

NEW TEACHER INDUCTION: A PROGRAM EVALUATION

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By

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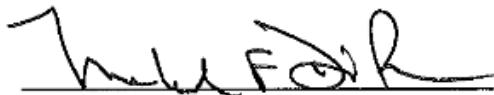
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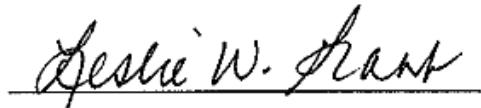
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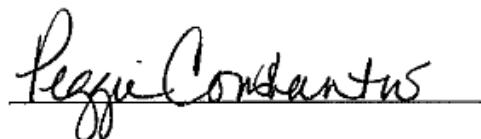
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Dedication

This dissertation is dedicated first and foremost to my wife, Katy. The amount of time and energy I spent on the following work and proceeding coursework took me away from many family moments. I will never get back the time I missed with you, Ford, Campbell, and Charles, but knowing they were in your hands and care while I was away physically and mentally made the work easier. Thank you for all you did to support me through this process. You are amazing.

I would also like to dedicate this to my mom, the other Dr. Hunter. Your wisdom and inspiration were with me through this entire process. You have always been a guide for me in education and I will lean on you at this point in my career more than ever. Thanks for all you did to make this possible. I am glad that I now know Williamsburg a little better and can share that with you and dad.

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Next, I would like to thank my family for all of their support in this process. There were many times throughout the process where roadblocks were present that my family gave me the courage to overcome. My wife, son, daughter, mom, dad, in-laws, and dog were always there to keep me motivated.

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Abstract

The purpose of this qualitative program evaluation was to examine the impact a two-year new teacher induction program had on teachers' feelings of support, satisfaction, and self-efficacy. The program purports that higher feelings of support, satisfaction, and self-efficacy in teachers will lead to lower teacher attrition. In turn, research shows that if teachers stay at a school they are more likely to improve their instruction and positively impact student performance. The goal of the study was to identify areas of the induction program that work well in increasing teachers perceptions positively in the three focus areas and to look for ways to improve the program moving forward to better serve future new hires at the school. Data were gathered through an interview process with ten questions focusing on the three main research areas of support, satisfaction, and self-efficacy. Participants included the eight teachers that had most recently completed the two-year induction program. The teachers reported feeling high levels of support, satisfaction, and self-efficacy following their two years at the school, but the impact the induction program had on those levels was mixed. A number of non-induction related activities were identified that also impact the teachers' levels in the three focus areas. Recommendations were made to strengthen identified areas of induction already in place that were important to the participants as well as additions that could be added to the induction program in order to maximize the effectiveness of the program.

New Teacher Induction: A Program Evaluation

Chapter 1: Introduction of the Problem

Background

The problem of teacher attrition plays out in schools all over the country every year. While high student achievement is the end goal of every school in the country, teacher attrition can make this goal difficult to achieve. Data from the National Center for Education Statistics in 2010 using The Teacher Follow-up Survey (TFS) of teachers who completed the Schools and Staffing Survey (SASS) the year before showed that over 15% of public school teachers left education or moved schools following their first year of teaching (Keigher & Cross, 2010). Private school teachers, the focus of this study, left or moved schools at an even higher rate of just over 20% following their first year (Keigher & Cross, 2010). Teachers play an integral role in helping students achieve (Hattie, 2009). Research conducted by Stronge (2010) states that “among the factors within our control as educators, teachers offer the greatest opportunity for improving the quality of life of our students” (p. 3).

Teacher turnover creates a number of problems for schools and for students. It takes time and money to properly recruit, train, and evaluate new teachers and every departure costs schools more (Harris & Sass, 2007). In 2007 the National Commission on Teaching and America’s Future estimated the cost of teacher attrition in America’s public schools at 7.3 billion dollars a year (National Commission on Teaching and America’s Future, 2007). Every time teachers leave their positions schools are set back by needing to restart the hiring process and all of the elements involved with the process.

In addition to the financial burden that this high rate of attrition places on schools, teachers do not reach their most effective teaching years when they leave within the first five years. Research shows that the majority of gains in teaching proficiency due to experience occur in the early years of teaching, leveling out around year five (Harris & Sass, 2007; Rice, 2010). When teachers leave early the schools do not reap the benefit of teachers reaching their effective teaching years and school lose a key element of improving student learning, experienced teachers.

Most importantly, teacher attrition negatively impacts student achievement. A 2013 study that looked at 850,000 student observations over an eight-year period shows the negative impact that teacher turnover has on student achievement (Ronfeldt, Loeb, & Wyckoff, 2013). The study determined that teacher turnover impacts student achievement across all types of schools, regardless of socio-economic status or academic standing. Ronfeldt et al. (2013) also went on to determine a negative community impact of turnover. They called this the “disruptive” effect. They wrote that in relation to teacher turnover, “all members of a school community are vulnerable, including staying teachers and their students. In such disruptive accounts of turnover, even when leaving teachers are equally as effective as those who replace them, turnover can still impact students’ achievement” (2013, p. 7). This shows that teacher attrition not only impacts students in the classes of new teachers, but all students and teachers in the school.

While teacher attrition is a problem that exists in schools, it is important to determine the causes of the attrition as well as some potential supports for alleviating this problem. Some causes of attrition are beyond the school’s control and cannot be

prevented. Teachers moving and changing locations or jobs can occur for reasons that are not related to school culture and job satisfaction.

At the school where the program is being evaluated for this research teacher attrition is an issue, similar to many other schools. Over the past 10 years more than 15% of the faculty has left the school for a number of different reasons, matching national averages. This number does not include teachers that have retired, been terminated, or not had a contract renewed. The main reasons for voluntary teacher attrition in the school are relocation and changing professions. Currently no exit data is available to determine the satisfaction level of teachers who voluntarily leave the school or if there were internal factors that led to their exit.

The largest number of teachers that exit share a similar trait in that are new teachers within their first three years of teaching who started at the school immediately following college. These teachers typically end up changing professions and leave education following their exit from the school. Leaving to pursue an advanced degree in medicine, business, or law, has been a recent trend among the teachers leaving the school voluntarily. Again, no entrance or exit data exists to show if their career change was their expectation upon starting at the school or if conditions of their employment led to their departure.

While some of this attrition is beyond the school's control it is vital to look for ways that the school can impact teacher retention and prevent attrition in cases when possible. One element associated with retention that this study will investigate is teacher induction programming. The New Teacher Center (NTC) is one of the leading institutions in the country working on researching and improving new teacher induction

models. NTC defines induction simply as, “comprehensive systems of support and training for beginning teachers” (Johnson, Goldrick, & Lasagna, 2010, p. 1). There are many different outcomes that are purported and intended from an induction program for new teachers. One major outcome is teacher retention. The purpose of this study is to investigate the effectiveness of a program designed to increase teacher retention and improve student performance.

Program Description

Context. The context within which this program exists is an independent single gender school in the mid-Atlantic region. The school employs 162 full and part-time faculty members across three levels; lower, middle, and upper schools. The average tenure of the faculty is 13 years. The school is a member of several associations that accredit independent schools at the national, regional, and state level.

The school has hired an average of 10 new teachers per year over the past five years. These teachers are a mixture of teachers that are new to the profession and veterans who are coming to the school from another school. Over half of the new hires coming from other schools are moving from public schools. The new teachers replace a combination of teachers that have retired, not had contracts renewed, or have left for other reasons. In addition school growth and expansion has led to additional new hires in the past several years. All teachers new to the school are required to go through a new teacher induction program as part of their first two years working at the school. The program is designed to introduce new teachers to the different important elements of the school, support them as they transition into the school, and improve their ability as

instructors. Veteran teachers that are new to the school are required to go through the induction program as well as teachers who are new to teaching.

Description of the program. The induction program at the school is home grown and has developed over the past ten to fifteen years. The induction program was developed by the lead administrators in each school level in order to better integrate new teachers into the school. While certain aspects of the program have remained in place since the implementation a number of aspects of the program look different from when the induction program was first developed. Some aspects of the program have been added in the last several years making the current program for new hires look a little different from the one that teachers that were hired even five years ago went through. The program is constantly changing to meet the goals and desires of the administrators who help to implement and administer the induction program. While there is no formal evaluation of the program done yearly, informal feedback and perceptions of the program lead to changes and minor adjustments from year to year.

The theory behind the program suggests that putting all new teachers through an induction program will lead to the short-term outcome of teachers feeling more supported, satisfied, and efficacious. If teachers feel more supported, more satisfied, and have high self-efficacy they are more likely to stay at their job (Johnson & Birkeland, 2003; Elliott, Isaacs, & Chugani, 2010; Ouyang & Paprock, 2006; Wiebke & Bardin, 2009). This enculturation and professional development will then lead to increased student achievement and teacher effectiveness. Currently there is no evaluation method or feedback loop in place to measure results of the program at the school.

Figure 1 shows the program logic model. The logic model helps to show the new teacher induction program's inputs, outputs, and outcomes in a visual form. The model allows designers and participants a visual for the causal relationships between inputs, outputs and outcomes. This if-then design can allow for feedback and evaluation to ensure a program is meeting its intended goals.

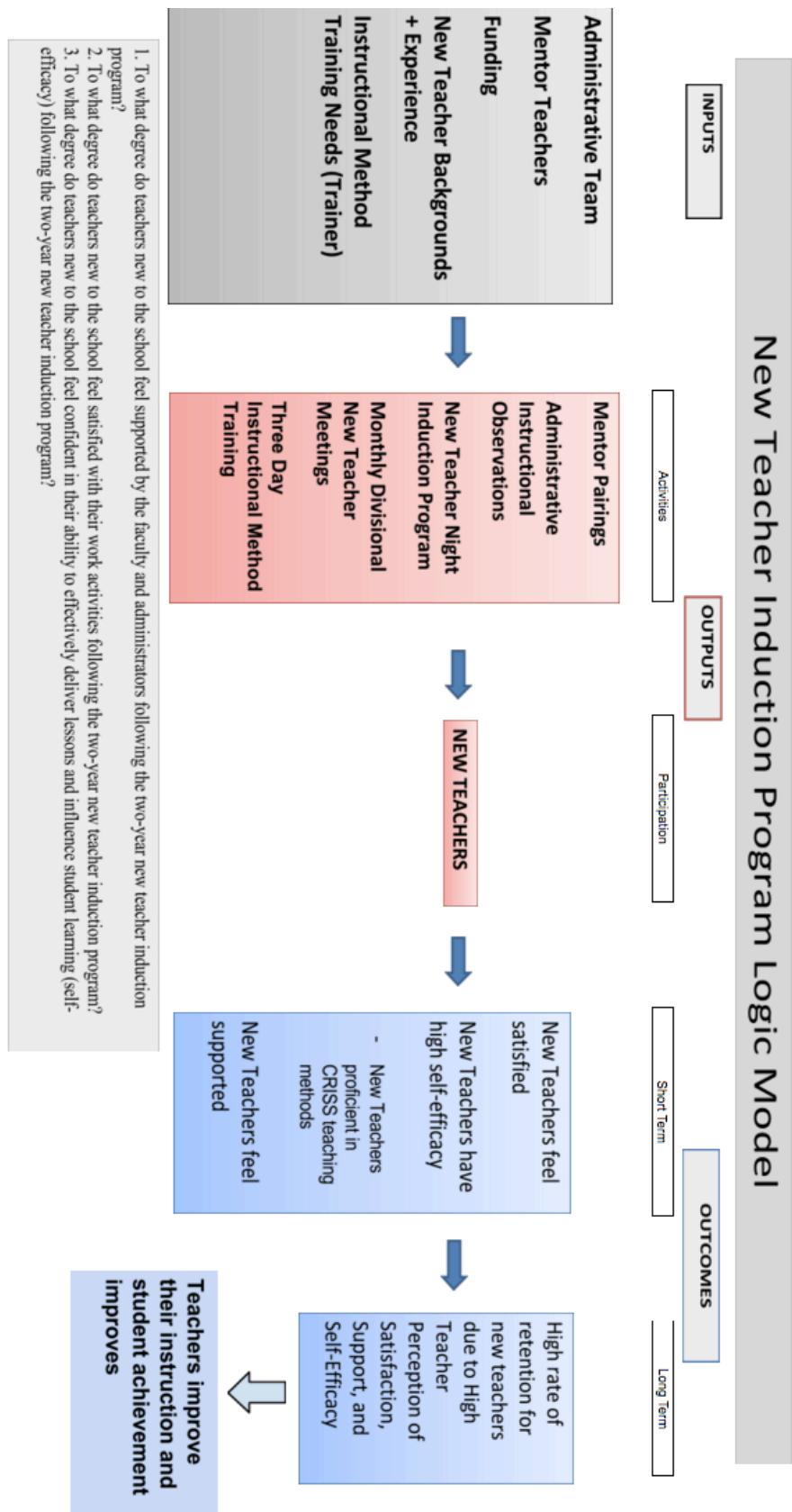


Figure 1. A logic model of a new teacher induction program.

Inputs

The new teacher induction program requires a number of different inputs. First the administrative team is heavily involved with a number of the activities in the program. They help with the three-night, new teacher curriculum, the observations of the teachers, the pairing of the mentors, and the running of the monthly new teacher meetings. For the three-night program, spread over the course of the different trimesters, the administrators prepare lesson plans for the meetings to introduce the teachers to different community issues. The observations of the teachers involve a number of classroom visits by the administrators as well as pre and post observation meetings. Finally, the new teacher meetings, led by the building level administrators are school level specific and help to initiate teachers into their specific school level.

