacher induction program and work diligently in putting together a comprehensive teacher induction model that will support all new teachers. Research indicates that there are not comprehensive standards for induction programs. Many induction programs have several of the same characteristics, but the individual components in the induction programs vary depending on the individual needs of school districts and local schools.

It is extremely important for school leaders to develop ways to recruit, support, and retain new teachers in the field of education. It is the researcher's desire that this study may open additional lines of investigation on the topic of teacher induction programs and the researcher hopes that this study will further the body of knowledge in the field of education.

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APPENDICES

APPENDIX A

PERMISSION TO USE SURVEY FROM DR. JEAN FLANAGAN-JOEST

From: Jean Joest [Jean.Joest@utsa.edu]
Sent: Saturday, May 06, 2006 12:57 AM
To: Jason Yohn
Subject: RE: Questionnaire

Yes, you may use the questionnaire. I rarely come across anyone interested in the same topic, I would love to hear about your results.

From: Jason Yohn [mailto:jyohn@tallapoosak12.org]
Sent: Fri 5/5/2006 3:47 PM
To: Jean Joest
Subject: Questionnaire

Dr. Joest,

I am a doctoral student at Auburn University in Auburn, Alabama. I am preparing to write my dissertation on Alabama High School Principals' Perceptions of the Key Components of Induction Programs. I have read parts of your dissertation and believe that your questionnaire will work with my study. I am asking permission to use your questionnaire, with minor alterations to the Likert-scale responses. I would like to use a 1-5 range for each response instead of the 0-5 range. Additionally, I have created my own demographic section to place with your instrument. I would greatly appreciate your permission to use the questionnaire, with alterations. If you should need to contact me, please call me at 256-825-7848, ext. 11, or you may e-mail your decision to me in a reply e-mail. Whatever is easiest for you works for me. I look forward to hearing from you soon. Thanks.

Jason L. Yohn, Principal
Dadeville High School
Dadeville, Alabama

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This message has been scanned for viruses and dangerous content by **MailScanner**, and is believed to be clean.

file://C:/Documents and Settings/jyohn/My Documents/Dissertation/Dissertation- Approval ... 4/9/2007

APPENDIX B
RESEARCH PROTOCOL REVIEW FORM

Auburn University

Auburn University, Alabama 36849



Office of Human Subjects Research
307 Sanford Hall

Telephone: 334-844-5966
Fax: 334-844-4391
hsubjec@auburn.edu

November 6, 2006

MEMORANDUM TO: Mr. Jason Yohn ✓
Educational Foundations Leadership and Technology

PROTOCOL TITLE: "The Perceptions of Alabama High School Principals on the Key Components of Teacher Induction"

IRB AUTHORIZATION: #06-212 EP 0611

APPROVAL DATE: November 1, 2006

EXPIRATION DATE: October 31, 2007

The above referenced protocol was approved by IRB Expedited procedure under Expedited Category #7 on November 1, 2006. You should report to the IRB any proposed changes in the protocol or procedures and any unanticipated problems involving risk to subjects or others. Please reference the above authorization number in any future correspondence regarding this project.

If you will be unable to file a Final Report on your project before October 31, 2007, you must submit a request for an extension of approval to the IRB no later than October 10, 2007. If your IRB authorization expires and/or you have not received written notice that a request for an extension has been approved prior to October 31, 2007, you must suspend the project immediately and contact the Office of Human Subjects Research for assistance.

A Final Report will be required to close your IRB project file.

If you have any questions concerning this Board action, please contact the Office of Human Subjects Research at 844-5966.

Sincerely,


Peter W. Grandjean, Chair
Institutional Review Board for the Use of Human
Subjects in Research

cc: Dr. Jose Llanos
Dr. James Witte

APPENDIX C
INFORMATION SHEET

Auburn University

Auburn University, Alabama 36849-5221

Educational Foundations
Leadership and Technology
4036 Haley Center

Telephone: (334) 844-4460
FAX: (334) 844-3072

INFORMATION SHEET
for Research Study Entitled
The Perceptions of Alabama High School Principals on the Key Components of Teacher
Induction Programs

You are invited to participate in a research study aimed at measuring the perceptions of the key components of teacher induction programs among high school principals in Alabama. This study is being conducted by Jason L. Yoim, a Doctoral candidate at Auburn University, under the supervision of Dr. James Witte, Associate Professor, in the Department of Educational Leadership, Foundations, and Technology. We (I) hope to gain a comprehensive understanding of the perceptions of high school principals in Alabama on the key components of teacher induction programs. You were selected as a possible participant because you currently are a high school principal serving students in grades 9-12 or 10-12 and your superintendent has given the researcher permission to approach you regarding your participation in this study.

If you should decide to participate in this study, please complete the attached survey packet. You are asked to complete and return the survey on a voluntary basis, with no identifying information being transmitted. You are asked to complete this survey that contains several demographic questions to determine your age, experience as a high school principal, gender, ethnicity, school size, percentage of students receiving Free/Reduced lunches, and your highest degree earned from a college/university. Additionally, you will be asked to respond to 36 questions using a Likert-type scale of 1-5. The responses will range from strongly disagree to strongly agree. The final part of the survey will ask you to respond to two open-ended type questions. The survey should take 15-20 minutes to complete from start to finish.

