NOVICE TEACHERS' PERCEPTIONS OF THEIR FIRST YEAR INDUCTION PROGRAM IN URBAN SCHOOLS

A Dissertation

by

PHYLLIS A. CHARLESTON-CORMIER

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

August 2006

Major Subject: Curriculum and Instruction

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ABSTRACT

Novice Teachers' Perceptions of Their First Year Induction Program in Urban Schools.

(August 2006)

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The study examined and evaluated perceptions of first year teachers on the effectiveness of induction activities, assistance, and support following participation in their induction program. This was a quantitative study of novice teachers in an urban school district. Teachers from all teaching disciplines, both at the elementary and secondary level, participated in the study. The researcher used the Novice Teacher Perceptions Assessment to survey 171 teachers. Of the 171 surveys distributed, 144 were returned and analyzed for this study. From the survey data, descriptive statistics and frequency counts were obtained for demographic information items and specific induction activities, assistance, and support. All data were analyzed for the effectiveness of teacher induction program components.

The results of this study revealed that novice teachers were provided with six factors that were important to them. The factors were: information concerning the school and its culture; support for emotional stress; assistance in instructional strategies; the allocation of resources; and overall support of the induction program in relation to mentors and reflection. Perceptions were consistent among the demographics; namely,

the subject taught, grade level taught, gender, age, ethnicity and environment. Novice teachers ranked ten activities they valued while in the induction program. The activities most valued were the support they received in assistance with discipline problems; feedback from observations, and the opportunity to observe other teachers. On the contrary, novice teachers least valued the support given to them relating to the physical aspect of their classrooms. This included classroom arrangement, designing bulletin boards and learning centers.

DEDICATION

To my parents, Cube and Nellie Charleston

To my daughters, Alyshea and Allison

To my siblings, David, Kathleen, Carlen, Dewayne and Craig

and

all other family members including my nieces, nephews and other relatives……..

I THANK YOU!!!!!!!!!

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First, I would like to recognize God, my creator and Jesus, my mediator and give reverence to them for their goodness and mercy given to me daily. Your mercies are new every morning and I am thankful that you allow your grace and mercy to fall on me. Over and over you have shown yourself to me and found favor in me. I am thankful. You have allowed my mind to expand and given me the knowledge and wisdom to write this document. You constantly remind me that "I can do all things through You who strengthens me." The joy of the Lord is my strength.

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CHAPTER I

INTRODUCTION

A consensus is building that the quality of our nation's schools depends on the quality of our nation's teachers. Policy makers and educators are beginning to acknowledge that student learning is directly related to what and how teachers teach. What and how teachers teach depends on the knowledge, skills, and commitments they bring to their teaching; and the opportunities they have to continue learning in and from their practice. The National Commission on Teaching and America's Future (1996) puts it this way: "What teachers know and can do makes the crucial difference in what teachers can accomplish. New courses, tests, curriculum reforms can be important starting points, but they are meaningless if teachers cannot use them productively. Policies can improve schools only if the people in them are armed with the knowledge, skills and support they need."(p. 5) Induction programs target new teachers and provide mentoring, reduced teaching loads, collaboration time, and other services in order to reduce the attrition of new teachers, while also improving the quality of their teaching.

The first years of teaching are an intense and formative time in learning to teach, influencing whether people remain in teaching, and the kind of teacher they become. The conditions under which a person carries out the first years of teaching have a strong

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This dissertation follows the style of *The Journal of Educational Research.*

influence on the level of effectiveness teachers are able to achieve and sustain over the years, on the attitudes which govern teachers' behavior, and on their decision to continue in the teaching profession.

According to one school of thought, novices rely on trial and error to work out strategies that help them survive without sacrificing all the idealism that attracted them to teaching in the first place (Good & Brophy, 2003). They continue to depend on these strategies whether or not they represent best practice (Carter, 2003). This practice can have serious effects on the students' academic performances (Colbert & Wolff, 1992; Fideler & Hassalkorn, 1999; Freiberg, 1994; Thomas & Newton, 2001).

A National Problem

Beginning teacher burnout and attrition has become a common problem in education. Common causes of burnout are: (a) student related factors, such as discipline problems, lack of motivation and poor attitudes; (b) emotional aspects, such as lack of fulfillment, boredom, stress, and frustration; (c) working conditions, such as class size, work load, non-teaching duties, paper work and lack of supplies; and (d) lack of respect (Marlow, Inman, & Betancourt-Smith, 1996). Over two million new teachers will be needed over the next decade due to increased student enrollments, reductions in class size, and accelerating retirements (Archer, 1999; Darling-Hammond, 1997; Feistritzer, 2001). This presents a problem, because beginning teachers are leaving the profession at an alarming rate.

The National Commission on Teaching and America's Future (1997) found that up to one-third of new U.S. teachers leave the profession within three years. The National Center for Education Statistics (1998) reported that attrition rates of new teachers are five times higher than those of their experienced counterparts. Darling-Hammond (2000) found that nearly 50% of new teachers left the profession within the first five years. The data on new teacher attrition suggest that there is a serious, immediate need to improve support systems for new teachers. Among other reasons cited for leaving the profession is the general "sink or swim" attitude toward teacher induction (Good & Brophy, 2003). Even if school districts could find the sheer numbers of teachers needed, retention of these new hires becomes a problem (American Federation of Teachers, 2001; Colbert & Wolff, 1992; Serpell & Bozeman, 1999; Weisbender, Champagne & Maddahiar, 1989). Although school systems have tried many strategies and techniques for teacher retention, there continues to be a shortage of educators in the profession.

Teacher Induction

Historically, the reality of classroom teaching in American schools involved a single teacher placed in a classroom full of students. The teacher's job was to move students through the curriculum and to practice rugged individualism as challenges developed in the classroom. When American education was a system largely based on one-room schoolhouses spread across the countryside, other options were not available. The unspoken culture of instruction, which is the legacy delivered from such a system,

has for years been viewed as a sign of weakness of a teacher's decision to step outside of the classroom for assistance. This system forced a long line of teachers to face, totally alone, a swarm of perplexing classroom episodes and incidents.

Induction programs are designed to move new teachers from the theory encountered in teacher preparation programs to practice as they implement what they have learned (American Federation of Teachers, 2001). Induction can bring a shift in role orientation and an epistemological move from knowing about teaching through formal study to knowing how to teach by confronting the day-to-day challenges. Becoming a teacher involves forming a professional identity and constructing a professional practice. Both aspects of learning to teach must unfold in ways that strengthen the beginning teacher's capacity to further grow.

Induction provides a hands-on opportunity for beginning teachers, under the guidance of experienced mentors, to link the theory of instruction learned in their teacher preparation programs with the practice of classroom teaching. There is little question that induction programs pay dividends in terms of teachers who are better prepared for their jobs, more confident in their professional skills, and more likely to remain in teaching.

A teacher induction program can help new teachers improve practice, learn professional responsibilities and ultimately positively affect student learning. In addition to providing support to beginning teachers, these programs allow veteran teachers to reflect upon practice and can unite the learning community as each individual works toward the same goal; namely, improving the quality of education. Induction programs

also have the potential to elevate the teaching profession and to foster a collaborative learning community for all educators. These benefits can lead to a much higher rate of retention, as new educators find themselves in an environment that cultivates continual growth and success.

Induction is a systematic organizational effort to minimize the problems confronting new personnel, so that they can contribute maximally to the work of the school and, at the same time, realize personal and professional satisfaction. Induction is the process by which we expose our new personnel to the culture and climate, as well as the expectations of the school organization and increase their comfort level in the decision they reached to work in that school.

The process should be ongoing and comprehensive in creating the support systems that new personnel will need to be successful, as well as comfortable, in the school setting. Many new teachers need help motivating students, planning lessons to accommodate individual differences, assessing learning and progress, communicating with parents and families, classroom management, and organizing and designing lessons that engage students.

Research shows that teachers who do not participate in an induction program are twice as likely to leave within the first three years of teaching (National Center for Education Statistics (NCES), 1998). Those with induction are more likely to stay and are able to move more quickly beyond issues of classroom management to focus on instruction (National Commission on Teaching and America's Future, 1996).

The evidence in support of induction as a means of retaining young teachers is compelling. California's Beginning Teacher Support and Assessment Program, a mandatory two-year induction program, has reduced beginning teacher attrition in that state from 39 percent to 9 percent over an 8-year period of time.

In Rochester, New York, induction is part of the union negotiated, peer assistance and review program. As of 1998, 95 percent of teachers who had begun their careers in Rochester a decade earlier and had participated in induction as new teachers; were still teaching in the district (Koppich, Asher, & Kerchner, 2001). Other districts with similar programs such as Toledo and Cincinnati, Ohio, and Poway, California, for example, can cite equally positive results (Education Commission of the States, 1999).

National Induction Programs since 1980

In 1980, Florida had the only statewide effort to provide new teachers with assistance through induction programs. By 1987, a questionnaire of states showed that eleven states were implementing induction programs, six were piloting programs and fifteen were in the planning stages (Wilder, 1989). In 1989 a similar survey revealed that 31 states had implemented a statewide teacher induction program and an additional eleven had mentoring programs in at least some school districts (Wilder, 1989).

As Texas increasingly focuses upon the preparation and retention of professional educators, the role of the mentor becomes an essential component in teacher preparation. This need is especially great because Texas pre-service teacher preparation programs are among the most compressed in the nation. The Texas Education Agency (TEA) (1991),

in Senate Bill 994 (1991), mandated that all new teachers be assigned a mentor during the first year of service. The Texas Education Code (13.038) charged the State Board of Texas Higher Education system to develop a "comprehensive teaching induction program for the probationary period." Pilot programs were developed and implemented in 1988-89 and 1989-90. Currently in Texas, the teaching profession loses more than 30% of novice teachers within their first two years in the classroom. It is expected that enrollment in Texas schools will reach an all time high by the year 2007 while at the same time a large number of teachers retire (Huling-Austin, 1990). For this reason it will be necessary to hire an increasingly large number of novice teachers.

An NCES (1998) report from the National Association of State Directors of Teacher Education and Certification (NASDTEC) survey of 42 states indicated that 39 states had teacher induction and two states had policies regarding programs. Clearly, teacher induction is a priority for states and districts (Fideler & Hassalkorn, 1999). Induction programs, therefore, have become essential, as a national strategy for retaining new teachers and improving the quality of instruction for beginning teachers.

Retention in Urban Schools

While retaining teachers is a problem nationwide, the problem is most severe in urban school districts. The statistics in urban school settings where teacher turnover rate is as high as 50% in the first three years is alarming (Sweeney, 1994).

Among the many related issues surrounding urban education is the topic of recruiting, training and retaining teachers in urban schools. Historically, urban schools

have experienced a persistent shortage of professionally educated teachers, no matter how many teachers are being prepared nationally. This problem is manifested in the small number of new teacher education graduates who seek positions in urban schools, the large number of teachers who transfer out of the most difficult urban schools within districts, as well as in the number of teachers who leave urban schools to seek employment in suburban schools or in other occupations (Ingersoll, 1999).