Another important input is the mentor teachers who have to be willing and able devote time and energy to help mentor a new teacher. The mentor teachers are selected by the school administration. Mentor teachers are typically veteran teachers that the administrator has deemed to be capable of serving as a mentor. The expectations of what a mentor and mentee must do during the induction process are not directly defined as part of the program. The activities of the mentor and mentee pairing are largely left up to the individual pair.

Money, or funding, is also important to this program. Funding is required in order to run the three new teacher night meetings including meals for all participants following the meetings. Additionally, funding is required to compensate mentors for their service. There is a small stipend given to each teacher that serves as a mentor to a new teacher.

The amount of funding needed will vary year-to-year depending on the number of new teachers in each school level.

It is also important to note as an input the different levels of experience and background that the new teachers bring with them to the job. An experienced “new” teacher may have a far different set of skills than will a first year teacher that is new to teaching. A veteran “new” teacher coming in to the school from another teaching has already developed skills as a teacher. They might also have already been through another induction program at their previous school.

Another input is the training that every teacher on the faculty goes through in an instructional method called CRISS. This is a recent addition to the induction program. Every new teacher at the school goes through the training in one of their first two years at the school. The training lasts three days and is now administered by several faculty members who were trained as instructors of the method. Originally an outside professional was brought in to conduct the trainings.

Outputs

The new teacher induction program is a two-year program that helps to support and develop new teachers at the school. There are five major activities that make up the new teacher induction program. The first activity involves a mentor pairing between a veteran teacher and the new teacher. The pair of teachers has scheduled, monthly check-in meetings as well as overlapping in either departmental or grade level class offerings. The mentor is picked to serve a new teacher by the lead administrator in each level. Each mentor is given a stipend for taking on this important role in the induction process. There is no formal evaluation of the mentor portion of the program.

Each new teacher is also put on an observation plan. Administrators in the building perform a series of observations, including pre and post observation meetings. The observations are similar to the ones that other veteran teachers in the building are cycling through every few years, but are more frequent. These observations allow for coaching and evaluation of classroom management and instructional skills.

Each new teacher attends a night meeting each trimester of the school year with all other new teachers from each school level for their first year. The topics of these night meetings involve going into detail about a particular school related topic. The purpose of these meetings is to help teachers gain a better understanding of the school's mission, vision, and purpose and also to help them meet other new teachers to form relationships. The school has a rich tradition and celebrates its community approach. Various administrators and other school leaders help to design and run the meetings each trimester. The meetings are followed by a dinner for all participants in order to continue the relational building between new teachers and the other participants in the meeting.

In addition, the new teachers are expected to attend monthly new teacher meetings with various administrators in their building. The topics of these monthly meetings can be anything from instruction and classroom management tips to school culture and values discussions. The meetings serve as a good time for checking in with new teachers and answering any questions in a formal setting.

Teachers are also expected to take part in the three-day training program that emphasizes an instructional method used on campus. Almost every teacher in the school has been trained in this method over the past five years. The new teachers will do this

during one of their first two years. Two faculty members that were trained in leading the instructional method class are also able to conduct the training. The skills that teachers learn in this training are intended to improve instruction and make teachers more effective.

The participants in this program are all of the new teachers in the induction program. They partake in all of the various parts of the program. The goal of every aspect of the program is to enhance the experience for the new teachers. While there are other faculty and administrators involved in the program activities, the new teachers are the ones that are being served by the program.

Outcomes

There are two types of anticipated outcomes of this program: short and long term outcomes. The first short-term outcome from the program involves teacher self-efficacy. The desired outcome involves teachers that have been through the program feeling confident in their ability to effectively instruct and influence student learning. As a part of self-efficacy another short-term outcome involves teachers effectively implementing strategies they learned in the instructional method training. Next, the program intends to lead teachers to feel more supported by other teachers and administrators in the school. Finally, the program should lead teachers to feel a high level of satisfaction following the two-year program.

The first long-term outcome relates to retention. One goal of the program is that teachers who complete the two-year process and feel more supported, satisfied, and efficacious will be more likely to stay at the school. The school will then benefit from the many positive outcomes of having teachers remain at the school. Brand new teachers

will be more likely to reach their most effective teaching years at the school (Harris & Sass, 2007; Rice, 2010). Student achievement has also been shown to be higher in schools with high teacher retention (Ronfeldt et al., 2013). By increasing retention the school can also limit the resources required to hire and train new teachers to replace teachers that leave the school.

The final long-term outcome is that teachers will be more effective and increase student performance due to the increased feelings of support, satisfaction, and self-efficacy. The student performance measures will differ depending on what school level is being observed. Typically individual student achievement is measured year-to-year based on report card results in individual classes. In the Upper School standardized test scores and college acceptances are a major measure of student achievement. There is not a formalized way to measure teacher performance in relation to student achievement in the current model. In the Lower and Middle Schools students take ERB tests that measure aptitude in reading, writing, and mathematics. These scores are used for a variety of things including class placement. Year-to-year progress is monitored for each student. All applicants to the school are given portions of these tests as a baseline before matriculating.

Overview of the Evaluation Approach

The evaluation of this program will take place in the pragmatic paradigm. The pragmatic paradigm is connected to the use branch of the evaluation approaches (Mertens & Wilson, 2012). The use branch and the pragmatic paradigm revolve around action. Evaluators look at a program and gather data about how that program is working in order to test its “effectiveness” and draw “conclusions” (Mertens & Wilson, 2012). The purpose of this evaluation is formative in nature. The goal of this evaluation

is to evaluate and find ways to improve the induction program. Qualitative interviews will be used to collect data. Data obtained from the research will be analyzed to determine program effectiveness as perceived by the subjects. The findings will be useful to administrators that help design and run the new teacher induction program. Once these data are available and the administrators that implement the program are able to determine areas that need improvement then they will be able to better serve new teachers in their first two years and beyond.

Model

The CIPP (context, inputs, process, and product) model will be used in order to design the study to help evaluate the new teacher induction program. This model will help show the goals or outcomes of the program, both in the short and long-term. The model was first conceptualized by Stufflebeam (1968) and consists of four important elements. First, the context is laid out as an overview of where the program that is being evaluated exists. Next the inputs are observed. The various elements that are in place to ensure that the program is properly implemented make up the inputs. The process section of the model helps to define what the activities are that take place in the program and who the participants are that are served by the activities. Finally the outcomes of the program are defined. These outcomes can be broken down into short-term, medium-term, and long-term goals to help define the goals of the program. By breaking down these four elements program evaluators can get a better understanding of how the program is supposed to work from start to finish, making it easier to find strengths and weaknesses of the program once data are gathered.

Evaluation Questions

The evaluation will use three questions to help focus the data that will be gathered by the interviews. These questions relate to short-term outcomes as described in the logic model (Figure 1). The questions focus on how the program being evaluated works in achieving the short-term goals of the program and aim to provide summative feedback. The questions will help measure the change in the teacher's perceptions in the three focus areas over the course of the two-year program.

1. To what degree do teachers new to the school feel supported by the faculty and administrators following the two-year new teacher induction program?
2. To what degree do teachers new to the school feel satisfied with their work activities following the two-year new teacher induction program?
3. To what degree do teachers new to the school feel confident in their ability to effectively deliver lessons and influence student learning (self-efficacy) following the two-year new teacher induction program?

Definition of Terms

Job Satisfaction - Perceptions of fulfillment derived from day-to-day work activities (Judge, Thoresen, Bono, & Patton, 2001).

Teacher Self-efficacy - A teacher's confidence in their ability to perform their job with a focus on student achievement as a goal (Skaalvik & Skaalvik, 2007).

Support - A combination of elements put in place to help teachers succeed. For new teachers these elements may include: high-quality mentoring, ongoing professional development, an external network of teachers, and a standards-based evaluation (Wiebke & Bardin, 2009).

Quality Instruction - If and how a teacher elicits student performance by using, “reasoning, reflection on learning, and higher order thinking, or covers new/challenging content” (Graeber, Newton, & Chambliss, 2012).

Induction - Comprehensive systems of support and training for beginning teachers” (L. S. Johnson et al., 2010, p. 1).

The following literature review will attempt to validate that quality teacher induction programming leads to increased levels of teacher self-efficacy, teacher feelings of support, and teacher job satisfaction. Next, the research will show that teachers with increased levels of self-efficacy, support, and job satisfaction will be less likely to leave their jobs, meaning that quality induction leads to retention.

Chapter 2: Review of Literature

The review of the literature will focus on five parts. The first part will be an overview of the current state of new teacher induction in the United States. Following that, literature will be presented that draws connections between new teacher induction and retention. The final three sections will present research relating to each of the three focus areas of the guiding questions of the study; support, satisfaction, and self-efficacy. The research presented will show the impact that induction has on each of these three highlighted areas.

Current State of New Teacher Induction

Teacher induction models come in all shapes and sizes. Some programs are a valued component of a school community that teachers and administrators buy into them while it is clear others are only executed because they are required by law based on the energy and resources allotted to meet the standards (Ingersoll, 2012). Some schools still have no programs in place at all.

According to Ingersoll and Smith (2004) schools using induction models for new teachers have been on the rise since 1990, when research showed that nationwide only 40% of new teachers participated in an induction program. That number had grown to almost 80% by the 1999-2000 school year (Ingersoll & Smith, 2004). By 2008 91% of teachers took part in an induction program (Ingersoll, 2012). From a policy standpoint, in 2012, twenty-seven states mandated induction programming for their new teachers (Goldrick, Osta, Barlin, & Burn, 2012). States with mandated induction programs vary in

the length of program requirements as well. Of the 27 states that required induction three states had no required length of time for induction programs. Thirteen states required one year of induction, while 11 states required either two or three years of induction (Goldrick et al., 2012). In addition to state requirements the No Child Left Behind (NCLB) act also greatly increased the use of teacher induction in schools. As part of the initiative to meet NCLB teacher requirements schools use Title II funding to implement induction programming (McMurrer, 2007). According to the report, the purpose behind the programs is to help recruit and retain quality teachers in order to improve student learning.

Types of induction. There are a number of different styles of induction methods that school systems use that help to acclimate new teachers to their new settings and roles. The methods tend to include mentoring, new teacher workshops, professional networks, peer collaboration, content focused groupings, meetings with principal, administrative observation, reduced workload, common planning times, and extra resources. While not all of these elements are in place in all induction programs, some combination of these elements typically make up a new teacher induction program (Bartlett & Johnson, 2010; Wechsler, Caspary, Humphrey, & Matsko, 2012; Ingersoll & Smith, 2004; Wang et al., 2008).

The elements of teacher induction that are in place in quality induction programs include programs that are comprehensive, flexible, and emphasize collaboration (Wojcikiewicz, 2010). They also include teacher participation and make teachers feel supported by administrators. Also, the research shows that quality induction programs

provide support for reflective practice, include standards, are not built for compliance, and collect data for evaluation (Ingersoll, 2012; Wojcikiewicz, 2010).

The length of induction programs varies from state to state and school to school. The majority of states that require induction programs set two-years as the length (Goldrick et al., 2012). According to the research done by NTC this two year length is the recommended length of an induction program (Goldrick et al., 2012).

Induction and retention. One major outcome of a teacher induction program is increased teacher retention. One study looked at the effectiveness of induction programs using a series of advanced statistical analyses to examine the effects of induction on attrition. The authors looked at 15 empirical studies that reviewed the effectiveness of induction programs. The research supported the fact that teachers that went through an induction program were less likely to leave their school (Ingersoll, 2012). Also, the attrition rate was negatively correlated to the number of induction services and supports that were provided in a given context. Certain elements of induction programming had a higher connection to teacher retention. A mentor teacher from the same subject and common planning time with same subject teachers had the highest rate of retention (Ingersoll, 2012).

The research went on to look at induction “packages” offered to new teachers. When a teacher received two components of an induction program they were more like to stay on the job, but not significantly longer than a teacher that had no services offered (Ingersoll, 2012). The big shift occurred when a teacher received more than four services (examples include: participation in seminar for new teachers, reduced teacher load, teacher aide in classroom, common planning time). The retention rate was

nearly double that of a teacher that received no induction (Ingersoll, 2012). The results indicate that the more aspects of an induction program that a teacher participates in, the more likely they are to stay at the school. This is important for policy makers and designers of induction programs to consider. While it may seem like having one or two items in place for induction is satisfactory, research shows that doing more in this case is better. The author noted the limits to this research only looking at retention as a judgment of effectiveness while there are many other elements that must be considered when examining induction programs for effectiveness.

Research conducted in the Chicago Public Schools, which uses an induction model with a strong mentoring component from the New Teacher Center, a national organization focused on induction, demonstrated that beginning teachers who take part in the induction are two times as likely to remain at their job when compared to non-participants. Furthermore, by identifying which schools focused more on various elements of induction, the research found that when strong mentoring is provided in addition to induction, including support from administration and teachers, new teachers are three to four times as likely to remain at their schools compared with teachers who did not have any induction programming (Kapadia & Coca, 2007). This shows that the more that is done for new teachers the more likely it is that it will be helpful for the teachers. Strong mentoring is a great start to induct new teachers and should help lead to higher retention. However, strong mentoring plus support from administration and teachers leads to even higher retention (Kapadia & Coca, 2007).