The only possible risk associated with your participation in this study could be a breach of confidentiality. A breach of confidentiality can only occur if the survey is returned with any identifying information. Proper steps will be taken to ensure that your identity is not compromised. You should understand that your participation in this study is completely voluntary and you can choose not to participate.

HUMAN SUBJECTS
OFFICE OF RESEARCH
PROJECT # *06-212 EP 061*
APPROVED *11/1/06* TO *10/31/07*

Page 1 of 2

A LARGO GRANT UNIVERSITY

There are no direct benefits to you if you decide to participate. However, participants in this study may expect to gain a comprehensive understanding of the importance of teacher induction programs on the recruitment and retention of new teachers and the role of the principal in this process. We (I) cannot promise that you will receive any or all of the benefits described.

Any information obtained in connection with this study will remain anonymous. Information collected through your participation may be used to fulfill a requirement for a doctoral degree from Auburn University, published in a professional journal, and/or presented at a professional meeting. You should realize that once you submit your data you will be unable to withdraw from the study since there will be no way to identify individual information.

Your decision whether or not to participate will not jeopardize your future relations with Auburn University, the Department of Educational Leadership, Foundations, and Technology, or Dadeville High School.

For more information regarding your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or e-mail at hsubreo@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

 10/16/06
Investigator's signature Date

Jason L. John
Print Name

HUMAN SUBJECTS
OFFICE OF RESEARCH
PROJECT #06-212 EP 0611
APPROVED 11/1/06 TO 10/31/07

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APPENDIX D
SURVEY INSTRUMENT

High School Principal Questionnaire

Part I: Please complete the following demographic portion of the questionnaire.

Gender: _____ Male _____ Female

Age: _____ 21-30 _____ 31-40 _____ 41-50 _____ 51-60 _____ 61+

Highest Degree: _____ M.S./M.A/M.Ed _____ Ed.S _____ Ph.D _____ Ed.D

Ethnicity: _____ Caucasian _____ African-American _____
 Hispanic _____ Other

School Size: _____ 0-400 _____ 401-800 _____ 801-1200 _____ 1201+

Years Experience _____ 0-5 _____ 6-10 _____ 11-15 _____ 16-20 _____ 21+
 as a High School
 Principal

Percentage of students receiving Free/Reduced lunches: _____%

Part II: Please choose the response for each item that most indicates your level of agreement with the statements below.

- 1- Strongly Disagree (SD)
- 2- Disagree (D)
- 3- Neither Agree or Disagree (NAD)
- 4- Agree (A)
- 5- Strongly Agree (SA)

In general, our Induction Support Program has helped the novice teacher(s) to effectively:

Please circle your response

<u>Classroom Management</u>	SD	D	NAD	A	S	A
1. Establish classroom organization	1	2	3	4	5	5
2. Improve behavior management practices	1	2	3	4	5	5
3. Manage classroom procedures	1	2	3	4	5	5
4. Motivate students to learn	1	2	3	4	5	5
5. Establish realistic expectations of student behavior	1	2	3	4	5	5
6. Organize the classroom environment	1	2	3	4	5	5
 <u>Instructional Planning</u>						
7. Understand more about curriculum and developing lesson plans	1	2	3	4	5	5
8. Obtain instructional materials and resources	1	2	3	4	5	5

	SD	D	NAD	A S	A
9. Strengthen subject-matter knowledge	1	2	3	4	5
10. Organize, sequence, and present lessons	1	2	3	4	5

Teaching Strategies

11. Use a variety of teaching methods and strategies	1	2	3	4	5
12. Use innovative teaching practices	1	2	3	4	5
13. Use grouping strategies for effective instruction	1	2	3	4	5
14. Facilitate group discussions	1	2	3	4	5
15. Use effective questioning techniques	1	2	3	4	5
16. Use technology in teaching	1	2	3	4	5

Student Assessment

17. Use student assessment data to guide instructional planning	1	2	3	4	5
18. Diagnose student needs	1	2	3	4	5
19. Individualize instruction according to student needs	1	2	3	4	5
20. Assist students with special needs	1	2	3	4	5
21. Administer standardized tests	1	2	3	4	5
22. Understand special services for students provided by the school/district	1	2	3	4	5

Understanding the Environment

23. Understand the culture of the district and school	1	2	3	4	5
24. Understand the school community	1	2	3	4	5

Professional Expectations

25. Understand what was expected as a teacher	1	2	3	4	5
26. Handle job related stress	1	2	3	4	5
27. Receive informal feedback on their teaching	1	2	3	4	5
28. Obtain time to confer with their mentor	1	2	3	4	5
29. Receive support to develop their own teaching style	1	2	3	4	5
30. Learn how to communicate with parents	1	2	3	4	5

	SD	D	NAD	A S	A
31. Access appropriate professional development opportunities	1	2	3	4	5
32. Work collaboratively with other teachers	1	2	3	4	5
33. Network and share with other novice teachers	1	2	3	4	5
34. Complete administrative paperwork	1	2	3	4	5
35. Understand the teacher evaluation process	1	2	3	4	5
36. Understand their legal rights and responsibilities as a teacher	1	2	3	4	5

Part III: Please respond to the following items:

37. How many years do novice teachers participate in your teacher induction program? Please circle the appropriate choice.

1 2 3 4+

38. What are the most valuable aspects of your teacher induction program?

Thank You for your cooperation in completing this survey!