Because of an urban teacher shortage, many newly certified teachers, who want to teach immediately after becoming licensed, will begin their careers in large, city schools. Many of those novice teachers, who lack adequate urban teacher preparation, may be overwhelmed by the problems associated with urban teaching. The problems they face can be traumatic for middle-class teachers who did not have experience with or preparation for working with diverse urban school populations.

Haberman (1995) states that difficulties facing students and teachers in the largest urban school districts in the United States are different from those in smaller districts. Due to sheer size, urban school districts have greater percentages of students who are poor, educationally challenged, or limited in language. Home conditions for many students across the nation may not include a parent, or community support, but these conditions are magnified in urban districts. In addition, increasing occurrences of school violence, drug abuse, display of weapons in school, and misbehavior reflect the social problems occurring across the nation. When such conditions are part of a student's life and are magnified in urban schools, teachers need to be prepared and ready to respond.

Large city schools are in need of teachers who are committed to making a difference in classrooms. It is the well-prepared teacher who can help counteract the special circumstances of growing up in poor or undeserved U.S. urban areas. Students in these schools need effective teachers who make a difference. Retention, as much as recruitment, are central to strategies that maintain a high standard of K-12 instructional practice.

Perceptions

The word perception leads to such words as observation and opinion, with definitions that include: a view, judgment, or appraisal formed in the mind about a particular matter; a belief stronger than impression and less strong than positive knowledge; a generally held view; a formal expression of judgment or advice; and a judgment one holds as true (Bernhardt, 1998).

Other synonyms include opinion, view, belief, conviction, persuasion, and sentiment (Scherer, 2003). The implications of these synonyms to comprehensive data analysis are essential. Opinion implies conclusions thought out, yet open to dispute. View suggests a subjective opinion. Belief implies often-deliberate acceptance and intellectual assent. Conviction applies to a firmly and seriously held belief. Persuasion suggests a belief grounded on assurance of its truth. Sentiment suggests a settled opinion reflective of one's feelings.

Busch, Pederson, Espin, and Weissenburger (2001), identified three reasons for studying the perceptions of novice teachers. First, if perceptions of novice teachers can

be acknowledged, strategies can be designed and implemented to aid novice teachers in their first year of teaching. Secondly, the perceptions can be communicated to other novice teachers so they understand they are not alone in their quest to become a successful educator. Finally, the perceptions can be utilized by others to improve teacher training. If organizations want to know what is possible, it is necessary to know and understand the perceptions of the people who comprise the organization.

Edwards and Briers (2000) reported that perceptions about important elements in a program are essential. They asserted that armed with a greater understanding, educators could design and implement induction activities that would address any incongruence that might be a limiting factor preventing the development of a teacher. According to Korthagen and Kessels (1999), the teacher induction experience and the perceptions of novice teachers play a significant role in the formation of attitudes towards teaching and tenure. These perceptions allow the novice teacher to reflect on their preparedness, strengths, needs, and the quality of nurturing received as part of the school's efforts to assist with the novice teacher's induction into the profession.

Spenner et al. (1998) contends that differences in perceptions often help to understand differences in teachers. Differences in the perceptions of educational institutions provide useful insight into differences among the entire learning community. Howey (1999) states findings have implications for teacher educators as well as school officials who are working to assure that all students are being met by qualified teachers who are committed to their students, schools and communities.

The experiences obtained during induction are the most crucial activities involved in the development of teachers. The induction program is present to foster unique teaching concepts and to give support and encouragement to novice teachers. Production and problem solving for novice teachers is founded in practical understanding and communicative interaction between all stakeholders in the learning community.

Johnson (1990) concluded that perceptions of novice teachers regarding the quality of the program were related to the extent their attitude was made positive. These researchers contended the success of the induction program depends on how novice teachers perceived the assistance provided to them during the induction year.

Program Evaluation

Organizations work from a mission to identify several overall goals that must be reached to accomplish their mission. Goals often become programs. Program evaluation in education has always been an important element in educational improvement and various approaches to evaluation have been used in schools since their earliest days. It is the chief strategy available to determine a direction, plan procedures to support that direction, monitor implementation of those procedures, and assess the attainment of the goals that have been established. According to Isaac and Michael (1997) program evaluation most often manifests in one of two guises: (1) accountability, (2) feedback. Dependent on the objective of the evaluation, one of the two is the focus of the evaluation. This entails carefully collecting information about a program or some aspect of a program in order to make necessary decisions.

Scriven (1991) notes that evaluation is the process of determining the merit, worth, and value of things, and evaluations are the products of that process. McNamara, Erlandson and McNamara (1999) asserts that program evaluation attempts to take the spotlight off of an individual and place it on the educational process in which individuals are engaged. The evaluation can include but is not limited to needs assessments effectiveness, process, and outcomes. The type of evaluation undertaken to improve programs depends on what you want to learn about the program.

Research suggests that beginning teacher assistance programs must suit the needs of the teacher population in order to be effective. Therefore, the development of a program should include an examination of the literature and surveys of teacher populations. (Bercik & Blair-Larsen, 1989a, Bercik & Blair-Larsen, 1989b, Blair-Larsen & Bercik, 1989).

Statement of the Problem

The teacher shortage has been critical for schools as a whole, but the shortage in urban areas can be described as catastrophic (Moon-Merchant & Carter, 2004). A program of support to assist beginning teachers in making the transition from the university to the classroom is vital for novice teachers to sustain and expand learning in pre-service teacher education (Gold, 1996). Lack of professional support is one reason for leaving the teaching profession. Providing instructional support involves assisting the beginning teacher with the knowledge, skills, and strategies necessary to be successful in a particular classroom or school. However, the perspectives of novice

teachers who have experienced the program should verify the benefits and effectiveness of these programs. Therefore, it is important to investigate and evaluate novice teachers' perceptions of their induction program's effectiveness.

Statement of the Purpose

Previous research and literature recognizes the need for professional development for teachers, including mentors and beginning teachers. The purpose of this research study was twofold. First, it was to examine and evaluate the effectiveness of the teacher induction program based on the perceptions of the novice teachers. Specifically, it focused on an urban district induction program in traditional elementary and secondary schools. Secondly, the goal was to provide information that will assist in teacher induction program improvement and evaluation at the campus level in an urban district.

Significance of the Study

Studies should be conducted to provide the learning community with information to evaluate, revamp and reorganize induction programs at various campuses. I am hopeful that this study will encourage reflection about the strengths and weaknesses of induction programs and the importance of seeking novice teachers' perceptions.

Research Questions

1. What are novice teachers' perceptions of the informational, emotional, instructional support received, resource allocation, and the overall support provided to them during their participation in the teacher induction program?

2. Are there differences in the perceptions according to the demographics namely, the subject taught, grade level taught, gender, ethnicity, age, and class preparation for teaching in an urban environment with diverse populations?

3. What activities of the induction program are identified as being most and least valued by the novice teacher in the teacher induction program?

Definition of Terms

1) Mentor—The mentor in this study is the person that has been selected by the mentor coordinator on selected campuses and prepared by the induction training staff to assist novice teachers. Those persons that have completed preparation are recognized and issued credentials by the school system as appropriately trained mentors for novice teachers.

2) Novice Teacher—The novice teacher in this study is identified as a teacher having zero years of teaching experience.

3) Teacher Induction Program-A one year program that provides support to teachers having zero years of teaching experience. It is a planned program designed to support the new teacher. Included in the program are strategies for developing a novice teacher's knowledge, skills, attitudes and values necessary for effective job productivity.

4) Induction Year—The first year of teaching for a person.

5) Retention—A novice teacher who chooses to remain in the teaching profession after one year.

6) Perception- Opinion, view, belief, conviction, persuasion, and sentiment.

7) Elementary-Grades PK through 5

8) Secondary-Grades 6 through 12

9) Traditionally prepared teachers-Teachers that have attended a 4-year university specializing in a teacher education program.

Assumptions of the Study

For this study, these assumptions were made:

1. The records of the school district are accurate.
2. The participants reflected and responded to the survey and questions truthfully without regard for public image.
3. Each of the novice teachers had participated in the induction program.

Limitations of the Study

The study was undertaken with the following limitations identified and considered:

1. The study used the survey as the research instrument; therefore, each person answering the survey truthfully cannot be controlled.
2. This study is restricted to one school district.
3. The researcher could not determine which schools responded to the survey with respect to the teaching level.
4. The research study is a one shot description of participants who remained in the district; therefore, a single sample at one point in time described the perceptions.

A great deal of research literature documents the extent to which beginning teachers struggle in their early classroom years. While many novice teachers have intellectual preparation and student teaching experience, their limited experience

generally yields an equally limited repertoire of classroom strategies far more limited than the variety of teaching challenges a new teacher invariably encounters.

This study was conducted to determine the perceptions of novice teachers' support during their induction year and the value of the induction program. The results of this study will be shared with the learning community for the purpose of improving the induction program both at the district and campus level. The ultimate goal is to design a program that meets the needs of the learning community.

CHAPTER II

LITERATURE REVIEW

Teacher Induction

General concern at all levels about the quality of schools in our nation has led to awareness in the area of teacher preparation and the problems first year teachers face. Teacher induction is the period of transition from student to professional (Blair-Larsen, 1989). Teacher induction is also defined as a program involving practices used to help new and beginning teachers become competent and effective professionals in the classroom (Bercik, 1992). Wong and Wong (1998) define induction as a prearranged program that takes place before the first day of school for all new teachers. McAlpine and Crago (1995) further define induction as the year when the new teacher begins to understand the school culture into which he or she has chosen to enter.

Effective induction programs are shaped by the specific needs of the student population, these students' families, and the community at large. Programs become more important if new teachers are not familiar with the culture and traditions of the community (National Education Association, 1998). The Association of Teacher Educators summarizes the qualities of induction programs. Programs (1) focus on helping novices learn to teach in accordance with professional standards, (2) are responsive to the evolving needs of individual novices and their students, (3) view becoming a good teacher as a development process, (4) view induction as a professional practice that must be learned and developed over time, (5) include careful selection,

preparation, and on-going development for mentors, (6) involve experienced teachers as mentors and include, mentors in program design and evaluation, (7) are collaboratively planned, implemented, and evaluated by key stakeholders, and (8) contribute to improving school and district cultures for teaching, learning, and learning to teach (Odell, Huling, & Sweeny, 2000).

According to Ingersoll (2001) some benefits for the novice teacher include accelerated achievement and effectiveness, greater self self-assurance, heightened job satisfaction, improves personal and professional well-being, enhanced dedication to students, school and the profession and increased opportunity for building associations with the community. Other benefits include improved principal and teacher relations, retention of teachers, development of leadership potential on staff, increased teacher interactions and collaboration, and increased student learning (Hope, 1999). An induction program may be the key factor in determining whether teachers succeed or leave the field disillusioned after investing years of their life and thousands of dollars. Induction programs send a message that a district cares, values, and wants new teachers to succeed and stay in the profession.