There are other factors that influence retention beyond induction. Looking at a broad scan of research related to retention will reveal inputs that may or may not be in

place in induction programs. The purpose of looking at this research is to determine the elements that lead to retention that can be supported by induction programs. One study related to teacher retention comes from research conducted at Harvard. The study involved interviewing fifty beginning teachers in their first three years of teaching. The findings demonstrated that new teachers are more likely to stay in a job if they have high self-efficacy, feel supported, and feel satisfied (Johnson & Birkeland, 2003). From this research, we can infer that if induction programs can lead to these three results, higher feelings of support, self-efficacy, and satisfaction for teachers then they will be more likely to stay in their jobs. Therefore looking at an induction program's impact on teacher perception of support, satisfaction, and self-efficacy following their completion of the program would be a way to evaluate an induction program's effectiveness on retention. The following three sections will show various aspects of new teacher induction models as they relate to the three focus areas.

Support

Support can be defined as a combination of elements put in place to help teachers succeed. For new teachers these elements may include: high-quality mentoring, ongoing professional development, an external network of teachers and administrators, and a standards-based evaluation (Wiebke & Bardin, 2009).

The seminal research conducted on the topic of support comes from House (1981). His work breaks social support into four major categories: emotional support, instrument support, information support, and feedback support. According to House, emotional support, consisting of love, sympathy, concern, and trust, ranks the highest in the importance of the types of support. Parts of all of these types of support are included

in various elements of induction programs. Assistance, advice, and feedback, all related to induction, are elements of the final three types of support that House explains. House further connects the importance of support and the role it plays on decreased worker stress and improved health. Stress and overall health being improved by the varying types of support connects job satisfaction to support positively.

Support has a direct connection to teacher retention as well. Research conducted by Wiebke and Bardin (2009) showed that, “teachers cite lack of support and poor working conditions as primary factors for attrition” (p. 34). While working conditions are typically not something that induction can directly impact, new teacher support is a key element of an induction program (Wiebke & Bardin, 2009). Induction can give teachers a feeling of support that can make them stay at their job. One element that is important to consider is what parts of induction constitute support. It is key that administrators and policy designers use induction methods that lead to teachers feeling more supported, but that is not always easy to do. Research by Schaefer, Long, and Clandinin (2012) noted that, “discrepancies may be apparent between what beginning teachers perceive as support and what administrators perceive as support” (p. 111). This is important to keep in mind when looking at various aspects of induction; one party is the inductor and the other is the inductee. Induction that is intended to lead to feelings of support that misses the mark is not having the intended effect that implementer’s desire. Conducting program evaluations and surveying new teachers after the induction program is completed to see if the goals are being achieved will help to ensure the discrepancies between perceptions of administrators and new teachers are limited.

While many elements of support are present in induction programs the prevalence of mentoring as an induction method directly related to support will make it the focal point of support in this section. Administrative support is also a key element of induction that will be examined.

Administrative support. One important element of support that is involved in induction programs is the support provided by administration or principals. This can come in a variety of forms. Some principals help by running meetings with the new teachers. Other administrators are involved in the observation process of new teachers as part of induction. Overall, the commitment from administrators to support the induction program as a whole, in addition to participating in it can make a program much more effective. The director of NTC Ellen Moir (2009) wrote, “When principals understand the goals of the induction program, they’re more likely to support teacher/mentor and collaborative grade-level meetings and less likely to schedule conflicting activities” (p. 17). This support from the top allows the program to prosper. Moir went on to say, “By working together, principals and mentors can create environments where teacher learning is supported and students benefit” (p.17). A disconnect between the mentors and administrators, or a feeling that the administrators don’t value the mentoring piece of induction can undermine the program and hurt new teacher’s feelings of support.

New teacher perception of administrative support is very important when looking at retention as well. Research shows a strong connection between administrative support and induction program effectiveness, which may lead to higher retention rates. Liu (2007) reviewed data from a study done by the National Center for Education. She looked at elements that affected new teacher retention through a weighted hierarchical

generalized linear model. The results showed that administrative support could lead to up to a 19% increase in teacher retention. In addition, a study that used 782 teacher surveys in Arkansas conducted by Hughes (2012) supported myriad research findings that point to the fact that, “administrator’s actions have enormous impacts on teacher retention...Teachers want to work in schools where they have greater levels of autonomy, higher levels of administrative support” (p. 247). This support can come in a variety of ways, but the important fact is that teachers feel this support and value it. Administrative support is significant in addressing the problem of retention and should lead policymakers to focus on how they can best involve administrators in induction programming (Moir, 2009; Hughes, 2012; Liu, 2007).

Mentoring. Ingersoll (2004) defines mentoring as, “the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools” (p. 683). With the increase in the prevalence of induction programs in schools over the past 20 years mentoring has become one of the main focal points of these programs (Ingersoll, 2012). Nearly 80% of induction programs have some element of mentoring as part of the policy (Ingersoll, 2012). Mentoring however is sometimes misunderstood or misinterpreted when studying or implementing induction. Research by Wong (2004) helps to clear up some of the confusion:

There is much confusion and misuse of the words mentoring and induction. The two terms are not synonymous, yet they are often used incorrectly. Induction is a process- a comprehensive, coherent, and sustained professional development process- that is organized by a school district to train, support, and retain new teachers and seamlessly progresses them into a lifelong learning

program. Mentoring is an action. It is what mentors do. A mentor is a single person, whose basic function is to help a new teacher... Mentoring is not induction. A mentor is a component of the induction process. (p. 42)

In relation to the research that Ingersoll conducted showing the importance of bundling services, it is clear that a school that relies solely on mentoring for induction will not be as successful as a school that includes mentoring as part of induction services. The more supports that are in place in an induction program will lead to teachers feeling more supported (Ingersoll, 2012).

Thirty-one states require that a mentor go through some training process and 15 of those states require ongoing professional development for the mentors that are selected (Goldrick et al., 2012). The important outcome that needs to be considered is if there is a connection between mentoring and new teachers feeling supported. If there is a connection, does that feeling of support lead to teacher retention and increased student achievement?

Research examining the effectiveness of mentors is becoming more prevalent as more induction programs are instituted across the country. One study conducted by Evertson and Smithey (2000) studied 46 mentor/mentee pairings in two school districts. The study compared half of the pairings whose mentor received a three-day training workshop with a control group who received no training. The researchers then gathered data about the two groups. The study revealed that the new teachers paired with mentors who had gone through the training fared much better on a number of components of communication, classroom management, and conferencing than did the control

group. The results showed that just having a mentor is not as important as having a mentor that has been through some formal training in assisting new teacher transitions.

From this research it is important to consider several elements related to mentoring support. First, mentoring must be a piece of induction in order to most effectively help new teachers, not a stand-alone item. Second, mentors must go through some training before being assigned a mentee if school want to best support new teachers.

Satisfaction

The final element of teacher induction that can lead to teacher retention is job satisfaction. Job satisfaction helps with retention, but more importantly satisfaction helps with teacher performance and student achievement. Research by Ouyang and Paprock (2006) reviewed a number of sources that not only connected retention and job satisfaction, but also teacher performance with satisfaction. They concluded that understanding the influences of job satisfaction will help with the retention problem.

There are a number of different elements that can lead to job satisfaction, some related to induction and others that are not as closely connected. Kim and Loadman (1994) researched over 2,000 teachers and ran a multiple regression based on predictors of job satisfaction. The research produced seven significant predictors for teacher job satisfaction. The list was a combination of intrinsic and extrinsic rewards. The seven items were, salary, opportunities for advancement, professional challenge, professional autonomy, working conditions, interactions with colleagues, and interaction with students. Looking at these items and connecting them with induction produced several connections. However, the one that appeared the most in the research dealing with

induction was interactions with colleagues (Kim & Loadman, 1994). Collaboration and the opportunity to interact with other teachers is an aspect in many induction programs.

Collaboration and Satisfaction. The addition of collaboration to an induction program allows for teachers to connect with other teachers in a meaningful way if it is designed well. Looking at research from various induction programs with collaboration as a key helps to understand this topic.

Research from S. M. Johnson and Birkeland (2003) looking at 50 first and second year teachers from diverse backgrounds found that teachers that were in professional environments that valued collaboration were more satisfied. The results were striking when looking at retention of teachers that worked in collaborative environments. Teachers in these collaborative environments were almost 25% more likely to still be teaching in their school after their first year of teaching when compared to teachers with less collaborative opportunities in their schools. This shows the effect that an induction program that puts an emphasis on collaboration can have.

This connection between collaboration and retention showed up often in the research. Haun and Martin (2004) compared two groups of teachers, one that was made up of teachers who had left in their first five years teaching and the other current teachers. The research found that teachers who were in school environments that allowed for teacher collaboration were more likely to remain at their jobs. While it was not clear if this was part of the induction program at the schools directly, the fact that it connects collaboration and retention is key. It shows policy makers that some element of collaboration would be very beneficial to include in an induction program.

One final project that looked at satisfaction and retention related to collaboration came from Schaefer et al. (2012). Their research connects prior findings that all point to the importance and rewarding nature that is provided in schools that value collaboration from the start. They pointed to a number of teachers who considered themselves “solo practitioners” in their early years teaching (p. 112). These teachers had a higher attrition rate.

Based on the research from Schaefer et al. (2012) and Haun and Martin (2004) it is important for policy makers, administrators, and induction directors to focus on new teacher satisfaction. It is tied directly to teacher retention and student performance. As the research shows, including some form of collaboration in the induction programming is very helpful to increasing teacher satisfaction. Collaboration was also a key element of increasing teacher self-efficacy (Tschanne-Moran & Hoy, 2007; Schaefer et al., 2012; McGuire, 2011). Therefore collaboration can be a critical element of successful induction programs since it is shown to lead to increased teacher self-efficacy and satisfaction.

Teacher satisfaction is tied to a number of different elements of the profession. Kim and Loadman (1994) found seven main factors that contributed to job satisfaction. Four of the seven factors relate to induction; interactions with colleagues, professional autonomy, working conditions, and professional challenge.

Kim and Loadman’s (1994) research although dated is still relevant. It allows us to connect teacher induction to satisfaction by pulling out elements of satisfaction that can be included in induction. Teacher induction programs can provide for interactions with colleagues by providing mentors or opportunities for collaboration. Induction can also alter certain elements of working conditions. Giving a new teacher a reduced schedule is

one example of an induction measure that would increase working conditions. To a lesser degree professional challenge and professional autonomy could be provided by induction services.

Liu and Ramsey (2008) conducted another study that examined teacher satisfaction. This study analyzed almost 5,000 teacher surveys. The researchers analyzed 31 items from the questionnaire related to teacher satisfaction. They were able to rate teacher satisfaction in seven different categories. The categories were: administration, student interaction, professional development, safety, work conditions, resources, and compensation. The teachers rated safety and student interactions as the items that gave them the most satisfaction. Compensation and working conditions gave teachers the least satisfaction. Lack of planning time, feelings of isolation, and high workload were all noted as negative items related to working conditions and job satisfaction. Connecting this to induction it could be reasoned that putting an emphasis on reduced teaching load, scheduled off time for planning, and a mentor or collaborative experience should be considered in induction models.

These data were then paired down by a number of different identifiers that showed some interesting results related to this study. When looking at length of employment the research showed that, “Six of the seven aspects of teacher job satisfaction were significantly better for teachers that had taught for a longer period of time” (Liu & Ramsey, 2008, p. 1180). As it relates to the question of induction this is an important finding. While it does not tell leaders what to do, it does tell them that if they can just keep a teacher beyond the introductory years then the satisfaction is likely to increase and performance and retention will follow.

Another interesting finding that came out of the drilling down into the data from the Liu and Ramsey (2008) research came from a regression between the seven indicators of satisfaction. The researchers found that there was a correlation between satisfaction with school administration and professional development ($r=.74$). This meant that if teachers were satisfied with one they were likely to be satisfied with the other. Liu and Ramsey noted that this was probably, “Due to the fact that administrators often hold relevant resources used for professional development (e.g., funding, time off work, and access to mentors)” (p. 1179). This list includes several things that induction programs are able to offer and should be considered when policy makers and administrators are implementing induction programs in order to increase satisfaction.

One final study that looked at teacher satisfaction comes from Ma and MacMillan (1999). This study used data from The New Brunswick School Survey with a sample of over 2,000 teachers. The researchers looked at satisfaction of teachers related to background and work conditions. The research found a positive connection between teacher satisfaction and administrative support. Ma and Macmillan noted:

One of the most important findings of this study is the role that administrators play in promoting teachers' job satisfaction. We found that teachers' positive perception of their relation with school administration is able to narrow substantially the satisfaction gap among teachers with different teaching experience. That finding suggests that school administration is important not only to promote teachers' satisfaction with their work, which is in keeping with other research (Blase & Roberts, 1994), but also to reduce the negative impact of different levels of teaching experience. This is particularly important for the less experienced

professionals who often consider themselves as outsiders, worry about their tenure and promotion, and have difficulty in merging into the mainstream of school life. (p. 46)

This finding has a significant impact on induction, satisfaction, and retention. It points directly to the need for administrators to support new teachers. According to the research, an induction program that doesn't involve administrative support will allow the gap to exist between less experienced and more experienced teachers and their satisfaction levels.

Induction and Satisfaction. Following a broader look at teacher satisfaction, it is also important to look at research directly looking at induction and its impact on job satisfaction. The purpose of this section will be to look at induction programs currently in place and see what effect they have on teacher satisfaction. It will then be possible to see if the results match up with the hypotheses from above related to satisfaction in general.