According to Heidkamp and Shapiro (1999) some benefits of teacher induction for the school district are: helping to stop problems early, potentially plummeting attrition, representing long term professional interest in the faculty and providing an excellent setting for long-term teaching careers. In return, the benefits to the beginning teacher are: the swift adjustment to the school, professional competence and an introduction to teaching that is the development of a life long career. Montgomery

(1999), agrees there are benefits to teacher induction. He feels another benefit of teacher induction is to the mentor teacher, because questions from the beginning teacher provide a chance for the mentor teacher to re-examine his/her personal teaching practices.

As far back as 1984, studies have shown a strong need for assistance and psychological support programs for beginning teachers (Veenman, 1984). Veenman's classic international review of perceived problems among beginning teachers were classroom management, motivation of students, dealing with the individual differences among students, assessing student work, and relations with parents. In teaching, new entrants, fresh out of professional training, assume the exact same responsibilities as 20 year veterans. In doing so, they are also undertaking a remarkably complex endeavor, involving as it does the simultaneous management of multiple variables, including student behavior, intellectual engagement, student interaction materials, physical space, and time. Unfortunately, the mismatch between the needs of new teachers and the support they receive reflects the experiences of countless new teachers across the United States. The questions and uncertainty that new teachers bring to school require far more than orientation meetings, a mentor in the building, directions to the supply closet, and a written copy of the school's discipline policy.

Considerable variation exists among induction programs across the country. They range from university-based programs to those sponsored by local school districts, consortia of schools, and teacher unions (Ganser, 1996; Huling-Austin, 1990). These programs incorporate many features, but are characterized as having a "set of planned activities or semi-structured program of assistance" (Serpell, 2000). In comprehensive

induction programs, this takes many forms, but can be categorized into three types of assistance: acclimation to the environment, orientation to the process of teaching and support with the actual practice of teaching (American Federation of Teachers, 2001; Feiman-Nemser, Schwille, Carver, & Yusko, 1999; Gold, 1996; Huling-Austin, 1990; Kilgore & Kozisek, 1989; Serpell & Bozeman, 1999; Southwest Educational Development Laboratory, 2002; Zamparelli, 1992).

When creating an induction program, it is important to realize that it must reflect the needs of the school. Every program is unique reflecting the norms, cultures, and expectations of districts but there are some basic components that are common to most programs. For example, most induction programs focus on the organizational component of teacher induction, professional component, and the issues and personal needs of the beginning teacher once they have been hired for their first teaching position.

Organizational Component

Sweeney (2001) insists to develop a high-quality program; it is necessary to understand the historical context of induction programs and emerging trends. Current effective induction programs can be defined by a set of common characteristics. Based on Kronowitz's work (1996), they provide a blueprint to confidently build a program based on principles of effective induction while allowing for the flexibility to ensure the program meets the unique needs of a specific school.

Feiman-Nemser (2003) found that good induction programs collect, analyze, and present for consideration information essential to evaluating their effectiveness. These

induction programs seek evidence to demonstrate how successful they are in retaining good teachers, and in helping them become better teachers more quickly than if left on their own to perfect their work through trial and error. Induction programs are an example of contrived collegiality and quite different from naturally emerging mentoring relationships.

According to Serpell (2000), prior to beginning work with students, induction programs should provide opportunities for the new teachers to gain an understanding of the functioning of the school division: its physical composition, faculty members, policies and procedures. A well-designed induction program then includes the "orientation" component in which the new teacher receives training in the curricula, effective instructional approaches, and is assigned a mentor (Serpell, 2000). Assistance continues as the new teacher begins to work in the class with students. During this phase, new teachers have opportunities to interact with the mentor: through collaborating on lessons and units, observing demonstrations of teaching, and being observed.

Sound programs have a purpose. Glanz (2004) emphasizes the purpose is to provide instruction in classroom and teacher effectiveness, reduce the intensity of transition into teaching and increase the retention of greater numbers of highly qualified teachers. He further states that an induction program must have three components: training, support, and retention. According to Kronowitz (1996) training comes through a series of workshops, networks, demonstration classrooms, visitations, and debriefing sessions, where new teachers are taught and shown effective classroom strategies.

Richin and Banyon (2003) says in an induction program, new teachers are trained, supported, and retained. An effective induction program, which clearly has administrative support, is structured to begin with four to five days of workshops and classes before school starts. Over a subsequent period of two to three years, the program should include a continuum of systematic training for professional development. The structure also should allow for modeling effective teaching during in-services and mentoring, as well as opportunities for inductees to visit demonstration classrooms (Fiedeler & Hassalkorn, 1999).

According to Ingersoll (1999) many school districts have formal induction programs that will train and support teachers with the vision of keeping and nourishing teachers to become a teacher leader. The children of the world need teachers, and the educational community needs leaders. In turn, teachers want a culture that acknowledges, respects, and nurtures them as professionals and want to be involved in decision-making and leadership in their schools. Additionally, they want increased opportunities to enhance their knowledge and skills and to advance in their careers; and they want these opportunities available throughout their teaching careers (Wong, 2002). Given these opportunities, which an organized, new-teacher induction and sustained professional development program can provide, new and veteran teachers are more likely to stay with a district and develop into leaders.

Professional Component

Huling-Austin (1992) undertook a review of eighty studies on learning to teach and analyzed them in relation to teacher induction. Her framework for designing programs included: understanding that new teachers will have different needs, providing opportunities for developing proficiency, allowing time for new teachers to interact with other teachers, allowing for observation and minimizing teaching demands.

Other purposes of induction include cultivation of human interaction, the transfer of values and beliefs, and the exchange of information about the social, instructional, psychological, and philosophical aspects of teaching (Bey, 1995). The ways induction is implemented vary greatly in organization and resources. However, the basic premise of most programs is an experienced teacher's helping a less experienced teacher (Ganser, 1995).

One reason induction has become popular is the need for beginning teachers to have support from experienced teachers (Huling-Austin, 1992). Such programs provide an array of assistance to new teachers, ranging from help with policies and procedures, to guidance on classroom management, to feedback on instructional strategies and other aspects of professional practice. They also connect new teachers to a network of colleagues and resources, and reduce the isolation that too often characterizes teachers early professional experiences.

According to Wong (2002), an induction program should produce teacher leaders. He said the key component that motivates and creates leadership is a structured, sustained, intensive professional development program that allows new teachers to

observe others and to be part of networks or study groups where all teachers share together, grow together, learn to respect one another's work and collaboratively become leaders together. Leadership evolves from the induction process, because that process is collaborative and organizes the expertise of educators within the shared value of a culture.

Based on Wong's (2003) research, these are some of the strategies that successful induction programs use: (a) support networks that create a learning community; (b) treat every colleague as a potential valuable contributor; (c) produce leaders by turning ownership of learning over to the learners in study groups; (d) create the learning communities where everyone, new teachers as well as veteran teachers, gain knowledge; and (e) demonstrate that quality teaching becomes not just an individual, but also a group responsibility.

In National Commission on Teaching and America's Future (1996) teacher development can be described in terms of social, personal and professional growth. Wicker (1999) concludes that a job of teaching is a profession that requires skills, knowledge and capability in aiding students in their growth and learning, in acting as a member of a working community, in participating in development work and in maintaining relations with the surrounding community. Becoming a teacher and developing as one is therefore a multifaceted and long series of experiences. Podsen (2000) insists that learning is acquisition and participation at the same time. One can view teacher's professional development as a learning process, which covers becoming a member of an expertise culture.

According to Huling-Austin, (1990) formal induction programs are far less important in an integrated professional culture where the principles of induction are part of the culture. Understanding the professional culture of a school and tailoring staff development activities to that culture are essential skills for staff developers, all the more so in mentoring programs that also aim to help new teachers become a part of that culture.

The American Federation of Teachers (2001) employ integrating induction with the school community. Successful induction programs fully avoid duplicating valuable services already available within the school community and unintentionally shifting pre-existing responsibilities for induction support to mentor programs. Breaux (2003) agrees that support can come from individuals such as the director of instruction, principal, department chair, team leader, groups of teachers, programs and staff development activities. Knowing that it takes an entire school community to induct a new teacher, successful programs solicit the input of stakeholders in effective induction, including current and former mentors, retired teachers, school administrators, teacher association officials, and representatives of higher education in designing new programs and improving existing programs. Cole & Squire (1995) insists that good induction programs also make sure that all members of the school community understand the program's goals, as well as their part in maximizing mentoring benefits for new teachers and the school community. For example, by reducing the attrition rate of new teachers, an induction program also supports school reform and innovation by stabilizing faculty and staff.

Induction expectations can be linked to external standards (Good, 2003). The most powerful induction programs today recognize that the expectations for induction begin with, but then extend far beyond, generalized support and encouragement over a cup of coffee in the faculty lounge to justifying the resources allocated to them (Heller, 2004). These programs offer a no-nonsense view of induction that is explicitly focused on learning and that links induction activities and expectations to external standards, whether those standards are created by the state department of education or by other descriptions of what effective teachers must know and be able to do. The increasingly visible link between demonstrated proficiency in these standards and teacher licensure demands this kind of focus (Darling-Hammond et al., 1990).

Based on the work of Fideler & Hassalkorn (1999), the term "new teacher" is defined broadly. Good induction programs are aimed at a variety of new teachers. Most beginning teachers are young adults embarking on a lifelong career in teaching, but the number of beginning teachers coming from other careers is increasing. "One size fits all" induction programs cannot address the needs of so many different kinds of new teachers (Huling-Austin, 1990). Good induction programs balance general principles of effective induction with unique strategies appropriate to different types of new teachers.

Issues and Personal Needs of Beginning Teachers

The work of Huling-Austin (1992) focuses on the first years of teaching. The first years of teaching are especially stressful as beginning teachers face the emotional challenges of adapting to a new workplace and new colleagues – from simply figuring

out where things are located, to learning policies and procedures, finding kindred spirits and, generally speaking, getting the lay of the land.

Beginning teachers also need help in dealing with teaching challenges specific to their own students: What materials are appropriate for Maria who always finishes the assigned tasks early? What can be done for Jeff, a special needs student, and Ming Lee, an English learner, while keeping the rest of the class productively engaged? And what can be tried when a new teacher has exhausted his or her repertoire for teaching students how to add fractions; when, for example, manipulatives, pictures, and even step-by-step instruction have achieved only limited success (Murray & Hillkirk, 1998)? By looking at such challenges from the perspective of experience or by drawing from a larger repertoire of instructional strategies and materials, induction programs can help beginners identify a larger range of possible solutions. Darling-Hammond's article (2003) insists this type of problem-specific support can improve teaching performance in specific instances and, as a by-product, reduce new teachers' stress levels.