One important study produced by the U.S. Department of Education showed no significant impact on satisfaction from comprehensive new teacher induction programming (Isenberg et al., 2009). Isenberg et al. (2009) did a comparison study of teachers in schools with comprehensive induction programs and those with less comprehensive induction models that fell below a set of induction standards that the researchers developed. The second group was the control group. The study spanned 13 states, took place in 418 schools, and examined 1,009 new teachers. All of the schools studied were low SES elementary schools. Following a combination of one and two year induction programs the results showed that there was no significant difference in job

satisfaction between the control group and the teachers that were put through comprehensive induction services.

The impact of this research could have a huge impact on federal funding to comprehensive induction programming. It shows that the more comprehensive a program is does not necessarily mean that it will lead to more satisfaction. However, the control group in this study was still receiving induction services, just not comprehensive ones. Having a group receiving no induction would have been beneficial to run a third comparison. Also, the study did not note if any items of induction were more effective at increasing satisfaction. As the Isenberg et al. (2009) report noted, “One concern with the analysis of teacher satisfaction data is that the summary scores may mask impacts for individual items that make up the three summary scores within each domain” (p. 191). So while there was no significant difference in impact on satisfaction from comprehensive induction, both groups still could have shown gains in areas.

Other research does point to a positive connection between induction and satisfaction. However, that research is more likely comparing some induction versus no induction. Ingersoll and Strong (2011), two of the leading induction researchers in the field, undertook a project reviewing 15 different empirical induction studies since the 1980s. The project looked at three major categories, one of which was teacher commitment and retention. Teacher job satisfaction was a part of this section and showed up in every study. From their research they showed “Almost all of the studies we reviewed showed that beginning teachers who participated in some kind of induction had higher satisfaction, commitment, or retention” (p. 225). This research still fails to dig

into which items of induction are leading to increased satisfaction, just that some satisfaction does come from some induction.

Research from Larabee (2009), gathering from prior research, noted that there were eight major variables present in induction models that could increase job satisfaction. These variables were divided into two different categories, socialization and instruction. Several of the elements fell into both categories. The elements related to socialization were “the presence of a mentor, regular meetings, reflection, and new teacher orientation” (p. 13). The elements related to instruction were “presence of a mentor, new teacher orientation, team lesson planning, observation of veteran teachers, observation by veteran teachers, reflection, regular meetings and a schedule of activities based on relevance” (pp. 13-14).

From this research policymakers can ensure that induction programs, comprehensive or not, are inclusive of the seven activities. The levels of effectiveness for these elements were not determined in this research. One thing that might be beneficial for districts that are under budgetary constraints would be to figure out what items on the list are feasible.

Research completed by Butler (2014) looked at over 300 surveys of teachers in Georgia. The research looked at attrition through the lens of job satisfaction. Within the report, elements of induction were discussed that impacted satisfaction and possibly attrition. While the research concluded that induction programming would not lead to increased retention, elements of induction were found to relate to increased satisfaction. The conclusion of the report was that the school needed to look into Professional Learning Communities in order to increase retention. The variables from

the research that contributed to this conclusion was the need for administrative support and more collaborative, community building, engagement. The report showed that, “Professional Learning Communities are characterized by the developed trust teachers have with school leaders and camaraderie with other teachers” (p. 156). While PLCs are one way to lead to these outcomes, a focus on an induction program that enabled teachers to develop support and trust with administrators and interact with other teachers would also be beneficial.

Self-Efficacy

Self-efficacy is a behavioral theory that explains a human subject’s belief in their capacity to complete a task (Bandura, 1977). The motivation and confidence to perform a task can be impacted by various inputs that change the behavior of the individual. Bandura (1977) cites four sources of information that impact self-efficacy: performance accomplishments, vicarious experience, verbal persuasion, and physiological states. These sources are a combination of internal and external factors depending on the situation being observed that impact human behavior.

The three external factors are performance accomplishments, vicarious experience, and verbal persuasion. Performance accomplishments relate to gaining self-efficacy through experience and positive results. Vicarious experience relates to having work modeled and seeing others do tasks. Verbal persuasion has to do with coaching and getting feedback (Bandura, 1977). Various elements of induction programs can have an influence on the self-efficacy sources that Bandura (1977) describes.

Teacher self-efficacy can be defined as, a teacher’s confidence in their ability to perform their job with a focus on student achievement as a goal (Skaalvik & Skaalvik,

2007). It is of particular interest here because teacher self-efficacy has been found to have a positive correlation with student achievement (Tschanen-Moran, Hoy, & Hoy, 1998). It is also an important element because positive teacher self-efficacy has been shown to increase teacher retention. One study that connected teacher self-efficacy to retention was conducted in Florida using a mixed methods design to review a survey of 194 teachers during their first three years of teaching. The teachers' responses to the Florida Educator Accomplished Practices (FEAP) survey that looks at twelve competencies related to teaching were used. Paired with prior research on teacher attrition in the state of Florida, Elliott et al. (2010) speculated that, "early career teachers who do not have a sense of self-efficacy for teaching, due to lack of prior experience, preparation, or other factors, may be more likely to leave the profession within the first few years" (p. 134). Much research has been conducted to determine what helps to develop self-efficacy in teachers.

Wechsler et al. (2012) examined the effects of induction programs in 39 different schools in Illinois using a mixed methods approach. Through surveys of 1,940 teachers and over 1,300 mentors they were able to collect data about the influence of induction programs in a number of categories. One area in particular that the study looked at was teacher self-efficacy. The study looked at only teachers who had been through induction programs, but compared teachers based on the quality of the induction they received. The results pointed to the importance of quality induction as it relates to increasing teacher self-efficacy. It will be important to determine what elements of induction have an effect on teacher self-efficacy.

Three elements of induction stand out when looking at the relationship between new teacher induction and increased teacher self-efficacy; collaboration, relationship building, and instructional focus. Research showed that these three elements stood out as ones that were most likely to increase teacher self-efficacy (Wechsler et al., 2012).

Collaboration and efficacy. Giving new teachers a chance to work together and not be isolated will lead to increased teacher self-efficacy (Tschanen-Moran & Hoy, 2007; Schaefer et al., 2012; McGuire, 2011). Tschanen-Moran and Hoy (2007) found that collaboration amongst teachers, especially new teachers, had a positive effect on self-efficacy. New teacher induction models that allow for, or even require collaboration can impact teacher self-efficacy. Similarly, Schaefer et al. (2012) examined collaboration and found that lack of collaboration was actually a reason for high attrition amongst teachers. Several ways that induction programs can increase collaboration are by allowing teachers to team teach classes or allow for shared planning time with teachers who teach the same classes.

A study conducted by McGuire (2011) that focused on high school teachers found that “student-centered” collaboration in particular led to high levels of self-efficacy amongst teachers. This focus on students was unique in relation to the other research reviewed. There are many different ways for schools to provide teacher collaboration. However, in McGuire’s (2011) study the teachers interviewed noted that at this particular school “student-centered collaboration among faculty is a priority” (p. 82). The focus of the teacher collaboration being on the students was spelled out and recognized by the faculty.

Relationship building. While not completely separate from collaboration,

building relationships with other teachers leads new teachers to feeling more confident. Induction that purposefully helps to connect new teachers with a variety of different people can increase the likelihood of new teachers building relationships with colleagues. Haigh and Anthony (2012) surveyed 20 new science teachers in New Zealand three times at six-month intervals in their first 18 months of a new teacher induction program. The questions focused on the effects that the induction had on their self-efficacy. Teachers who felt well connected and had formed multiple strong professional relationships within their school were more confident. The results also showed that the relationships with non-formal, non-assigned colleagues usually were more effective in increasing self-efficacy (Haigh & Anthony, 2012).

This final point is very important to highlight. Assuming that putting a new teacher in a collaborative teaching situation, or pairing them with a mentor, will automatically lead to meaningful relationships does not always work. While some of the effects of building relationships are based on the personality of the new teacher, induction programs can increase the amount of opportunities the new teachers have to interact in non-formal settings. For example, setting up meals or outings for teachers with similar interests can help to facilitate a new teacher building relationships with colleagues (Haigh & Anthony, 2012).

Instructional focus. Another important element of induction in order to increase teacher self-efficacy is a focus on instruction. Getting back to the main goal of a school, improving student performance, new teachers are in need of instructional support. Teacher preparation programs before a teacher is hired are excellent, but continued on the job instructional assistance is important as well. Without instructional

support in place for new teachers they can lack confidence in their ability, especially early on when paired with other difficulties new teachers face (Haigh & Anthony, 2012). Research from Wechsler et al. (2012) showed that teachers' mean scores for self-efficacy were higher when there was a focus on instruction during induction. This focus on instruction can be delivered in a number of ways. One major area that a number of induction programs use to help with instruction is a mentor program. However, Wechsler et al. (2012) also noted "mentors and mentees infrequently engaged in activities with high potential for improving instructional practice" (p. i). So, in order to increase the effectiveness of instructional focus through mentoring there must be mentor training done in this area.

Another way to increase instructional focus through induction is to require that new teachers observe other classes. Administrators have the ability to hand pick the best veteran teachers for new teachers to observe and learn from. This also can be a way to show confidence in a veteran teacher. Haigh and Anthony (2012) showed increased self-efficacy from new teachers watching veteran teachers teach. While new teachers in the study admitted to being nervous about imposing on veteran teachers, many of them noted that this practice led to higher levels of self-efficacy (Haigh & Anthony, 2012). Induction programs can require teachers to observe classes inside and outside of their own discipline and grade level as well. This could lead to more interactions with more people increasing chances for relationship building as well. Furthermore, this opportunity could feel overwhelming to a new teacher if time is not allotted to allow these observations to occur. Building in release time or paying for coverage might be ways that these problems could be alleviated.

Motivation. Another important area of research relates to motivation and what gives humans motivation. The topic of motivation includes elements of all of the three main focus areas of the study; support, satisfaction, and self-efficacy. Maslow's 1943 work on motivation is the seminal work done in this area. In his work Maslow developed a hierarchy of needs that all humans desire based on certain human conditions being met. He argued that each level above the previous one could only be achieved once the needs from the previous level were met (Maslow, 1943). One major piece of the hierarchy relates to human beings desiring a sense of belongingness as a factor of motivation. This sense of belonging follows the basic physiological needs (food, water, shelter, etc.) and then safety being met.

The area of belongingness involves humans desire for relationships, trust, and love. Only once these needs have been met can humans then look to the higher levels of self-esteem and self-actualization at the higher levels of the hierarchy. Many of the elements of induction programs help new teachers build relationships and increase their sense of satisfaction and support. Thus impacting their belongingness that Maslow (1943) describes.

Chapter 3: Methods

The purpose of this program evaluation was to determine teacher perceptions of the effectiveness of a two-year new teacher induction program in three specific areas; support, satisfaction, and self-efficacy. The findings allowed for program administrators to identify ways to enhance the program to make it more beneficial for future new hires. Other schools that consider developing or evaluating an induction program can use the evaluation. This chapter will describe the evaluation questions, the participants, and the data collection procedures.

Evaluation Questions

The program evaluation was designed to answer three questions. The questions each related to the participants perceptions of the impact of the program on a specific professional area.

1. To what degree do teachers new to the school feel supported by the faculty and administrators following the two-year new teacher induction program?
2. To what degree do teachers new to the school feel satisfied with their work activities following the two-year new teacher induction program?
3. To what degree do teachers new to the school feel confident in their ability to effectively deliver lessons and influence student learning (self-efficacy) following the two-year new teacher induction program?

Participants

The participants in this study were the eight teachers who had just completed the two-year new teacher induction program. The participants were limited to this number since the program has been adjusted over the past few years and the program they completed is the most like the current program. Teachers from previous new teacher cohorts had a different experience from the current program. Participation in the study was voluntary. The eight teachers who had just completed the program include teachers from all three levels of the school. Four teachers were from the lower school, three teachers were from the middle school, and one teacher was from the upper school. The study included three males and five females. The teachers entered the school with a range of teaching experiences. Some had little to no prior teaching experience, while some had at least five years of experience in another school setting.

Consent. Each participant was asked to give verbal consent following an explanation of the purpose of the study and the procedures of the interviews. The explanation reiterated the voluntary nature of the study and the fact that they could opt out of the study at any point. The explanation of consent also described the confidentiality of the results.

Table 1

Participant Demographic Information.

#	M/F	Yrs. of Exp.	Level	Special Notes	Former School Experience
1	F	5	Lower		Public
2	F	6	Lower		Public
3	F	4	Lower		Public
4	F	12	Lower		Private
5	M	1	Middle	Resigned after year 2	Private
6	M	1	Middle		Private
7	F	8	Middle		Private
8	M	0	Upper		None

Data Sources

The program evaluation involved one data collection method, individual interviews. This qualitative data were gathered during a one-on-one interview comprised of ten questions. The questions provided data based on teacher perceptions of change based on the completion of the program being evaluated. The data were then analyzed.

Interview protocol. I conducted the interviews following the ten questions that were pre-planned. Follow up questions were used as needed to clarify interviewee's answers or to try to redirect answers. I reminded the teachers that they were there voluntarily at the start of each interview. I also reviewed with them pertinent information about the study that was delivered to them when I asked them to take part in the study.