Breaux (2003) work says fatigue is another constant for new teachers. "Free" time during their official workday is scarce, and planning and other preparation invariably spills over into personal time. The effort of planning every lesson from scratch, teaching with unfamiliar materials and, often, teaching at an unfamiliar grade level drains even the most energetic new teachers (Feiman-Nemser, 2003). Compounding all this is the inherent isolation of individual teachers sequestered in their individual classrooms. While novice needs are not dissimilar from the needs of their more experienced counterparts, the intensity and focus do vary.

Veenman (1984) cites several problems that novice teachers have, including: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relations with parents, organization of class work, insufficient materials and supplies, and dealing with problems of individual students. Beginning teachers develop "coping" strategies that help them survive in the classroom and the same strategies may be the very ones that impede effective teaching. Not only does this "survival approach" to teaching jeopardize the quality of instruction received by students of beginning teachers in their early years, but research indicates these ineffective strategies can "crystallize" into teaching styles that are used by these teachers throughout their careers.

According to Wong (2002), beginners in teaching are expected to do essentially the same job on the first day of employment as the 20 year veteran. In addition, teachers spend the majority of their workday isolated from their peers, thus preventing the natural induction process. According to Hanushek et al. (2001), beginning teachers are often given some of the most difficult teaching assignments, including: teaching in low-achieving schools, multiple preparations, floating classrooms, demanding extracurricular responsibilities and other complicating factors. For these reasons many states have mandated induction programs for novice teachers.

Andragogy

Novice teachers become adult learners once they have entered the profession of teaching. They are considered learners because they are making the transition from

students of learning to the art of learning how to teach. Although they are constantly learning from students; administrators, experienced teachers and staff become teachers to the novice teachers. The adult education literature generally supports the idea that teaching adults should be approached in a different way than teaching children and adolescents, groups sometimes referred to as preadults. The assumption that teachers of adults should use a style of teaching different from that used with preadults is based on "informed professional opinion; philosophical assumptions associated with humanistic psychology and progressive education; and a growing body of research and theory on adult learning, development, and socialization" (Beder and Darkenwald, 1982).

Andragogy makes the following assumptions about the design of learning: (1) adults need to know why they need to learn something (2) adults need to learn experientially, (3) adults approach learning as problem-solving and (4) adults learn best when the topic is of immediate value.

Knowles (1980) developed the fundamentals of theory for andragogy, adult learning. The basic concept of induction is an excellent fit with this theory. Adult learners see themselves as self-directed human beings; that have an independent self-concept and can direct their own learning. They desire to move from dependence to independence and are motivated to learn by internal rather than external factors. The goal of the induction process is to assist new teachers in moving out of a dependent relationship and to have them see themselves as productive classroom teachers.

Adult learners want to develop their ability to carry out their roles in society. They have learning needs closely related to changing social roles. They have

accumulated a reservoir of life experiences that is a rich resource for learning. Knowles (1980) emphasizes that adults are self-directed and expect to take responsibility for decisions. This means adult learners want to become competent as workers.

The adult learner has a present-oriented time perspective meaning that adult learners want to learn what will help them now; they are interested in immediate application of knowledge. The induction process is a process that focuses on problems and concerns that exist now for novice teachers.

Finally, adult learners are problem centered. They want to focus on what they need to know to solve a specific problem. For novice teachers, the induction program addresses those needs that have been identified by the novice.

In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role-playing, simulations, and self-evaluation are most useful. As a guide to working with adults, andragogy has a great deal more to offer when it is approached, as Knowles (1980) suggests, as a set of assumptions. Educators of adults wishing to turn away from instrumental approaches toward a more humanist understanding will likely use andragogy as a starting point and touchstone of good practice for the foreseeable future.

Although the assumptions underlying the andragogical model have to do with how adults learn, the model has clear implications for teaching practice: if adult learning differs from preadult learning, then it follows that adults should be taught differently (Beder and Darkenwald, 1982; Feuer and Geber, 1988).

The clearest way to contrast adult learning with pedagogy is to note that adult learning usually involves the learner in activities that match that person's interests, needs, style and developmental readiness. In the best cases, andragogy includes an emphasis upon self-direction, transformation and experience. One learns by doing, exploring, trying, failing, changing, adapting strategies, and by overcoming obstacles after many trials. Adult learning is primarily concerned with creating the conditions, as well as the inclination and the competencies to transfer new tools and skills into daily practice. What is significant, Houle (1980) writes is that andragogy has alerted dictators to the fact that they should involve learners in as many aspects of their educations as possible and in the creation of a climate in which they can most fruitfully learn.

While training usually occurs outside of context and frequently ignores issues of transfer, adult learning is all about melding practice with context. Adult learning should encourage teachers to identify and then remove obstacles. Fundamental beliefs include that the learner may make choices from a rich and varied menu of learning experiences and possibilities and that learners must take responsibility for planning, acting, and growing. If we shift school cultures to support adult learning, professional development is experienced as a personal journey of growth and discovery that engages the learner on a daily and perhaps hourly basis.

Mentoring

Mentoring is the establishment of a personal relationship for the purpose of professional instruction and guidance. In education, the value of mentoring has been

recognized in the use of teachers and other professionals as a relationship between an experienced and a less experienced person in which the mentor provides guidance, advice, support, and feedback to the protégé (Haney, 1997). Additionally, it is a way to help new staff learn about governmental background, facilitate individual and career growth and development, and increase opportunities for those customarily hampered by organizational barriers, such as women and teachers of color.

Odell and Ferraro (1992) list three goals of a mentoring program. They are: (a) giving beginning teachers guidance and support; (b) promoting the professional development of beginning teachers; and (c) retaining beginning teachers. Mentoring programs have become the common response to the failure of beginning teachers (Tellez, 1992) because researchers have shown that cognitive development stage growth does not halt at the end of adolescence, but continues throughout life (Reiman, 1995). This means that beginning teachers are still in the process of developing and learning teaching skills.

Gonzales and Sosa (1993) identify seven purposes of teacher assistance programs: (a) to give continuing help to reduce common beginning teacher problems; (b) to help develop the skills necessary to have a successful teaching experience; (c) to help beginning teachers integrate with the social system of the school, school district, and community; (d) to provide the opportunity for beginning teachers to benefit from the coaching of veteran teachers; (e) to build a foundation for the continued study of teaching; (f) to instill positive attitudes about teaching in new teachers; and (g) to increase teacher retention.

Assigning experienced teachers to guide and support novice teachers provide valuable professional development for both new and veteran teachers. One study shows that mentoring does help with the retention of beginning teachers. In it, teachers who had received mentoring showed an attrition rate of 4% over the first four years of teaching (Odell & Ferraro, 1992). This rate compares with the 4.1% national attrition rate (Feistrizer, 1983).

A study done by the New York City Board of Education (1993) states that both mentor and beginning teachers who responded to a survey saw beneficial effects from the mentoring program. Additionally, the National Association of State Boards of Education, 1998 state that well-designed mentoring programs do lower the attrition rates of new teachers. Danielson (1999) found that mentoring helps novice teachers face their new challenges, through reflective activities and professional conversations, and they improve their teaching practices as they assume full responsibility for a class. Danielson also concluded that mentoring fosters the professional development of both new teachers and their mentors.

A study of new teachers in New Jersey reported that the attrition rate of first-year teachers trained in traditional college programs without mentoring was 18 percent, whereas the attrition rate of first-year teachers whose induction program included mentoring was only 5 % (Education Commission of the States, 1999). In an analysis of the effects of the Beginning Teachers' Induction Program in New Brunswick, Canada, which was developed by the province's department of education, teachers association, and the University of New Bruswick, Scott (1999) found that 96% of the beginning

teachers and 98% of the experienced teachers in the study felt they had benefited from the program. The experienced teachers were particularly enthusiastic because they believed that mentoring allowed them to help others, improve themselves, receive respect, develop collegiality, and profit from the novice teachers' fresh ideas and energy.

Many educators believe that all a new teacher needs is a mentor. They try to portray mentoring as an effective stand-alone method for supporting and retaining teachers. Feiman-Nemser (1996) wrote that after 20 years of experimenting with mentoring as a process for helping new teachers, few comprehensive studies validate its effectiveness as a sole component in an induction program. Mentoring alone will do little to aid in the retention of highly qualified new teachers. However, as an integral component of a structured induction program, it can be valuable. Since the early 1980's, mentoring has been part of a broad movement to improve education (Feiman-Nemser, 1996). Assigning experienced teachers to work with novices is the favored induction strategy, and most programs have a mentoring component. In some cases mentor teacher programs and induction programs are used as synonyms. In a teacher mentor program, an experienced teacher is assigned to a new teacher. In this type of program, mentoring is defined as "…a formalized relationship between a beginning teacher and a master teacher that provides support and assesses teaching skills" (Education Commission of the States, 1999). Many believe mentoring to be an essential component of the induction program (Diehl et al, 2000; Feiman-Nemser, Parker, & Zeichner, 1992; Kilgore & Kozisek, 1989; Murray & Hillkirk, 1998; National Center for Research on Teacher

Learning, 2001; Southwest Educational Development Laboratory, 2002; Wildman et al, 1992; Zamparelli, 1992).

Good programs support mentors and mentees by providing them with opportunities to spend time together in meaningful activities. Finally, good programs recognize that arranged mentor/mentee pairing can be replaced by a genuinely valuable relationship. Although mentoring increasingly must focus on improved teaching as an outcome, mentoring is perhaps the best way for veteran teachers to pass on the torch of their experiences and wisdom to the next generation (Odell and Huling, 2000).

Mentors

The mentor is the linchpin of any formal mentoring programs. The optimal mentor possesses the expertise, commitment, and time to provide assistance. In locating potential mentors, an obvious starting place is the immediate environment of potential protégés—for instance, other teachers within a school. For teachers or administrators who are already beyond the novice level, senior colleagues or business and industry can be explored for potential mentors. In far too many instances however, a mentor is simply a veteran teacher who has been haphazardly selected by the principal and assigned to a new teacher.

Rules vary according to traits or circumstances surrounding a given mentoring situation (Gray & Gray, 1985). The most frequently mentioned characteristic of effective mentors is a willingness to nurture another person (Freedman, 1993). It is beneficial to seek individuals as mentors who are people-orientated, open-minded,

flexible, and empathetic. Collaborative and cooperative skills are particularly crucial social skills as are qualities of receptiveness, responsiveness, openness, and dependability (Freedman & Jaffe, 1993; Shaughnessy & Neelly, 1991).

Determining an educator's readiness to embark on the mentoring process is a judgment call at best (Reilly, 1992). Questionnaires are useful, efficient, and inexpensive ways to collect profile information. Other methods include personality inventories such as the Myers-Briggs Type Indicator, effective teaching instruments to assess knowledge and skill levels, an inventory to assess duties and responsibilities, an inventory of counseling skills (Stupiansky & Wolfe, 1992) and a professional development plan.