The interview questions. The following table (Table 2) shows the interview questions that were used during the interview and how those questions related to the

evaluation questions. Following the table there are descriptions of the individual questions that were used. Two professionals with Doctoral degrees and over thirty combined years in independent schools who have been involved with professional development programming reviewed the questions and gave feedback in order to increase validity. The professionals saw value in having the questions broken up into focus areas, as the questions would be easy for the subjects to follow. One recommendation was to ensure that the subjects were given guidance to the definitions of each focus area before starting each new section of questioning. They also affirmed that gathering data about non-induction related items that might impact the focus areas were important.

Table 2

Interview Questions for Program Evaluation of Induction Model

Interview Questions	Question Text	Related area of study
1	To what extent do you feel supported following the two-year new teacher induction program?	Support
2	How much of an impact did the new teacher induction program have on your feelings of support?	Support
3	What other elements of your first two years, not including the induction program, impacted your feelings of support?	Support
4	To what extent do you feel satisfied following the two-year new teacher induction program?	Satisfaction
5	How much of an impact did the new teacher induction program have on your feeling of satisfaction with your job?	Satisfaction
6	What other elements of your first two years, not including the induction program, impacted your feelings of satisfaction with your job?	Satisfaction
7	To what extent do you feel confident in providing instruction that results in high levels of student achievement as a result of the two-year new teacher induction program?	Self-efficacy
8	How much of an impact did the new teacher induction program have on your confidence in being an effective faculty member here?	Self-efficacy
9	What other elements of your first two years, not including the induction program, impacted your confidence in being an effective teacher here?	Self-efficacy
10	*How did the induction program at your previous school compare to the induction here?	Induction

Based on the recommendations from the reviewers, before each section of questions the subjects were reminded of the definition of the key topic to which the next set of questions related. These definitions are found in Chapter 1.

The first nine questions were broken into three groups of three questions. Each set of questions followed a similar form with only the focus area changing the question. The purpose of this format was to make the interview easy for the interviewee to follow and feel comfortable. The tenth question was a general question related to induction.

The first, fourth and seventh questions were designed to allow the interviewee to reflect on the area of focus in the question broadly without being restrained by elements of the program in question. The goal was that participants would be to describe the change, positive or negative, in their perceptions of feeling in the three focus areas, using the timeframe of the program as a guide.

Questions two, five, and eight, all were geared to creating a focus on the actual program elements and how the program influenced the feeling described in the previous questions. The questions were designed to help the interviewee describe the change in feeling from the beginning to the end of the program as well. Being able to tell where the subject was to start the program and then where they were at completion was important.

The final three questions in each section, numbers three, six, and nine, were geared toward finding elements of the culture outside of the program that might have had an impact on teacher's perceptions of feeling in the three focus areas. These questions helped to show if other things impacted the three focus areas that were not a part of the program. The answers led to items that need to be added to the program since they showed up often in the results as positive and replicable.

The tenth question was only applicable to the teachers who were new to the school but not new to the profession. The question helped to gather information about what types of induction services teachers received at their previous schools.

Data collection. I conducted the interviews in a face-to-face setting. The interviews were conducted in convenient areas on the school campus in order to cause the least interruption to the schedule of the interviewees.

The subjects were initially contacted by email to explain the project. The email contained all of the details of the research and what was expected of them when they chose to participate. I also ensured that they knew that participation was optional.

Interviews were recorded and transcribed using a transcribing technology program. The interviewees were alerted to the recording and the purpose for recording at the start of each interview so that they were not surprised by the recording and felt at ease. During the interviews I attempted to keep the responses on topic. I did not want to limit the answers or make the subjects feel cut off, but wanted to be sure the questions were followed.

Following the interviews I thanked the subjects for their time. Due to my work with the subjects this was something that was done formally as well as informally following the interview. Following the interviews I contacted each subject to show my gratitude for their service.

Data analysis. The qualitative data that were generated from the interviews were analyzed following a process described by Creswell (2009) for qualitative studies. The first three stages of this process involved collecting, organizing, and reading through all

of the data. During this part of the process reflection was very important, as well as recognizing elements that showed up often in the results.

The next important step involved coding the data. Table 3 shows priori codes that were preset and were related to the items that were revealed during my literature review. The codes were paired with each set of interview questions. While these pre-set codes covered a wide range of topics, I still was aware of other items that were mentioned as well that were not part of the priori codes. Some of these items were recurring answers that I had not anticipated in my original priori codes.

Table 3

Preset Codes Used to Interpret Data Gathered in Interviews

Coding Phrase	Related Area of Study	Related Interview Question
Administrative Support	Support	1-3
Mentoring	Support	1-3
Collaboration Satisfaction	Satisfaction	4-6
Non-Induction Related	Satisfaction	4-6
Collaboration Efficacy	Self-Efficacy	7-9
Relational Focus	Self-Efficacy	7-9
Instructional Focus	Self-Efficacy	7-9

The final step involved interpreting the data following the coding to find themes. The codes allowed me to group answers from the interviews that were similar and related to the answers that I expected to see based on the research. The themes that I found emerged from the coding. These themes were trends that I found following the coding of

the data from the evaluation questions. The themes that emerged crossed multiple evaluation questions in some instances and helped to bring clarity to the most important takeaways from the overall evaluation.

Limitations

There were certain things that I did not have control over that impacted the study in some way. The size of the group of teachers that had just completed the induction program was relatively small and did not represent the teachers from prior years in their experience with the program. This limited the depth of data I was able to gather during the study.

The different backgrounds of each participant caused them to have a difference in knowledge about types and styles of induction programs. If the participant had taught in a different school and knew a different induction model, they were able to compare the current model in our school to their previous school. This presented a challenge since they were influenced in some way by a previous model. For a new teacher who had never been in an induction model, they did not know about alternative methods or styles that are used by other schools so they lacked that comparative ability.

Another limitation was the fact that the teachers participating in the study were coming from three different school levels. While a number of the activities involved in the induction model were for all three levels together, each level monitored some of the activities individually. This split in implementation led to different results based on which level a person was teaching. While this helped to highlight some differences that in the program, it also led to skewing the data from the interviews.

The final major limitation involved the fact that this was a small school where the study was being performed. The majority of the participants I already had a relationship with in some way. While this may have been a positive thing in some ways, there was the chance that it influenced the results.

Delimitations

There were several choices that I made in the design of the research that impacted the results of the study as well.

Participation in the study was limited to the group of new teachers that have most recently completed the two-year new teacher induction program. Despite other teachers at the school having been through the program and some having just completed year one of the program, the focus of this study was on the most current cohort of teachers that had completed the full program. The reason that I decided to limit the study in this way is that I wanted to evaluate the program that most represents the program that is currently in place. The teachers that finished the program beyond two years ago had certain elements that were different in their program since the program has evolved over time. Also, measuring teacher perceptions of a program that they completed over a year ago would not be as effective since their work has continued to shift their perceptions of work life beyond the completion of the program.

No classroom observations were a part of the research and no student performance data were used. Teacher personal perceptions were all that was gathered through interviews. The observations being included would have added too many elements into the study that could not have been obtained in a timely manner and would have created too close a connection with the teacher evaluation program. I wanted to

avoid this so that teachers would not feel threatened by the research or connect it to contract negotiations.

Potential for Bias

One major potential for bias in this study was my role as an administrator in one of the three levels. While I was not directly involved in contract negotiations, I did take part in team observations in my school level, which were passed along to the school level head. This could have caused some of the participants to avoid noting needs for improvement in the program. My goal was to stress the outcome of the study, which was to improve a program for future participants.

Furthermore, my work in my level led me to be more connected with the participants that came from my level. This could have led participants to be more honest since we have a developed relationship that was not present with the participants from other levels. On the other hand, my leadership role in this level could have caused them to be less forthcoming than the people who I did not directly interact with in my building.

Ethical Considerations

This research protected the participants in every way possible. I completed the required training in human subjects procedures as prescribed by the College's Protection of Human Subjects Committee (PHSC). The certificates were obtained by completing course work at the Collaborative Institutional Training Initiative at the University of Miami (CITI) using on-line educational modules.

The research proposal was submitted for review to The College of William and Mary's School of Education Internal Review Committee. This was in accordance with

45 CFR 46, of the Code of Federal Regulations, The U.S. Department of Health and Human Services (College of William and Mary, 2014).

Program Evaluation Standards

The research followed *The Program Evaluation Standards* (Yarbrough, Shula, Hopson, & Caruthers, 2010) in the following areas: propriety, utility, feasibility, and accuracy.

Propriety. The formal agreement that took place involved the detailed email that I sent to the participants explaining the details and expectations of the evaluation (Mertens & Wilson, 2012). Since I was the one leading the interviews I had control over this area. It was also important to always “respect the dignity and interactions of participants” throughout the process (Mertens & Wilson, 2012, p. 25).

Utility. Evaluator credibility was an important aspect of the evaluation process (Mertens & Wilson, 2012). In my case, my completion of the coursework for the EdD program in addition to 10 years of service at the school helped me develop credibility in this field. I also spent time in the building in the evaluation process with the level head.

Another important aspect of the utility involved stakeholders. In my case the Headmaster of the school signed off on my project and I gave updates periodically as the evaluation was taking place. I also worked individually with each school level head to ensure my evaluation model fit with their school level.

Feasibility. The evaluation model was not something that was impractical or different from the “customary way programs operate” (Mertens & Wilson, 2012, p. 25). While the interview model was not often used, especially with recording for transcription, face-to-face meetings to discuss programs are not out of the ordinary. In

terms of resource used during this study the main resource that I needed to be aware of was time. Teachers were very busy during the year and I did not want this study to cause any difficulty with their regular daily activities. I tried to offer as many times for interviews as I could so that we were able to find a mutually agreeable time that was not disruptive.

Accuracy. The participants were all asked the exact same set of questions during the interview period which helped with ensuring that the data gathered were reliable. This reliability came from the consistency of the questions in the interview process. Since I was working in the context and had set my goal of improving a program the communication and reporting was as valid and reliable as possible in order to meet the goal based on what the evaluation yielded.

Chapter 4: Results

The purpose of this qualitative program evaluation was to determine teacher perceptions of the new teacher induction program at an independent K-12 school. The goal of the evaluation is to enhance the program by recognizing strengths and weaknesses to better serve new teachers at the school moving forward. The evaluation also focused on areas outside of the induction program at the school that positively impacted teacher's feelings of support, satisfaction, and self-efficacy, the three focus areas of the research. In turn, the school could use the outside elements that teachers mentioned more purposefully to enhance the induction program in the future. In Chapter 3 the methodology of the study was described including the participants and preset codes for the interviews. This chapter will focus on the results of the study using the evaluation questions as a guide.

Teacher Interviews

The eight teacher interviews were conducted in order to gather qualitative data to address the evaluation questions of the study. Below are the three evaluation questions that guided the study.

1. To what degree do teachers new to the school feel supported by the faculty and administrators following the two-year new teacher induction program?
2. To what degree do teachers new to the school feel satisfied with their work activities following the two-year new teacher induction program?

3. To what degree do teachers new to the school feel confident in their ability to effectively deliver lessons and influence student learning (self-efficacy) following the two-year new teacher induction program?

The interviews consisted of nine questions with three questions focused on each evaluation area. A tenth question related to induction at former teaching locations was included for interviewees that were new to the school but not new to teaching. The data from the interviews were coded using the preset codes described in Chapter 3.

Evaluation Question 1. To what degree do teachers new to the school feel supported by the faculty and administrators following the two-year new teacher induction program?

The data gathered related to evaluation question number one were pulled from questions one, two, and three of the teacher interviews. The preset codes for this section were mentoring and administrative support. The following table (Table 4) shows all of the results of the interviews based on preset codes that were mentioned by the respondents during the interviews in this section. The notation of “X” means that the respondents mentioned the item as a positive element related to support in response to questions 1-3 of the interview.

Table 4

Teacher Mentions of Preset Codes Related to Support

Respondent	LS1	LS2	LS3	LS4	MS1	MS2	MS3	US1
Mentoring	X				X		X	X
Administrative Support	X	X	X	X		X	X	X

The theme that emerged from the common responses about administrative support related to the new teachers feeling a sense of approval based on their administrators giving positive reinforcement. One teacher stated, “I was in the unique position of being able to create what my job was going to look like and I’ve had immense support from [the] administration with that.” The teachers felt like the positive reinforcement from administrators helped them to gain confidence in their roles.

The fact that only three respondents mentioned mentoring as a positive aspect of their feeling of support is worthy of note. One teacher mentioned the mentoring as a negative element of the first two years when discussing support. The other four teachers that did not mention mentoring did not give any indication that mentoring was not a positive item, but they did not discuss mentoring which by omission may indicate that it was not a particularly important element of their feelings of support in the first two years.

To what extent do you feel supported following the two-year new teacher induction program? This question was meant to get an overall sense of the perceptions of support that the teachers felt following two years at the school, regardless of the relation to induction programming. The teachers were not given any guidance or a scale in the interview with which to answer. Six of the eight respondents either said they felt “very supported” or “really supported” as their immediate response. One teacher went on to say that, “I feel supported by my colleagues, my team members...by specialists, but definitely by our principal and vice-principal.” Overall the support that was reported in response to question one represented a wide range of areas including students, parents, colleagues, and administrators. Three teachers referenced feeling supported by their students’ parents in their classes. This form of support was experienced in several

different ways. One teacher mentioned parents stopping by the classroom early in the year as an introduction and telling the teacher that their child enjoyed the teacher's class. Another teacher said, "Several teachers talked about positive communication early in the year from parents who knew the teacher was new." This emotional and feedback support provided by the various groups matches the type of support that House (1981) described in his research relating to support. The emotional support was the element in House's research that had the most impact on overall feelings of support. From the interviews it was clear teachers felt a sense of trust and concern needs being met by the groups mentioned above.