Hargreaves and Fullan (2000) suggest that with a shift in some schools to two distinct groups—older teachers and younger teachers—the challenge for mentors may not be so much to counsel individuals as to bring together the cultures of youth and experience. In the Project on the Next Generation of Teachers, Liu and Kardos (2002) find evidence of three types of professional cultures in schools. The type of mentors varies according to the type of culture into which the beginning teachers are inducted. In the veteran-oriented culture, veteran teachers concerns and habits determine professional interactions with minimal organized support for novices. Neither is there much focused or organized support for novices in the novice-oriented culture, where new teachers either work together at a fever pitch or in isolation, but without help from veteran teachers.

Education Commission of the States (1999) emphasizes that novice-oriented cultures are frequently found in charter schools or struggling schools that have been reconstituted or reorganized and where whole staffs are replaced at once. Finally, in the integrated professional culture, the entire faculty, regardless of experience level-believes in the importance of teacher interaction around issues of curriculum and teaching. The result is frequent open and reciprocal exchange among all teachers (Reiman & Thies-Sprinthall, 1998).

Successful induction programs view teachers throughout their career span as suitable mentors, not just teachers in mid career. Teachers at the beginning of their careers as well as recently retired teachers are prospective mentors, especially in schools where a large number of teachers are relatively inexperienced (Feiman-Nemser & Parker, 1992). In addition, some good mentor programs are built on teams of mentors where, for example, a beginning teacher is mentored both by a retired teacher from a different grade level or content area and another mentor teaching in a similar grade level or content area. Some effective programs also have other teachers mentor for a short time through an electronic or online discussion of a pertinent topic (Danin and Bacon, 1999).

Finally, good induction programs put more effort into supporting high-quality induction activities than into finding the perfect match between mentor and new teacher. Although some degree of teaching compatibility is important, what is more important is making sure that mentors and mentees are supported with resources and the time to work together meaningfully. With this support, their relationship develops based on mentoring activities, rather than similar perspectives about their work. In fact, some difference in

views between mentors and their mentees provides the opportunity for both teachers to expand their repertoire of knowledge and skills for effective teaching (California Teacher Support and Assessment Program, 2000).

Odell (2000) insists good induction programs also have a procedure for dissolving mentor/mentee relationships that are not working and are able to do so while maintaining the dignity of both the mentor and mentee. Good programs know that maximizing mentoring's benefit depends on nurturing a special connection between mentor and mentee that results in mentees gaining more perspective and feeling connected. According to Reiman and Thies-Sprinthall (1998), the progress in mentoring programs may be measured in the beginning with surveys that measure participants' satisfaction, extending to quantitative and qualitative measures of a programs impact on enhancing teacher effectiveness. Good programs also scrutinize a mentor's effectiveness in carrying out their roles and responsibilities.

Roles and Responsibilities of Mentors

Denmark and Podsen (2000) insist that teacher mentors must understand the mentoring role and be committed to acquiring appropriate knowledge and skills. In a report published by the National Center for Research on Teacher Learning, Feiman-Nemser and Parker (1992) describe the mentor as having three roles in relation to the novice teacher: a local guide, an educational companion and a change agent.

According to Feiman-Nemser and Parker (1992), first, mentors can be seen as a local guide. As a local guide, mentors attempt to smooth the entry of novices into

teaching by explaining school policies and practices, sharing methods and materials and solving immediate problems. According to Sweeney (1994) their major concern is to help novices fit comfortably into a particular setting and learn to teach with minimal disruption. While such mentors willingly offer advice, especially when asked, they do not have a long-term view of their role. In fact, they expect to decrease their involvement as beginning teachers gain confidence and control (Feiman-Nemser & Parker, 1992).

Feiman-Nemser and Parker (1992) depict mentors as educational companions. When mentors take on an educational role, they help novices cope with immediate problems, and keep their eye on long-term, professional goals such as helping novices learn to uncover student thinking and develop sound reasons for their actions. According to Bolich (2001), mentors must work toward these ends by inquiring with novices into the particulars of their teaching situation, asking questions such as: What logic did students make of that assignment? Why did you settle on on this activity? How could we determine whether it worked?

Feiman-Nemser and Parker (1992) determined that mentors also serve as agents of change. When mentors act as agents of cultural change, they seek to break down the traditional isolation among teachers by fostering norms of collaboration and shared inquiry. These mentors build networks with novices and with their colleagues. Darling-Hammond (2003) insists these are opportunities for teachers to visit each other's classrooms and facilitate conversations among teachers about teaching.

The role of mentors in the process of learning to teach is significant since it is through these colleagues that inexperienced teachers learn to "see" and "frame" teaching experience. (Furlong & Maynard, 1995) argue that mentors' roles are to help teachers develop an appropriate body of practical professional knowledge with which to frame teaching situations and to encourage teachers to develop deeper and more complex understandings of the assumptions they are making in that practical professional knowledge.

The senior teacher supplies information, and oversees the maturation of the beginner's teaching and classroom management skills. Continuous assistance, in contact between the beginner and the senior teacher provides the support and problem solving resources for expedient teacher development.

A mentor is a teacher of teachers; an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship and a friend with a positive attitude and a sense of humor (Gray & Gray, 1985). A mentor is also an experienced teacher whose willingness to assist and support new teachers is readily apparent in his/her attitudes, beliefs and philosophies of teaching, and one who is sensitive, discreet, wise, knowledgeable and caring (Haney, 1997). In similar fashion, attentive mentors can alert new teachers to the customs of the broader school community – everything from expectations about how quiet the corridors should be when students pass between classes to the prevailing expectations of local parents regarding parent participation in the classroom (Jossi, 1997). For example, in one school, teachers may

consider the faculty lounge completely off-limits to parents, while at another the lounge might double as a meeting room for parent-teacher conferences. While such customs may not be "make-or-break" issues for new teachers, understanding them can go a long way toward making life easier. Mentors cannot replace or be the only form of formal or informal induction assistance. Britton, Paine, Pimm, and Raizen (2003) reported that, in more than 30 states, mentoring predominates as an induction method; one-on-one mentoring being the dominant or sole strategy for supporting new teachers.

Mentor Training

Assigning experienced teachers to guide and support novice teachers provides valuable professional development to both new and veteran teachers. To be effective, mentoring programs need focus and structure. Kyle, Moore, and Sanders (1999) noted that prospective mentors should participate in professional development to learn about the mentoring process and what is expected of them before assuming their duties. Their research also shows that mentor teachers need support and the opportunity to discuss ideas, problems, and solutions with other mentor teachers.

Appropriate training for the mentor's expanded teaching role improves the quality of a mentoring program. A formal, comprehensive mentoring program developed at Vanderbilt University in Nashville, Tennessee, for example, provided mentor teachers with specific knowledge and skills related to their new and expanded teaching roles. Evertson and Smithey (2000) found that novice teachers working with trained mentors possessed a higher level of teaching skills than new teachers whose

mentors were not trained. This finding demonstrates the mere presence of a mentor is not enough; the mentor's knowledge of how to support new teachers and skill at providing guidance are also crucial.

Successful mentoring behavior can be taught (Gray & Gray, 1985). Orientation sessions are commonly held to familiarize prospective mentors with facets of the program. Mentors should take part in an ongoing program on effective mentoring (Wolfe, 1992). Training in communication and active listening techniques, relationship skills, effective teaching, model supervision and coaching, conflict resolution, and problem solving are areas that are often included in workshops for mentors (Thies-Sprinthall, 1986).

During the training phase, staff developers can use their own professional development plans to decide on the level and types of mentoring involvement they want for themselves. When working with a large mentoring program, it is useful to remember that mentoring activities fall along a continuum—roles range from minimal involvement such as coaching to sustained contact such as that found when working with professionals during induction years (Anderson & Shannon, 1988). For most mentors, staff developers will serve as role models or coaches, while for a few they may make greater commitments over longer periods of time.

Sweeney (1994) says that training is the most highly recommended feature by experienced mentors and coordinators. Ideally a district should allow teachers to attend mentor training even if there is no one yet who needs the specific person as a mentor. It is necessary to build a "pool" of trained enthusiasts. Good teachers of children do not

necessarily make good mentors. There are many skills that are needed to work with adults, which are not learned in classrooms.

Training needs to be designed to instill attitudes and promote skill development that will accomplish the program's purpose; therefore, it is necessary to examine the mentor's roles and tasks for training needs (Odell & Ferraro, 1992). Training design should intentionally model all of the key mentoring attitudes and skills. This training should be on-going for mentors. According to Russell and Tinsley (1997), mentor training should include beginning to work with a program coordinator who will serve as a mentor to the mentors. Beginning steps can include, sharing strengths and goals, selecting communication options or providing coaching feedback to a coordinator who is also the mentor trainer (Kyle, Moore, & Sanders, 1999).

Wolfe (1992), insist training should also provide numerous opportunities for mentors to interact with and develop supportive relationships with each other. Strategies should be offered for ways to use the other mentors for support and ideas. According to Wilder (1989), periodic mentor support groups can allow for accountability and learning from other mentors, but a primary purpose should also be to uncover, refine, and record the growing knowledge base about mentoring practices.

According to Wolfe (1992), an induction program maximizes mentor training and ongoing support. Although some needs are likely to be shared by all new teachers, other needs vary according to previous teaching experiences. Induction training should be adjusted accordingly. Jossi (1997) claims the most successful induction programs provide some basic training early on, even to prospective mentors not assigned a mentee.

Thus training is complemented by just-in-time training staggered over the year before the mentors need the knowledge and skills and when they are most motivated as learners. Kyle, Moore, and Sanders (1999), focuses on good mentoring programs, insisting that they provide regular opportunities for mentors to meet together to share their mentoring experiences and offer a forum for mentors to seek the advice of fellow mentors in solving perplexing situations. These programs also evaluate effectiveness and outcomes.

Teaching in Urban and Diverse School Settings

More than 50% of all school districts in our nation are urban (Irvine & Armento, 2001). Unfortunately, more than 50 percent of teachers in an urban setting leave their jobs after five years of teaching (Darling-Hammond, 2000). One of the current concerns plaguing the nation's schools is how to find teachers who are capable of teaching successfully in diverse classrooms in urban areas. Few teacher education faculties have had much experience in urban education (Haberman, 1995; Olemedo, 1997). Related to this, perhaps casually, is another well established fact: teacher education programs have had little success in preparing effective teachers for urban schools (Haberman, 1994; Yeo, 1997.) Although teacher education programs throughout the nation purport to offer preparation for meeting the needs of racially, ethnically, culturally, and linguistically diverse students, scholars have documented the fact that these efforts are uneven and unproved. Ladson-Billings (2001) says the diversity teachers face today is qualitatively different from the beginning teachers of the 1960's. Students were clearly differentiated by characteristics such as ethnic, cultural, religious, and racial differences during a time

when such differences seemed more consequential. She further states that today, students are more likely to be multiracial or multiethnic, but they are also likely to be meaningfully diverse along linguistic, religious, ability, and economic lines.