How much of an impact did the new teacher induction program have on your feelings of support? Once the teachers were prompted to think about support in relation to the five elements of induction that the program provides they gave more direct answers related to the induction program. The five elements of teacher induction are: mentoring, nighttime new teacher meetings, instructional method (CRISS) training, divisional meetings with administrators, and administrative observations. Table 5 shows which elements of teacher induction led to increased feelings of support for the new teachers.

Table 5

Teacher Mentions of Induction Program Elements Related to Feelings of Support

	Mentoring	Observation	Admin. Meetings	Night Meetings	Instructional Training
Teacher Mentions (out of 8)	3	2	2	6	2

From Table 5 it is clear that the nightly meetings that are run three times each year was the most effective item when making new teachers feel supported. One middle school

respondent said when asked about the induction piece that provided support, “I really enjoyed the evening stuff ..., I think that was awesome. Not just because of the free food we got to have at the meals, but some of the conversations we had were really good.” Four teachers mentioned the ability to bond and get to know other teachers from all across the school’s three divisions as a very positive experience. The theme that emerged from the teachers that mentioned the night program was the facilitation of forming relationships with other new teachers, which gave them a sense of belonging. This sense of belonging connects to the research done by Maslow (1943) in relation to the hierarchy of needs that human beings have. The teachers describe developing relationships that show a meeting of the needs in the belongingness section of Maslow’s hierarchy.

Three of the teachers also spoke about mentoring being an important aspect of the support they felt. One teacher in particular went into great detail about the importance of having a strong mentor. The teacher stated, “There was a lot [the mentor did]. Everything from showing me the [computer] system...homework policy, observing my class several times a week. Having one person that I could go to with any question I had.” This type of support the teacher describes the mentor providing matched the feedback and instrumental support that House (1981) describes in the research. The teacher went on to talk about the importance of having a mentor in the same department. One other teacher mentioned how important it was to have a mentor in close proximity to his room.

On the negative side, a teacher that said the mentoring did not impact support thought it might have had to do with not being in the same grade level as the assigned

mentor and the mentor system lacking formality. This teacher stated, “I was assigned a mentor [in a different grade]... even though she was in close proximity and checked in on me ... there weren’t formal meetings that were set up.” The teacher ended up bonding with several other teachers from her grade team and not checking in much with the assigned mentor. Furthermore, the teacher described forming another mentor relationship with a different teacher despite having the assigned mentor.

The fact that six of eight of the respondents omitted observations, administrative meetings, and instructional training shows that these areas were less effective with regards to making new teachers feel supported. None of the respondents noted these elements as a negative in relation to support, but they did not mention them as a positive element either.

What other elements of your first two years, not including the induction program, impacted your feelings of support? The purpose of this question was to see if there were elements of the first two years working at the school that led to support that are not a part of the induction program. If an answer showed up consistently it might be something that the school should consider adding to the induction program in order to increase the effectiveness of the induction program in the area of support. There were three items that consistently showed up in this section related to support. Those items were support from parents, colleagues, and community. These elements of support directly connect to the research done by House (1981) and his description of emotional support as part of social support.

Three of the four lower school respondents mentioned parents playing a large role in their feelings of support. This is not a surprising finding since there is much more

interaction with parents than in the middle and upper school. One teacher stated, “I got a lot of great parent feedback from [my communications with parents].” The feedback was an unintended response to a general newsletter the teacher sent out. This support connects directly to the support that House (1981) described in his research on social support. In this case the parents provided the element of feedback support. The replies from the letter made the teacher feel very supported. Another teacher noted the support that she received from her room mother. The teacher said, “I had a great support system with my parents the first year. I had a really close relationship with my room mom.” The teacher did not go into detail about the system for choosing room moms and if she thought that was done more intentionally for new teachers.

Five of the eight respondents made mention of their colleagues supporting them and making them feel like they were a valued part of the faculty. The support that the teachers describe relates to the emotional support that House (1981) describes in his research. The responses about being valued also relate to the belongingness that Maslow (1943) describes in the hierarchy of needs. The mentions of colleague support were mostly focused on faculty within the same building, but several teachers mentioned the support of colleagues K-12. One teacher stated, “We do have a really good sense of family here. Everybody was very welcoming. I really felt like, from the beginning, I was just part of the family.” Multiple respondents repeated this feeling of being accepted and brought in as part of the faculty. Another teacher noted, “I think that my colleagues were probably one of the biggest things [related to support], just in general...I think everyone was really welcoming...That’s just something that’s natural to [the faculty].” No formal

welcoming committee was formed as part of the induction program; the support from colleagues was natural.

Finally, the term community was mentioned by three of the eight respondents. While the community includes the colleagues that were mentioned previously, the community also includes students, parents, teachers, and staff. One respondent noted, “the different committees and different activities that were not necessarily required, but were offered...That definitely helped me be...more ingrained in the community. That feeling of being a part of something made me feel much more supported.” The community support shows a feeling of belongingness again that supports the research Maslow (1943) described in the hierarchy of needs. This sense of community was also referenced by another interviewee that said, “There was a great sense of community within the building, of just staff.” The combination of parents and colleagues that help to make up the feeling of community was important to the new teachers in their perception of feeling supported in their first two years.

Evaluation Question 2. To what degree do teachers new to the school feel satisfied with their work activities following the two-year new teacher induction program?

The data gathered related to evaluation question number two were pulled from questions four, five, and six of the teacher interviews. The preset codes for this section were collaboration and non-induction related items, for example salary or benefits. Table 6 shows all of the results of the interviews based on preset codes that were mentioned by the respondents during the interviews in this section.

Table 6

Teacher Mentions of Preset Codes Related to Satisfaction

Respondent	LS1	LS2	LS3	LS4	MS1	MS2	MS3	US1
Collaboration	X	X	X	X	X	X		X
Non-induction items (Benefits, etc.)	X		X				X	

Note. “X” means that the respondents mentioned the item as a positive element related to satisfaction in response to questions 4-6 of the interview.

The theme that emerged from the seven respondents noting collaboration related to

teachers feeling supported and accepted by other teachers that they got to work with.

Many of the respondents described more an appreciation of belongingness due to the collaboration more than a feeling of professional growth and mastery of instruction. One teacher stated in relation to collaboration, “I think developing deeper friendships with the people that I am working with... I feel like I have people that I can turn to. I think that always makes you feel more satisfied.” The collaboration mentioned in the interviews did not only directly relate to collaborating on classroom instruction, but also collaborating in a number of different areas. Several other ways that collaboration was described involved coaching, clubs, grade level meetings, and professional development opportunities.

The non-induction items that were only mentioned by three respondents related to benefits like the meals that school offered and the support of family that is provided through things like tuition remission. While five teachers did not mention these items when talking about satisfaction none of them noted non-induction related items like benefits as having a negative impact on their satisfaction. This omission may have had to do with the main focus of the interview being on induction and teachers not thinking

about benefits an area that was a part of the conversation. Another reason might be people being averse to talking about money in this interview. Also, four of the respondents do not have children of school age to benefit from the tuition remission offered.

To what extent do you feel satisfied following the two-year new teacher induction program? This question was meant to get an overall sense of the perceptions of satisfaction that the teachers felt following two years at the school, regardless of the relation to induction programming. The teachers were not given any guidance or a scale in the interview with which to answer. Overall the teachers reported a positive sense of satisfaction in their jobs following the first two years. One teacher stated unequivocally, “[I am] totally satisfied,” and another said he was, “extremely satisfied.” The items that were mentioned in response to satisfaction in this question included colleague support, being treated professionally, the community feel, and professional development opportunities. Several of these examples of satisfaction are supported by the research directly. Most notably the research conducted by Kim and Loadman (1994) shows the importance of colleague support as it relates to teacher satisfaction. The work of Liu and Ramsey (2008) also directly connects professional development opportunities with increased teacher satisfaction.

A clear theme that emerged from this question was that satisfaction grew over time. Since the interviews were conducted in the respondent's third year of work, several of them mentioned that their satisfaction was continuing to grow and was at a higher point than it was at the end of their second year. One teacher stated, “The more time I spend here, the more satisfied I become. I feel like I'm getting more strength the more

time I teach here, which is good.” Along the same line another teacher answered, “I feel a lot more satisfied mid-way into my third year then I did at the end of the second year.” This feeling of satisfaction due to increased time connects to the research conducted by Liu and Ramsey (2008) that showed a positive connection between satisfaction and length of employment. Since all but one of the teachers were still working at the school it was tough to have them pinpoint their exact perceptions from the end of year two. The portion of year three that was completed impacted teacher answers.

How much of an impact did the new teacher induction program have on your feeling of satisfaction with your job? Once the teachers were prompted to think about satisfaction in relation to the five elements of induction that the program provides they gave more direct answers related to the induction program. The five elements of teacher induction are: mentoring, nighttime new teacher meetings, instructional method (CRISS) training, divisional meetings with administrators, and administrative observations. Table 7 shows what elements of teacher induction led to an increased feeling of satisfaction for new teachers that participated in the study.

Table 7

Teacher Mentions of Induction Program Elements Related to Feelings of Satisfaction

	Mentoring	Observation	Admin. Meetings	Night Meetings	Instructional Training
Teacher Mentions (out of 8)	3	2	1	5	3

The night meetings that were a part of the induction program were mentioned the most in relation to impacting satisfaction. The main element of the night meetings that the teachers seemed to reflect on positively was the relational connection the meetings

fostered. This relationship building between colleagues is supported by the research conducted by Kim and Loadman (1994) and the satisfaction that comes from colleague interaction. One teacher stated when talking about the night meeting, “it was a great chance to meet some new people that were working in the same place, doing the same thing that I was doing...I think that meeting up for those evening meetings really led to [higher satisfaction].” Another teacher noted, “With those night programs to be able to just have the time to sit and talk and be honest with one another really was helpful.” It is clear that the night meetings helped connect new teachers together and give them a space for building relationships. One teacher who did not note the night meetings as having an impact on satisfaction said, “I honestly don’t remember anything from the night meetings, other than going out for a really good dinner.”

Another area that was mentioned as a positive by multiple people was the mentoring program. Three of the teachers, all from the middle school, noted the mentoring as being important to their satisfaction. One teacher stated, “The biggest part is definitely having a mentor. A mentor who [I can] bounce ideas off has been really big.” Another teacher answered, “the mentoring...it was just nice having someone eager to check in and knowing that I could bounce ideas or issues or just any sort of question due to lack of familiarity. It was helpful.” The importance of mentoring mentioned by the teachers connects with the research done by Ingersoll (2004). While Ingersoll was focused mainly on support there is a connection between support and satisfaction in this area. Mentoring was mentioned as a positive in both the support and satisfaction areas. The teachers described mentoring in this section in a way that reflected the research done by S. M. Johnson and Birkeland (2003) about collaboration and the impact on satisfaction

and retention. The multiple mentions of having the ability to ask questions and having a formal connection to get help suggests that it is important to all of the teachers that mentioned mentoring as a part of satisfaction.

While three teachers saw mentoring as a positive, one teacher from the lower school mentioned the mentoring in a negative way. The teacher stated plainly, “The mentoring was not as satisfying...We didn’t meet and it wasn’t as formal.” The other four teachers did not mention mentoring as a negative, but omitted mentoring when talking about positive items that impacted their level of satisfaction. The expectation of the mentors is different at each school level and could help to explain why there is a difference in responses between the school levels. From the interviews it was clear that the expectations of mentors was more formal in the middle school. There is also some expected variance in this area due to the quality of mentors individually. Some mentor pairings do not always work out as well for a number of reasons. Since this sample size is small that could also be another reason for the level of satisfaction in this area.

The areas of administrative meetings and administrative observations again were the least mentioned induction items. No respondents mentioned these areas as negative in relation to satisfaction, but their omission speaks to the impact that these items have on teacher satisfaction. It is clear that the teachers were not as impacted by these parts of induction in relation to their satisfaction as they were by the night program.

What other elements of your first two years, not including the induction program, impacted your feelings of satisfaction with your job? The purpose of this question was to see if there were elements of the first two years working at the school that led to feelings of satisfaction that are not a part of the induction program. If

something showed up consistently it might be something that the school might consider adding to the induction program in order to make it more effective at increasing new teacher satisfaction.

Three teachers noted the availability of professional development opportunities as well as professional development involvement as a key to increased satisfaction in the first two years. One teacher stated, “One thing [related to satisfaction] would be the chance to go to conferences. I think that made a big difference...One, it feels like you are being supported and that somebody cares enough to put up the money for that.” The ability of the school to provide opportunities for all teachers, new teachers included, to take part in professional development was repeated multiple times as satisfying. The research done by Liu and Ramsey (2008) that showed the importance of professional development on satisfaction directly connects to the responses in this section. At the school there is not a required amount of time to be employed before being allowed to take advantage professional development opportunities.

Community involvement was another emergent theme in this section, similar to the answers in the support section. The term community was mentioned in three of the eight interviews in response to this question about satisfaction from non-induction related items. One teacher stated, “The community feel...You don’t get that at other places. I’ve worked in enough schools to know that it is not valued the way it is here. I think that’s important.” Another teacher responded, “I think just the community. It is just such a nice community... people pull together...people are excited and happy to see each other.” This theme of community relates again to giving the new teachers a sense of belonging that was described in the research (Maslow, 1943). From the interviews it is

evident that their satisfaction comes from being a part of a group that is accepting and welcoming.

Evaluation Question 3. To what degree do teachers new to the school feel confident in their ability to effectively deliver lessons and influence student learning (self-efficacy) following the two-year new teacher induction program?

The data gathered related to evaluation question number three were pulled from questions seven, eight, and nine of the teacher interviews. The preset codes for this section were collaboration, relational focus, and instructional focus. Table 8 shows all of the results of the interviews based on preset codes that were mentioned by the respondents during the interviews in this section. The notation of “X” means that the respondents mentioned the item as a positive element related to self-efficacy in response to questions 7-9 of the interview.

Table 8

Teacher Mentions of Preset Codes Related to Self-efficacy

Respondent	LS1	LS2	LS3	LS4	MS1	MS2	MS3	US1
Collaboration		X		X	X	X	X	X
Relationships	X	X		X	X	X		X
Instruction	X		X	X	X	X	X	X

The theme that emerged from the six respondents noting collaboration related to teachers feeling a sense of confirmation of their work by getting to engage with other teachers that they work with. The teachers felt that by collaborating their confidence in their ability to deliver lessons effectively increased. One teacher in relation to collaboration stated, “I

thought solving the classroom confidence thing would be me, but now I see it more as a team thing." The two teachers that did not mention collaboration as a positive impact on their self-efficacy work in self-contained areas that they said did not allow for much collaboration.

The relationship code was mentioned by six of eight respondents as having a positive impact on self-efficacy. The theme that again emerged from this topic of relationships was a sense on belonging by getting to form friendships and being accepted by other teachers. Once the teachers felt this sense of belonging they stated that their confidence continued to grow. The two teachers that did not mention relationships in this section did not state that relationships had a negative impact on self-efficacy, it just was not a positive area that they noted.

The final preset code related to a focus on instruction. Seven of the eight teachers noted instructional focus as a positive item related to self-efficacy. The two induction program items directly related to this area were the CRISS instructional training and the administrative observations. These two elements of induction are supported by Bandura's (1977) research that connects vicarious experience and social persuasion to increased self-efficacy. Teachers getting to see instruction modeled, vicarious experience, and getting feedback from administrators, social persuasion, directly correlates with Bandura's (1977) work. Five of the eight teachers mentioned the CRISS instructional training as having a positive impact on their self-efficacy. Five teachers, who were not all of the same ones that mention CRISS training, noted the administrative observations as having a positive impact on their self-efficacy. The theme that emerged from these responses was related to getting feedback on their work. Receiving feedback from

administrators gave teachers a sense of esteem. Teachers mainly noted positive feedback as helping them to gain confidence, but some even mentioned coaching and getting advice on areas to improve as having a positive impact on their self-efficacy.

To what extent do you feel confident in providing instruction that results in high levels of student achievement as a result of the two-year new teacher induction program? This question was meant to get an overall sense of the perceptions of self-efficacy that the teachers felt following two years at the school, regardless of the relation to induction programming. The teachers were not given any guidance or a scale in the interview with which to answer. Four teachers noted that their efficacy had continued to grow during their first two-years and beyond. Three teachers said that they came in feeling confident and actually experienced a dip in efficacy during their first two years, but now in their third year were feeling like they were more confident in their ability to effectively deliver lessons. These responses are connected to the research done by Bandura (1977). The opportunity for performance accomplishments that Bandura describes relates directly to gaining experience over time. One teacher stated, “I think now in year three [my confidence] is getting better. It’s becoming easier for me to [do my job]. I am becoming more and more confident.”

How much of an impact did the new teacher induction program have on your confidence in being an effective faculty member here? Once the teachers were prompted to think about self-efficacy in relation to the five elements of induction that the program provides they gave more direct answers related to the induction program. The five elements of teacher induction are: mentoring, nighttime new teacher meetings, instructional method (CRISS) training, divisional meetings with administrators, and

administrative observations. Table 9 shows what elements of teacher induction led to an increased feeling of self-efficacy.

Table 9

Teacher Mentions of Induction Program Elements Related to Feelings of Self-efficacy

	Mentoring	Observation	Admin. Meetings	Night Meetings	Instructional Training
Teacher Mentions (out of 8)	1	5	1	1	5

From Table 9 it is clear that two elements of the induction program had the greatest impact on teacher perceptions of increased self-efficacy, observations and the CRISS instructional training. The teacher observations that were mentioned involved the school level principal and typically one other building administrator charged with teacher observations. This theme from the interviews was related to the instructional focus preset code. One teacher responded, “the observations were a huge thing for me. I like the idea of constructive criticism, but I don’t like the experience of it.” This teacher admitted anxiety about being observed, but in hindsight realized the benefit of being observed. Another teacher that found the observations beneficial said, “The observations were the most helpful there. That was especially helpful because it was non-judgmental. I felt comfortable enough to say I’m having a problem, can you just observe me and let me know.” This teacher felt the observations were not evaluations, but more coaching opportunities.

The second item that was important from this section was the instructional training. One teacher stated that, “The CRISS training was huge, because it influenced me [and] caused me to ask that question, ‘what are my students doing right now?’” This

was a major focus of the training, to get teachers to think and always be aware of what the students in the room were doing. Another teacher noted, “The CRISS training was actually was really big on this one too in just making the learning visual.” The teacher went on to add that the focus of the program to get teachers to “think about thinking” really helped with improving his instruction and gaining confidence in delivering effective lessons.

Three areas of the induction program, the night meetings, the administrative monthly meetings, and the mentoring were each mentioned only one time. This omission made it clear that these three areas did not have as much of an impact on self-efficacy. No teachers mentioned these elements of the induction program as having a negative impact on their self-efficacy, however the omission of mention of these areas shows the low impact that these elements had on the new teachers.

What other elements of your first two years, not including the induction program, impacted your confidence in being an effective teacher here? This question elicited responses including a number of different activities. There were only two common responses from the eight different interviews. The first common response mentioned by four different respondents was increased feelings of self-efficacy from professional development opportunities on and off campus. One teacher stated, “The professional development has been big because I’m still trying to perfect this craft. I don’t know how helpful it is but some of it is just putting in the time to figure it out.” These opportunities included the handful of built in professional days that the school provides for the entire faculty. The increase in efficacy due to professional development also showed up in the research when looking at instructional focus.

Wechsler et al. (2012) and Haigh and Anthony (2012) all found that teacher self-efficacy increased when there was a focus on instruction in induction. Another related activity that was mentioned were the summer groups that the school sponsors for groups of faculty members to focus on lesson planning and instruction. These groups are not required for all new teachers, but some new teachers do take part in them. The final professional development topic that was mentioned was attending conferences. One of these conferences in particular was geared to new teachers, but is not required as a part of induction. The teacher that attended that conference had many positive takeaways from that conference that impacted his confidence in the classroom.

The other common response that teachers noted that had an impact on the new teachers feelings of self-efficacy was collegial support. The respondents that mentioned collegial support talked about working together and collaborating with teachers of the same subject or grade level. They said that getting the time to work with other teachers led to increased self-efficacy. One teacher who referenced a lack of collegial support as a negative is in a unique position of being the only teacher in the building for the particular subject she teaches. She noted the lack of collaboration due to being isolated in her discipline as a “drawback” in her ability to develop relationships and get feedback on her work.

Overview of Themes

Table 10 shows the themes that emerged from the three evaluation questions.

Table 10

Overview of Themes that Emerged from the Interview Data

Emergent Themes	Evaluation Question # 1 (Support)	Evaluation Question # 2 (Satisfaction)	Evaluation Question # 3 (Self-efficacy)
Theme 1	Sense of Approval from Administrators	Sense of Acceptance from Colleagues	Confirmation of Work from Observations
Theme 2	Belongingness from Night Programs Relational Focus	Satisfaction Growing Relative to Time	Belongingness Related to Forming Relationships with Other Teachers
Theme 3		Belongingness Related to Community Support	Self-Esteem from Feedback

Looking at the overall themes that emerged from the evaluation questions it is clear that a sense of social needs being met is a constant in all three areas for new teachers. New teachers benefit from elements of induction that have a relational focus and give them a sense of belonging. In addition to benefitting from a sense of belonging, new teachers also noted being accepted by colleagues and gaining approval from administrators as important elements in the focus areas. Finally, the new teachers noted that their self-efficacy increased when their work was confirmed and they received positive feedback on their work. This focus on positive feedback again relates to the research done by House (1981) about appraisal support. While House was looking at support, the research from Haigh and Anthony (2012) connects support and self-efficacy when describing the gains in teacher self-efficacy due to instructional support.

Summary

Chapter 4 showed the results of the teacher interviews conducted in order to gather qualitative data about the perceptions new teachers had following their participation in the two-year new teacher induction program in the three focus areas of

support, satisfaction, and self-efficacy. All three of these areas can be connected to Maslow's (1943) work about the hierarchy of needs. Elements of Maslow's description of the belongingness level show up in responses from the teachers in relation to support, satisfaction, and self-efficacy. The data were used to help inform the research related to the three evaluation questions of the study. They also reflected key elements identified by the literature that lead to greater satisfaction and increased self-efficacy. Chapter 5 will serve to draw conclusions from the data gathered and to provide suggestions for improving the induction program moving forward in order to better serve the new teacher population at the school in the future.

Chapter 5: Conclusions and Recommendations

Schools across the country are facing a major problem with teacher retention that is costing schools money and time in addition to impacting student performance negatively (Harris & Sass, 2007; Rice, 2010; Ronfeldt et al., 2013). New teacher induction programs are a proven method to help with the issue of teacher attrition (Ingersoll, 2012). New teacher induction programs that lead to teachers feeling more supported, satisfied, and efficacious, are more likely to impact teacher retention positively and lead to increased student performance (S. M. Johnson & Birkeland, 2003; Elliott et al., 2010; Ouyang & Paprock, 2006; Wiebke & Bardin, 2009).

This study looked at a new teacher induction program in place at one independent school. The evaluation used the three focus areas of support, satisfaction, and self-efficacy to determine the effectiveness of the induction program. The study focused on one cohort of teachers that had recently completed the two-year induction program at the school and their perceptions in the three main focus areas. Findings from the study and recommendations to improve the effectiveness of the program are presented in this chapter.

Conclusions

The premise behind this study was that teachers who had high perceived levels of support, satisfaction, and self-efficacy from the induction program would have higher levels of retention. In turn, due to increased retention and improved instruction, student

performance would increase (Figure 1). The findings presented in Chapter 4 showed the themes that emerged following the coding of the data from the interviews.

It was clear that new teachers were impacted positively by activities related to induction that gave them a sense of belonging. In particular the night meetings, which brought new teachers together to get to know each other and learn about the school, were very important to a number of the teachers interviewed. The teachers valued that the night program gave them the ability to interact with other new teachers and build relationships. In addition, the mentoring and collegial support that occurred as part of the induction program was consistently mentioned by teachers as important to their perceived feelings of support, satisfaction, and self-efficacy. Teachers felt that they were cared for and valued due to these elements of induction. These findings align with the research that Maslow (1943) conducted looking at basic human needs. Once the fundamental needs for psychological well-being and safety have been met, humans look for a sense of belonging. If teachers do not have their needs for belonging met they are not able to achieve the higher levels of the hierarchy where growth and achievement of full potential can be achieved (Maslow, 1943). An important takeaway for the designers of induction programs is that effective induction programs can provide avenues for teachers to achieve a sense of belonging that can increase the likelihood of them being motivated and effective teachers in the future.

While new teachers are working hard to master their craft in the classroom, the relationships they form outside the classroom will help to keep them feeling supported and satisfied. Finding ways for new teachers to interact with other teachers and develop meaningful relationships is very important. New teachers crave activities that give them a

sense of belonging and make them feel supported. Designers of induction programs should work hard to set new teachers up for success in those areas based on the findings of this study.

It was also clear from the results that various types of support provided by the induction program positively impacted the respondents' perceptions in all three of the focus areas of the study; support, satisfaction, and self-efficacy. House's (1981) research on social support that was presented in the literature review described four different types of support and was closely aligned with the various elements of support from induction that the teachers experienced. The emotional support elements of mentoring and the night program, in addition to the community feel and colleague support, allowed teachers to build strong relationships and feel cared for and trusted. Teachers also experienced appraisal support and feedback support, two of House's additional support categories, from the administrative observations, instructional training, and mentoring. The teachers noted their increased feelings of support, satisfaction, and self-efficacy from these activities that allowed them to get constructive feedback, affirmation, and advice, all elements of House's (1981) appraisal and feedback support.

Another finding from this research has to do with non-induction related items that impacted the three main focus areas of the study. One theme that showed up in multiple sections from multiple interviewees had to do with a positive impact due to opportunities for professional development. While professional development is not a formal part of the induction program that was reviewed, many teachers noted that these professional development opportunities impacted their positive feelings in the focus areas. The professional development opportunities the teachers described were a type of

instrumental support (House, 1981). Liu and Ramsey (2008) showed the importance of professional development opportunities especially in the area of teacher satisfaction. Induction program designers might be able to work these opportunities into a formalized part of induction programs. Understanding that professional development is costly, it can be a cost savings if the money focused on new teachers impacted retention in a positive way. Of course making sure the professional development is effective to improve instruction is important.