There is a need to prepare more educators to teach in urban and culturally diverse classrooms. While there is a rapid increase in the number of children of color, especially African American and Hispanic American children, in public schools, the number of ethnically diverse teachers is declining (Irvine & Armento, 2001). The populations of public schools are changing, but colleges of education are not preparing preservice teachers to meet this change. Colleges of education need to provide more field experiences in multicultural settings and more pre-service instruction in selecting appropriate teaching strategies in understanding the effects that social class and families have on children (Reed & Simon, 1991).

Ingersoll (2001) found that 35 percent of the classes offered in high-poverty schools and 29 percent of those offered in schools with a predominance of students of color in 2000 were taught by teachers with less than a college minor in the subject they were assigned to teach. In contrast, only 19 to 21 percent of the classes offered in schools with low percentages of students of color were taught by out-of-field teachers. According to Donaldson (1999), the more impoverished and racially isolated the school, the greater the likelihood that students in the school will be taught by inexperienced teachers, uncertified teachers and out-of-field teachers.

According to Hare and Heap (2001), on average, teachers who switched districts moved to districts where student achievement was 3 percentile points higher and the

proportions of African-American, Hispanic, and poor students were lower, by 2.5 percent, 5 percent, and 6.6 percent, respectively. Even when teachers switched schools within urban districts, they tended to seek out schools with higher student achievement, fewer African-American and Hispanic students, and fewer students eligible for subsidized lunches (Doston, 1995). According to the researchers, these patterns are consistent with the frequently hypothesized placement of new teachers in the most difficult teaching situations within urban districts coupled with an ability to change locations as they move up the experience ranks. The only teachers who did not follow this pattern were African-American teachers, who were more likely to move to schools with higher enrollments of African-American students than their originating schools (Gewertz, 2000). Yet, novice teachers with three years of classroom experience or less are twice as likely to be assigned to high poverty schools where students of color are a majority.

In four of the five largest school districts in Maryland, for example, schools with the highest average percentage of novice teachers (46 percent) were compared to schools with the lowest average percentage of novice teachers (11 percent) (Hare, 2002). According to Irvine (1997), schools with the largest proportions of novice teachers had more than twice as many students of color, almost three times as many poor students, and less than half as many students achieving at satisfactory levels on state achievement tests. Ample evidence confirms that our poorest children face the greatest educational challenges.

Johnston and Viadero (2000) reports that students who attend high-poverty

schools have vastly unequal opportunities to develop literacy and other academic skills, because high-poverty schools suffer from fewer resources, greater teacher and administrator shortages, fewer applications for vacancies, higher absenteeism among teachers and staff and higher rates of teacher and administrator turnover. Problems related to working conditions and the organization of the schools are compounded by social problems related to poverty in the larger community: hunger, homelessness, crime, substance abuse, chronic health problems, parental unemployment and low levels of parental education, literacy and job skills. These problems, in turn, contribute to higher rates of student absenteeism and mobility, higher dropout rates and lower levels of academic achievement (Irvine, 1997).

Haberman (1995) identifies attributes of successful, urban teachers. Teachers must have enough maturity to understand the challenges of teaching in city schools and have the emotional tools to deal with them.

Haberman further contends that successful urban teachers: (a)exhibit persistence; (b)protect learners; (c)use application; (d)motivate; (e)respect their students; (f)avoid burnout; and (g)accept fallibility. Urban teachers never give up trying to find better ways of doing things. They insists things must be done right. As a protector, teachers try to find solutions to their struggles with bureaucracy "patiently, courteously and professionally"; they want to negotiate with authority in order to protect their students' best interests (Meier, 1995). These teachers see the relationship between important ideas and day-to-day application and, therefore, have the ability to improve and develop. According to Irvine (1997), while recognizing that students' life conditions can have a

negative impact on their learning, successful urban teachers believe that teachers have the primary responsibility for "sparking their students' desire to learn."

Teachers who are prepared to help students become culturally competent are themselves culturally competent. They do not spend their time trying to be hip and cool and "down" with their students. They know enough about students' cultural and individual life circumstances to be able to communicate well with them (Lewis, 1999). They understand the need to study the students because they believe there is something there worth learning. According to Gewertz (2000), they know that students who have the academic and cultural wherewithal to succeed in school without losing their identities are better prepared to be of service to others; in a democracy, this commitment to the public good is paramount.

Urban communities also face the added challenge of retaining their teachers, who may be attracted to the higher salaries offered in wealthier suburban school districts. Urban and poor communities will have the greatest need for teachers, with more than 700,000 additional teachers needed in the next decade Gewertz (2000). Similar patterns were documented by Hanushek, Kain, and Rivkin (2001) in their three-year study of teacher mobility in Texas. Without intervention, schools that serve students most in need of experienced, well-prepared teachers will continue to face recurring staff vacancies. To fill these vacancies, school districts will continue to assign inexperienced teachers who lack the seniority to request transfer, or they will resort to filling vacancies with uncertified teachers who hold emergency permits or waivers, interns, long-term

substitutes, or teachers who do not hold degrees in the subjects they are assigned to teach (Johnston and Viadero, 2000).

According to Haberman (1995) teachers working in urban settings must be assertive. Students need to know that they are cared for and that the classroom is a safe place. Teachers need to start the year off with a clear set of rules and be consistent with consequences and awards. Next, they should establish a relationship with all students and their parents. Finally, teachers need to be up-to-date on the culture and fads of the students they are working with. This is essential to understanding what is going on in the classroom. All pre-service teachers need to receive more hands-on instruction with diverse classrooms. Direct instruction with students of color in urban area schools will not suffice.

CHAPTER III

METHODOLOGY

The urban district where this study was completed is located in a large city in Harris County, Texas and currently educates in excess of 54,000 students. It is one of the 12 largest school districts in its state. Covering 111 square miles, it encompasses a major airport and the area's largest regional mall. The district includes a variety of communities, from rural, to suburban, to commercial and industrial. This district ranks among the state's high performing school districts according to data from the governing body for the state and has earned a Recognized rating for six consecutive years since 1996. It also ranks among the state's top 20 school districts in educating African American and Latino students, according to recent studies conducted by Texas A&M University and the University of Texas-Pan American.

Of the 54,000 students educated in this district, 54% are Hispanic, 33% are African American, 8% are Anglo and 2% are Asian. The number of economically disadvantaged students in this district totals 40,999 or 74.2% of the student population. The ethnic composition of its teachers is 31.3% African American, 11.6% Hispanic, 55.5% Anglo, 1.5% Asian and 0.1% Native American (Texas Education Agency, 2003). Being one of the largest districts in the state, it seeks and attracts teachers globally.

The district employs approximately 600 experienced and novice teachers per year. During the 2002-2003 school year novice teachers accounted for 7.6% of all teachers in this urban district. Novice teachers in this district are educated and trained through one

of three programs. Some are traditionally prepared through a college education program. These teachers completed a teacher education program, including student teaching and this is their first opportunity to teach. The second group had previous work experience in areas other than education, such as corporate America, and completed a teacher education program through an alternative certification program. This is also their first year of teaching. The third route to becoming a novice teacher is the completion of a college education program not related to education. Although this group was hired as first year teachers, they had to enrolled in a certification program through a college or through the district's certification program. This study focused its attention on 171 novice teachers traditionally prepared in a college education program. This accounts for the total number of traditionally prepared novice teachers hired in 2002-2003 in this urban district.

District Induction Program

This urban district implemented its induction program in 1991 in accordance with state mandates. Since its inception, various changes have been made to adapt to the constant changes in teacher population and diversity. The district induction program is a collaboration of central administration and building levels principals. A unique feature of the program is an induction campus coordinator at all schools. This site-based approach is in place to insure that all novice teachers are receiving adequate support. The role of the campus coordinator is to develop a calendar of events and meetings for the novice teacher according to district policy. This calendar includes organizing

meeting times for the mentor and mentee and release time for observations for both the mentor and the mentee.

The goals of the program are to assist first-year teachers in mastering and implementing the district/campus mission, goals and policies and insure success in first-year teachers by assisting them in improving all areas of their instructional effectiveness. Additional goals include: assuring quality instruction for students of first-year teachers, promoting the professional and personal well-being of first-year teachers, making first-year teachers feel welcome, securing and taking part in the district teaching team and increasing retention of promising first-year teachers.

Features of the program include: a pre-orientation program for all new teachers with their mentors and administrators at the campus level, mentor teachers to work with first-year teachers for a full year and scheduled time during the pre-orientation for new teachers to work in their classrooms with their mentors. Additional features include: scheduled observations and meetings between first-year teachers and mentors for the school year, on-going formal and informal meetings between mentor and mentee and evaluation to allow for adjusting the program and scheduled activities planned by the mentor coordinator, who also implements and monitors the program.

Each individual campus has designed activities to meet the needs of the individual novice teachers, including time for reflection, opportunities to converse with other novice teachers, and development of portfolios. However, the main focus of each campus level induction program is to share professional expertise concerning discipline, classroom management, curriculum and lesson planning. In addition to district activities,

these activities at individual campuses were developed to assist the novice teacher in building their professional career.

The District Coordinator for the program stressed the fact that the district faces the same problems that education is facing at the national and state level. Attempting to retain novice teachers is a continuous battle. Presently, a consultant, renowned researcher, and educator in teacher induction train the staff for the induction program. Although all staff is not under the intense tutelage of the consultant, the district attempts to prepare mentors and other personnel involved in the induction program through a condensed version of the consultant's three-day mentor training sessions. Workshops and staff development sessions are held by the district coordinator, who presents information and activities to those involved in the induction program. These professional development sessions are held previous to mentor coordinators and administrators of each building becoming involved with perspective novice teachers. As the teaching profession continues to change, changes are made to accommodate all novice teachers in the district.

The district induction program is directly related to the framework for this study. Beginning teachers are offered training and paired with veteran teachers to help ensure success in the classroom and a positive first year experience. Components of the induction program such as the need to help teachers develop their proficiency, allowing time for new teachers to interact with other teachers, allowing for observation, giving continuing help to help reduce problems, helping beginning teachers integrate with the social system of the school and increasing teacher retention are the focus of this research.

Procedures

First, an IRB Protocol (Institutional Review Board) was completed in order to obtain permission to conduct this study. Once permission was granted, the mentor coordinator for each campus was contacted in order to discuss the study. At this meeting, a review of the study was discussed and appropriate documentation was presented for the study. At this point, each coordinator was given a set of surveys and timelines were determined. Each survey was accompanied by a cover letter explaining the purpose of the study and encouraging full participation in the study. Surveys were distributed by the mentor coordinator to novice teachers during the 2003-2004 school year. Two weeks after distribution of the survey, a postcard was mailed to the coordinator for each building for distribution to the participants in the study to either thank them for their participation in the study or to remind them to complete the survey and return it as soon as possible. Participants returned the surveys to the district induction coordinator anonymously and the coordinator turned in all surveys collected to the researcher for further analysis.

The Sample

The sample for this study consisted of 171 novice teachers who were hired at the beginning of the 2002-2003 school year in one of the district's 63 traditional schools and returned for the 2003-2004 school year. These teachers were chosen because at the time the study was initiated, these teachers had completed their first year of teaching and had

concluded participation in the induction program. These teachers were traditionally prepared in college preparatory programs, participated in the induction program, and chose to remain in the district as a teacher after their first year of teaching. These teachers were in their second year of teaching.

Convenience sampling, a nonprobability sampling, was utilized because it is most feasible for this survey research. With convenience sampling, subjects are selected because of their convenient accessibility. According Isaac & Michael (1997), the consequence is that an unknown portion of the population is excluded. All of the individuals in the defined population were recent induction participants and the researcher wanted recent opinions and perceptions. Each participant had an equal and independent chance of participating as a member of the sample. All traditionally prepared novice teachers for the 2002-2003 school year had the opportunity to participate in the study due to the district size and availability of novice teachers.

Research Instruments

This study relied on two sources of data. The first source, archival data, from the school district office was used to collect data about new hires with zero years of teaching experience during the years 2002-2003. This computerized database contained information on each employee and queried 2002-2003 novice teachers. It documented their first date of employment, the school they were first employed, and whether they completed a traditional education program, alternative certification program, or were currently seeking certification through the school district or other certification program.

It also documented the schools where these teachers were employed in the school district for the 2003-2004 school year.

According to Patten (1998), a common approach to understanding perceptions in schools is the use of questionnaires or surveys. This was an excellent way to assess perceptions because they were completed anonymously. It is important to understand what individuals who make up a school community are thinking or perceiving. It informs us of what they believe should be changed, which tells us what is possible with respect to school wide and even district wide change. Analyzing responses from stakeholders, the novice teachers, gives compelling evidence and reinforcement.

The second set of data collected was from the Novice Teachers Perceptions Assessment Survey. This instrument covered an array of statements in relation to the components of the induction program and other program components as identified in the review of literature. The survey collected information specific to participation in the induction program and demographic information about the respondents.

The Novice Teachers Perception Assessment (Appendix A) is a Likert type perception survey patterned after several surveys utilized in the education literature. After reviewing other surveys used for previous evaluations of induction programs, the researcher designed the survey for this study based on the understanding of induction in Texas and the induction program in this school district. The instrument was designed to elicit general information about the features and practices of the school district's induction program at designated schools. The demographic question format and the five-point response scale are commonly used by the educational community (Patten,

1998). The requested demographic data included each subject's gender, ethnicity, age and years of teaching experience, in addition to subject and grade level taught. It also asked participants to respond to whether or not they had taken classes they relate to teaching diverse student populations in urban schools. The instrument had 32 questions with a response scale of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. Each question on the survey instrument was scored on a scale of 1 to 5. The following scale was used for those responses: 1 = Strongly Agree, 2 = Agree, 3 = Neither Agree nor Disagree, 4 = Disagree 5 = Strongly Disagree. This scale was used to allow for potential variability and was identified as the most common response format (Patten, 1998).

The questions were designed to address perceptions of five specific areas: informational support, emotional support, instructional support, resources, and overall experience of the induction program in relation to teaching and the decision to return to the district the following year. These questions were developed based on the literature review addressing components of an induction program and the areas of focus for the districts induction program. The questions addressing informational support included 7, 13, 20 and 31. Emotional support questions included 6,17,19,24, and 28. Questions 2, 3, 4, 5, 8, 10, 11, 12, 18, 26, 29 and 32 addressed instructional support. Survey questions addressing resources included 14, 22 and 23. The overall experience of the induction program is important and those questions were addressed in survey questions 1, 9, 15, 16, 21, 25, 27 and 30. Additionally, one question asked the participants to rank the induction activities on a scale of 1-10. It asked participants to rank activities as to the

importance of each activity and assistance received with accomplishing the activity. It was determined through the literature review that the activities were important to novice teachers. Overall, the instrument was created to collect information about the novice teachers' perceptions of how the induction program assisted them.

Although a survey was the chosen instrumentation, Babbie (1998) notes that in using closed-end questions, the researcher might overlook certain issues that respondents would have said were important. He further states other weaknesses include lack of communication between the researcher and the respondent for understanding; choosing the right words to convey the proper meaning; and equal weight given in the data analysis of all respondents without any means to differentiate between those who understood the topic and those who did not.

On the other hand, advantages to using the survey provided a greater uniformity of responses, were easily processed, and included the opportunity for the participant to answer questions truthfully without probing from the researcher. The participant could not be mislead into thinking there was a right or wrong way to answer the questions.

Pilot Study

To assess the clarity of the survey, a pilot study was conducted with novice teachers from two neighboring school districts with similar demographics. In the pilot study, twenty-eight first year teachers participated. This study consisted of a smaller sample of novice teachers, from the school year 2002-2003, that were asked to complete and be critical of the survey in terms of wording and structure. Administrators from

these districts were contacted for dissemination of the instrument. Information was discussed with them as to their role in this area of the study, and timelines and return of the survey were determined. From the responses, it was determined that the research instrument was clear as with respect to the verbage, Likert scale choices, and instructions. Responses to the survey demonstrated consistency and stability of responses for the instrument. Additionally, this information was used to identify consistency in answers, reconstruct questions and statements and modify the overall structure of the survey.

Research Design

This study was conducted using quantitative descriptive research. The purpose of this research design is to provide a clear, accurate description of individuals, events, or processes and involves collecting numerical data to answer questions and develop a precise description of a sample's behavior or personal characteristics (Gall, Gall, & Borg, 1998). Survey research is a form of descriptive research that involves collecting information about a research participant's beliefs, attitudes, interests, or behavior through questionnaires, interviews, or paper/pencil tests. Survey research was used in this study, to collect basic descriptive information from a large sample. This research provided a one shot description of the 2002-2003 induction program; therefore, a single sample at one point in time describes the attitudes of novice teachers towards their induction program. Although simple in design and execution, the researcher felt it would yield important knowledge since there had been no previous evaluations of the induction

program regarding the respondents' opinions about particular topics and issues related to their induction.

The study explored how novice teachers perceived the processes, events, and relationships they experienced while in the teacher induction program. More specifically, this study documented and recorded new teachers' perceptions and thoughts regarding the effectiveness of the induction program and the induction activities that supported their professional development. The factors that were determined to be important to the induction program, as reiterated from Chapter II, included: providing emotional support, feedback on instruction, mentors, resources, reflection and overall support of the induction program. The study sought to answer 3 questions:

1. What are novice teachers' perceptions of the informational, emotional, instructional support received, resource allocation, and the overall support provided to them during their participation in the teacher induction program?
2. Are there differences in the perceptions according to the demographics namely, the subject taught, grade level taught, gender, ethnicity, age, and class preparation for teaching in an urban environment with diverse populations?
3. What activities of the induction program are identified as being most and least valued by the novice teacher in the teacher induction program?

Data Analysis

In this study all statistics were measures of central tendency or measures of variability. Central tendency provides a quantitative measure of the most representative or typical score in a score distribution. The mean, equaling the sum of the scores divided by the number of scores is reported as it is in most quantitative descriptive research

studies (Gall, Gall, & Borg, 1998). Measures of variability, including the range, standard deviation, and variance are also reported, as it is important to provide a quantitative measure of the distribution of individual scores around the mean (Gall, Gall, & Borg, 1998).

The data from this study was analyzed using Statistical Package of Social Science (SPSS, 2001). The perceptions were tested using statistical models such as descriptive statistics, mean, and standard deviation. In addition a factor analysis was performed to form factors that measured perceptions of respondents. Statistical significance testing such as the multiple analysis of variance (MANOVA) was performed to determine if there were differences among the demographic data such as gender, grade level taught, ethnicity, and whether the novice teacher had taken classes in preparation to teach diverse students in urban settings. Non-parametric statistical significance testing was conducted to determine which induction activities were most and least valued by the respondents. All statistical significance tests were tested at a confidence level of .05. Finally, the effect size was calculated for all data.

The mean and standard deviation was calculated for questions 1-32 to calculate how spread out the values were in terms of the respondents answers. Questions 1 through 32 were factored on a rotated component matrix and factor scores were saved in the data file. The factor analysis was completed in order to reduce the variables to a few factors by combining variables that were moderately or highly correlated with each other. An exploratory factor analysis was performed to determine whether there was some relationship among the variables and if it conformed to the researcher's

expectations. Seven factors that were important to novice teachers were extracted from the rotated component matrix reported in Chapter IV. This addresses convergence validity.

Following the factor analysis, Question 1 was answered using a frequency analysis, to determine the opinions and beliefs of the participants regarding their induction program on specific topics. Question two was answered using the MANOVA to decide if there were differences in the perceptions according to the demographics. Finally, question 3 was answered using a One-sample Kolmogorov-Smirnov non-parametric test to establish which induction activities were least and most valued by the respondents.

Additionally, each activity in the "ranked induction activities section" was ranked by novice teachers tabulated and a mean score and standard deviation was calculated using the non-parametric test in SPSS. The rank activities gave an indication of activities that were most valued by the novice teachers. The mean was the basis for determining which components of the induction program were most valued and which components were least valued.

CHAPTER IV

PRESENTATION OF DATA AND DATA ANALYSIS

One hundred and seventy one of The Novice Teachers Perception Assessment surveys were sent out to schools. Of the 171 sent out, 144 surveys from the sample were returned, resulting in a return rate of 84%. Respondents were asked to answer seven questions concerning demographic data. The information sought included: the subject they taught, grade level taught, gender, ethnicity, age, and whether they had taken any courses in urban or diversity education in preparation for teaching. Of the 144 surveys returned, an average off 122 respondents from the sample answered the demographic data. Most of the respondents responded to whether they had taken classes regarding urban education, while the fewest responses were in reply to the participants ethnicity (Table 4.1).

Table 4.1. Number of responses to survey questions regarding demographic data

	Subject Taught	Grade Level Taught	Gender	Ethnicity	Age	Urban College Courses	Diversity College Courses
Number	136	141	139	134	137	142	140
Percent	94.4	97.9	96.5	93.1	95.1	98.6	97.2

Most of the respondents taught the required basic education courses, math, science, English and social studies including those teachers that taught all subjects.

Following is a numerical reference of the respondents and the subjects they taught. Nine categories were developed for the subject that each respondent taught. They were Fine Arts, Foreign Language, Language Arts, General Education, Math, Physical Education, Science, Social Studies, and Technology (Table 4.2).