One finding that emerged from this research was something that I did not expect. The feedback that I got from merely conducting the interviews and giving the new teachers a voice was consistently positive. In providing teachers an opportunity to give feedback about their first two years on the job and reflecting on the process made them feel validated and valued. This form of support that the interviews provided connected to the research done by House about emotional support (1981). Several teachers who have worked at multiple schools stated that they had never been asked these questions. This was an indication to me that I had hit on an important topic. It is also a good reminder of how important reflection and formalized reviews can be in any program.

Recommendations Related to Induction Program

Table 11 provides an overview of the various recommendations from the study as they relate to the evaluation questions. Each of these recommendations is discussed in turn.

Table 11

Findings from Evaluation Questions and Related Recommendations

Findings	Related Recommendations
Findings from question 1 showed perception of support was most impacted by the night meetings	Ensure night program is reinstated or a similar program with relationship building elements is put in place
Findings from question 1 showed the importance of parent support even though not part of induction	Find ways to formalize parental support for new teachers and include in induction program
Findings from question 2 showed that mentoring, when done well, impacted teacher satisfaction	Review process for selecting/training mentors and formalize expectations for mentor/new teacher connection
Findings from question 3 showed the importance of CRISS instructional training on new teacher self-efficacy	Continue requiring new teachers to take part in CRISS training (or similar program) and increase follow up/evaluation on implementation of skills from training

Recommendation #1

The first recommendation is related to the perceived feelings of support that teachers received from the night meetings associated with the induction program. It was clear from my interviews that the teachers felt increased levels of support and satisfaction due to these night meetings. The night meetings provided a sense of colleague support, relationship building, and community that gave teachers a feeling of belonging (Maslow, 1943). Following a review of this program and discussing the program with the administrators who design this portion of the induction it was determined that the night meetings had been discontinued this year. This part of the program was removed due to the time and resources required to run the program. Nothing was put in place to replace this lost element of induction.

Based on the strong feedback I received from the new teachers in this study it is clear that taking away the night program part of induction is going to limit the feelings of support that the new teachers feel. Six out of eight of the teachers in the study reported strong feelings of support connected to the night meetings. The community building and strong relationships formed because of these meetings were mentioned again and again during the interviews. With perceived feelings of support potentially declining due to the removal of this portion of induction there is a chance for increased attrition. According to research conducted by Wiebke and Bardin (2009), “teachers cite lack of support and poor working conditions as primary factors for attrition” (p. 34). Taking away the element of induction that made teachers feel the most supported without replacing it with a similar piece will make teachers feel less supported in the induction process. The administration and directors of the induction program should strongly consider reinstating the night meeting portion of the induction program or replace it with some other activity that can be shown to have a similar impact on support and belongingness in order to increase feelings of support and satisfaction in new teachers, and hopefully, retention.

Recommendation #2

The second recommendation is connected to the first evaluation question of the study and relates to new teachers’ perceived feelings of support that came from parental support and the sense of community. Multiple teachers commented about the feelings of support they received from parents of students in their classes. Positive support from the parents in this case was natural and not a formal piece of induction. The parent support reflected the emotional support that House (1981) described as a key element of social support. In addition, the parental support gave the teachers a sense of belonging in the

community that correlates with Maslow's (1943) hierarchy of needs. I recommend that the school find a way to formalize a parent piece of induction for all new teachers. This could be done with a parent welcoming committee as a portion of the parent association that already exists at the school. There could also be one parent assigned to each new teacher, the same way the school assigns buddy families for new students. The parent could have a student in the same grade that the new teacher will be teaching, or even be in the new teacher's class. This parent or family could serve to help answer questions for the new teacher about community related items. Another recommendation would be creating an event that the parents' association could host that all new teachers in their first two years would attend in order to ensure that the emotional support and sense of belongingness that came from this element can be formalized.

Love, sympathy, concern and trust are all parts of emotional support described by House (1981). By increasing the connections between teachers and parents the perceptions of teacher support and satisfaction and the elements of emotional support could be cultivated in a meaningful and intentional way. Increasing the feelings of support and satisfaction for a new teacher from parental support would improve teacher retention, and in turn, student performance (Johnson & Birkeland, 2003).

Recommendation #3

The third recommendation focuses on the perceived feelings of satisfaction the new teachers felt after their first two years at the school and relates to evaluation question number 2. In this section mentoring emerged as a part of induction that impacted teacher feelings of satisfaction. Three teachers, all from the middle school, noted the mentor program as a main factor of the induction program that led to higher levels of satisfaction.

Several of the key elements of mentoring that led to satisfaction were the feelings that there was a person assigned to making sure that the new teachers were supported and that the new teachers had someone to “bounce ideas off.” The benefits of the mentoring in this case were related to area of social support that House (1981) described as informational support. Informational support includes teachers, in this case, getting feedback and advice (House, 1981).

The two teachers in the study that had a negative feeling about the mentoring cited that the mentoring program in their school level lacked formality and that they were not made aware of the details and connection between the various new teacher activities. It was clear from the interviews that the mentoring element of induction was implemented differently in each school level. I would recommend that the administrators of the induction program review the mentoring set-up from the school level that had a strong connection between mentoring and satisfaction to see if there are any elements of mentoring that can be implemented more uniformly across all three levels of the school. One area that would benefit the mentoring program involves setting up training for the mentors each year. Research from Evertson and Smithey (2000) described the benefits that new teachers experienced in induction programs in which mentors were required to go through a formal training. This training could be administered in August of each year across all three levels. By bringing the mentors together from all three school levels the induction program would benefit by having common mentoring goals from K-12. The mentoring must also be comprehensive and sustained in order to be successful (Wong, 2004). In the current system it is clear that there is little follow up or formal planning included to ensure successful mentoring occurs. Requiring check-ins and

scheduling time for mentors and new teachers to meet would increase the benefit of the mentor element as well (Moir, 2009).

Administrative support of mentoring in induction programs is also a key piece to the success of the mentor pairings (Moir, 2009). When looking at mentoring as a necessary element to be supported by administrators Moir wrote, “When principals understand the goals of the induction program, they’re more likely to support teacher/mentor and collaborative grade-level meetings... By working together, principals and mentors can create environments where teacher learning is supported and students benefit” (p.17). This shows the necessity of the principals at each level setting up the mentor portion of the program for success by making it formal and setting time aside for new teachers and mentors to connect. By increasing the mentoring connection and increasing teacher satisfaction the school would see the benefit of increased teacher retention and in turn, student performance.

Recommendation #4

The fourth recommendation is related to teacher feelings of self-efficacy and is connected to the third evaluation question of the study. One item that new teachers in the interviews reported as having a major impact on self-efficacy was the instructional training in the CRISS model. Multiple teachers talked about how the training led to confidence gains in their instruction. This correlates with the research that found that teacher self-efficacy increased when there was a focus on instruction in induction (Wechsler et al., 2012; Haigh & Anthony, 2012). Bandura’s (1977) research about self-efficacy, and more directly the importance of vicarious experience that the instructional training provides, also connects the findings of this study. Due to these findings I

recommend ensuring that this piece of induction remains a required portion of new teacher induction at the school. If the school moves away from the focus on this particular instructional method training at any time I believe that some form of similar instructional training should replace it. The new teachers saw a benefit in their self-efficacy from the training.

One additional part of this recommendation is that there should be an evaluation added to the teacher observations that focuses on the teacher implementation of the skills taught at the instructional training. At this point, once teachers take the training they are still evaluated and observed in the classroom, but there are no formal data gathered to see if the teachers in the classroom are implementing the skills effectively after the first two years. This could be added as a part of the observations at each school level done by the various administrators tasked with leading teacher observations beyond the induction program. Data must be collected through these observations to insure that CRISS methods are being implemented with fidelity. By doing follow up work on the implementation the school can better assess and help teachers with instruction, continuing to give instructional support beyond induction. This follow through would help to ensure the school is getting the most benefit out of the instruction training and that student achievement is being influenced positively.

Additional recommendations. One recommendation that is not directly related to any of the evaluation questions involves the implementation of the induction program as a whole. Several teachers mentioned during the interview process for the study that they thought the induction program lacked formality. One teacher stated that, “it would have been helpful knowing that [all of the elements of induction were connected] and I would

have valued my first two years at the school more.” This is a clear indication that the school needs to do a better job of explaining what the new teacher induction model is to the new teachers. As the program currently exists teachers know they are going through a number of items because they are new, but it could be more formalized and laid out in greater detail so they make the connection of the purpose of the various induction activities. Including a meeting with all of the new teachers from the three school levels during the August meetings before school starts could help with formalizing the induction program communication. The new teachers could also use the meeting to ask any questions they have about the induction program. Better communication of the program would accomplish the goal of removing any confusion about the purpose of the various activities included in the induction program. The new teachers would have a better understanding of the purpose of the elements of induction and what the intended benefit is of each induction activity.

Another recommendation relates to the completion of the induction program at the end of year two. Interviewing the new teachers at the end of the second year of the program should be a required part of the completion of the induction program. Many of the participants commented after the interview process that they appreciated getting to give feedback about their first two years. All of the teachers noted that there had not been any formal follow up to their completion of two years at the school and the induction services. This interview process did not take long to complete and helped gather some very interesting feedback about this important program. The teachers felt validated that their experience going through the program for two years and giving feedback was going to help improve the program going forward for future new hires. The teachers were

happy to be able to assist in something that was going to help the community in some way. The emotional support provided by giving each teacher a voice made the teachers feel more supported and satisfied (House, 1981). The process of completing the study caused an increase in the very items the study was looking to gauge.

The final recommendation involves continuing the study in future years in order to gather more data points. This study looked at just one new teacher cohort of eight teachers. The data that could be gathered by continuing this study every year would yield much more feedback in order to try to improve the induction program even more. Continuing the study each year with teachers who have just finished their second year would also give more data points from each school level as well. By gathering more data points from each school level researchers could begin to see trends that develop between the various levels. With the limited participants in this current study it is difficult to determine if the variance in responses is based on individual new teacher perceptions or the administration of the program at each school level. Since each year the program is a little bit different it would also allow the administrators of the program to get a sense of how the various changes to the induction program impacted the three focus areas of support, satisfaction, and self-efficacy. They could then make decisions on what adjustments to make to the program to ensure it was as effective as possible.

Summary of recommendations. These recommendations need to be considered in order to best focus on improving the induction program at the school. One of the main barriers to implementing the recommendations is finding the time to implement the change. Having an employee who was focused on induction K-12 would be helpful to make sure that the induction program and the recommendations could be implemented

effectively. At this point the induction program is managed by a number of different people across different school levels and the focus of the program is not always guided as well as if one person were charged with heading the induction services. One dedicated person could help to ensure that the program is implemented the same way across all three school levels. The Director of Induction could lead the proposed August meeting with new teachers to review the induction program as well as leading the mentor training each year. This person would be able to keep up with the mentors and ensure they are fulfilling their important duties to assist new teachers. This employee could also be the one that administers the exit interviews following the completion of the two-year induction program that this study developed. The impact new teacher induction has on feelings of support, satisfaction, self-efficacy, and in turn, student performance and teacher retention are too important to not spend a great deal of focus on implementing well.

Implications for future research. This research gives a look at one program at one school with a limited number of participants. While the results were helpful in giving recommendations to improve this program there are a number of different implications that the findings present that could guide future research in the area of induction. Expanding the research to similar schools that have induction programs would also be beneficial. I found that there is a limited amount of research available on independent school induction programs. I would like to gather data from schools similar to the one in this study so that the number of respondents could increase. This information would strengthen the initial findings. While there is abundant research done

on the public school system, there are a number of differences in the types of students and teachers in the independent schools that might lead to different results.

A final recommendation for future research related to induction involves the area of relationships. One of my findings and consistent themes that showed up had to do with the fact that new teachers felt the strongest about induction and non-induction related items that impacted their relationships with colleagues, parents, and other community members. The research confirmed that these relationship-building elements gave teachers a sense of belonging and emotional support (Maslow, 1943; House, 1981). Building strong relationships caused teachers to feel more satisfied, supported, and efficacious. If I were to replicate this study, or continue it on a larger scale, I would like to add an element looking at relationships to try to see if this theme continued in all induction programs at a number of different schools. I would also like to further investigate the induction programs to see which elements of induction were most likely to have the strongest impact on new teachers building relationships in the school community. This could be very important data to have for designing induction programs in the future or altering current programs to increase retention and teacher effectiveness. The topic of forming relationships among new teachers and how that impacts their satisfaction in general is research that could overlap in a meaningful way with induction programs.

The impact that induction can have on teacher retention is real. It is important for schools to have as much data available through research to ensure that induction is meaningful and achieves the intended impact of keeping teachers in the school. The benefit of this change is two-fold. One, schools will cut costs on having to continually

replace teachers that leave. Also, new teachers who are retained will then gain experience to continue to positively impact student performance in the classroom and help schools and students improve.

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Vita

James Warren Hunter was born in Richmond, Virginia in 1983. He attended Washington and Lee University in Lexington, Virginia and earned his Bachelor of Science in Business Administration with special attainments in Commerce in 2005. He earned his Masters degree in Educational Leadership from Virginia Commonwealth University in 2012.

Warren has worked in various roles teaching, coaching, and advising at St. Christopher's School in Richmond, Virginia since 2005. He was promoted to the Director of Middle School Student life in 2009. Warren was named interim Head of the Middle School and will begin that role in the summer of 2016.