Table 4.2. Subject taught by survey respondents

Subject	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
Fine Arts	8	5.6	5.9	5.9
Foreign Language	12	8.3	8.8	14.7
General Education	38	26.4	27.9	42.6
Language Arts	33	22.9	24.3	66.9
Math	20	13.9	14.7	81.6
Physical Education	1	.7	.7	82.4
Science	12	8.3	8.8	91.2
Social Studies	7	4.9	5.1	96.3
Technology	5	3.5	3.7	100.0
No response	8	5.6		
Total	144	100.0	100	

The grade level taught by survey respondents was divided into two categories. The first category consisted of those who taught at elementary schools, or PK-fifth grades. The second category consisted of those who taught at the secondary level, or grades 6 and above. The results displayed in (Table 4.3) are consistent with the number of schools available with novice teachers from the 2002-2003 school year. Surveys were

sent to 5 secondary level schools as opposed to 57 schools for the elementary level. It is then only logical that there would be more elementary than secondary teachers.

Table 4.3. Grade level taught by survey respondents

Grade Level	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
Elementary	96	66.7	68.1	68.1
Secondary	45	31.3	31.9	100.0
No Response	3	2.1		
Total	144	100.0	100.0	

Table 4.4 is a result of the demographic data concerning the genders of the respondents. As shown, most respondents were females. This is consistent with research where there are more female graduates than male graduates. Additionally, there are more females pursuing a degree in teacher education than males.

Table 4.4. Gender of survey respondents

Gender	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
Female	110	76.4	79.1	79.1
Male	29	20.1	20.9	100.0
No Response	5	3.5		
Total	144	100.0	100.0	

About 86 percent of the teachers in public schools are non-Hispanic European American, while more than 32 percent of the students in K-12 schools are students of color. The respondents in this study are somewhat consistent with statistics regarding education. Survey respondents were grouped into one of 4 ethnic groups: African American, Hispanic, European American, and other (Table 4.5). The participants in this study were consistent with the districts proportion as to the ethnicity compromising the total schools.

Table 4.5. Ethnicity of survey respondents

Ethnicity	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
African American	36	25.0	26.9	26.9
Hispanic	32	22.2	23.9	50.7
European American	64	44.4	47.8	98.5
Other	2	1.4	1.5	100.0
No Response	10	6.9		
Total	144	100.0	100.0	

The highest number of respondents were the youngest of the participants. According to the archival data, most were recent college graduates. Survey respondents gave their specific age as recorded in (Table 4.6).

Table 4.6. Age of survey respondents

Age	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
22.00	8	5.6	5.8	5.8
23.00	10	6.9	7.3	13.1
24.00	22	15.3	16.1	29.2
25.00	20	13.9	14.6	43.8
26.00	12	8.3	8.8	52.6
27.00	9	6.3	6.6	59.1
28.00	10	6.9	7.3	66.4
29.00	3	2.1	2.2	68.6
30.00	4	2.8	2.9	71.5
31.00	2	1.4	1.5	73.0
32.00	3	2.1	2.2	75.2
33.00	6	4.2	4.4	79.6
34.00	6	4.2	4.4	83.9
35.00	2	1.4	1.5	85.4
36.00	3	2.1	2.2	87.6
37.00	2	1.4	1.5	89.1
38.00	1	.7	.7	89.8
40.00	2	1.4	1.5	91.2
41.00	2	1.4	1.5	92.7
46.00	1	.7	.7	93.4
48.00	2	1.4	1.5	94.9
49.00	2	1.4	1.5	96.4
50.00	2	1.4	1.5	97.8
51.00	1	.7	.7	98.5
52.00	1	.7	.7	99.3
53.00	1	.7	.7	100.0
No Response	7	4.9		
Total	144	100.0	100.0	

Teacher education programs are working tirelessly to prepare teachers. An area of focus is to prepare teachers to teach in culturally diverse settings. Urban areas have majority enrollments for students of color and students from families whose home

language is something other than English. An important consideration for teaching is preparing a person to teach in an urban district with diverse learning populations. Half of the participants in the induction program had taken classes in urban education while the other half that responded had not (Table 4.7).

Table 4.7. Number of survey respondents that had taken classes in urban education

Response	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
Yes	70	48.6	49.3	49.3
No	72	50.0	50.7	100.0
No Response	2	1.4		
Total	144	100.0	100.0	

As our cultures blend and change, educators must find effective ways to instruct the students of our multicultural society to higher levels of achievement. Students of color in our multiethnic culture often come to school with fewer skills and more risk factors than those of other cultural groups. To assist in helping students of color achieve, colleges and universities are now offering courses in diversity as it is related to teaching. The majority of the respondents had taken classes that prepared them for instructing diverse populations. (Table 4.8).

Table 4.8. Number of survey respondents that had taken classes related to diversity issues

Response	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
Yes	96	66.6	68.6	68.6
No	44	30.6	31.4	100.0
No Response	4	2.8		
Total	144	100.0	100.0	

In Table 4.9 the standard deviation and mean value were calculated using SPSS for questions 1-32. Through this calculation it was determined that novice teachers responded differently to several questions. Questions 11 and 30 had higher standard deviations, thus the respondents responded differently to these questions. On the contrary, questions 7 and 14 had low standard deviations, indicating that respondents answered these questions consistently.

The mean value determined through SPSS calculations determined how agreeable or disagreeable the responses were among the novice teachers for questions 1-32. The calculations determined that the novice teachers mostly agreed with questions 7, 14, and 23. Each of these questions had a low mean value. However, questions 17, 25, 26, and 30 had a high mean value indicating that the respondents were not agreeable with these questions.

Table 4.9. Descriptive statistics

Question Number and Statement	N	Mean	Std. Deviation
1-Benefited from the induction program	142	2.1831	1.00791
2-Did not provide instructional assistance to me	142	2.1972	1.11240
3-Teaching performances improved	142	2.1479	1.14202
4-Administrators offered assistance	143	2.1538	1.00216
5-Exposed to various teaching strategies	143	2.1119	1.04884
6-Did not provide emotional support	143	2.5315	1.20914
7-Informed of organizational procedures	143	2.0420	.91831
8-Did not address learning theories	141	2.4539	1.13688
9-Induction provided valuable assistance	141	2.5603	1.19743
10-Program provided staff development	140	2.1500	1.07907
11-Help in creating lesson plans	142	2.6268	1.32948
12-Did not provide support in adjusting to classroom routines	141	2.6099	1.18185
13-Provided informational support	141	2.1418	.93030
14-Resourcers were available	144	2.0903	.90772
15-Confidence in ability to teach	143	2.6434	1.13464
16-Helped improve classroom teaching	143	2.4406	.98311
17-Not immediately counseled for stressful situations	143	3.0979	1.19456
18-Provided opportunity to observe	143	2.2517	1.07774
19-Provided opportunities to collaborate	141	2.1702	1.02788
20-Culture and climate of school information	143	2.5734	1.13516
21-Mentor readily available	144	2.1250	1.23964
22-Teaching resources not available	144	2.4444	1.15133
23-Multimedia resources were available	144	2.1181	1.02074
24-Comfortablity with colleagues	143	2.2308	.94714
25-Did not influence my decision to remain in teaching	143	3.1678	1.18075
26-Daily journal	143	3.4615	1.17347
27-Provided coping skills	142	2.8732	1.15997
28-Opportunity to share experiences with other novices	143	2.3916	1.10080
29-Feedback from experienced teachers	142	2.4859	1.12821
30-Time spent with mentor	143	3.4336	1.37154
31-Mentor provided relevant information	143	2.1748	1.16471
32-Skills developed as a result of coaching	143	2.3077	1.08920

Complete Survey Responses=136

Reliability is the extent to which results are consistent and accurately represent the total. In other words, if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. However, as Thompson (2002) explains, tests are not reliable, only scores are reliable. The Cronbach's Alpha coefficient of internal consistency is an estimate of reliability within a set of scales. To measure internal consistency of the study, Cronbachs's Alpha coefficient was computed. In the survey instrument, seven of the thirty-two questions were formatted negatively. In order to calculate the reliability accurately, the scores for the negative questions were reversed. The reliability of statistics for the survey is 94.4%. This includes 136, or 94.4%, who responded to questions 1 through 32 (Table 4.10). Cronbach's Alpha based on standardized items is .937 (Table 4.11). Additionally, each factor was calculated for reliability. The calculation for each set of factors is displayed in the tables per factor.

Table 4.10. Case processing summary

		Number	Percent
Cases	Valid	136	94.4
	Excluded	8	5.6
	Total	144	100.0

Table 4.11. Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.933	.937	32

Factor analysis includes both component analysis and common factor analysis. The purpose of factor analysis is to discover simple patterns in the pattern of relationships among variables. In particular, it seeks to discover if the observed variables can be explained largely or entirely in terms of a much smaller number of variables called factors. Rotation is the step in factor analysis that allows you to identify meaningful factor names or descriptions. Oblique rotations often achieve greater simple structure, though at the cost that one must also consider the matrix of factor interrelations when interpreting results. Manuals are generally clear as to which is which, but if there is ever any ambiguity, a simple rule is that if there is any ability to print a matrix of factor correlations, the rotation is oblique. Oblique rotations assist in achieving a more interpretable simple structure.

Responses to survey questions 1 through 32 were factored on a rotated component matrix. Factor scores were saved in the data file. The matrix revealed seven factors important to novice teachers (Table 4.12). They were the benefits of an induction program in relation to overall support, mentors, resources, strategies, support system, and reflection. In order to be included in a factor, a minimum factor score of .4 was the assigned value for each component (Table 4.13). However, the seventh factor contained only two items, questions seven and twenty-five. Question seven had a considerably high score on competency four and was related to factor four construct wise. Similarly, question 25 had a considerably higher score on factor one and is related to factor one construct wise as well. These items were added to those respected components and factor seven was deleted. The seven factors together explained 65.26% of the total variance.

Table 4.12. Rotated component matrix for survey question responses

	Component						
Survey Question Number and Statement	1	2	3	4	5	6	7
1-Benefited from the induction program	.584	.315	.084	.482	-.066	.136	.161
2-Did not provide instructional assistance to me	.616	.367	.078	.143	-.053	.110	.281
3-Teaching performances improved	.173	.669	.209	.140	.297	-.039	.031
4-Administrators offered assistance	.165	.228	.213	.146	-.100	.611	-.136
5-Exposed to various teaching strategies	.187	.242	.483	.541	-.009	.269	.015
6-Did not provide emotional support	.596	.178	.334	-.260	.076	.182	.265
7-Informed of organizational procedures	.169	.202	.271	.428	-.082	.156	.531
8-Did not address learning theories	.464	.298	.351	.085	-.155	.114	.225
9-Induction provided valuable assistance	.718	.208	.107	.209	.292	.214	.168
10-Program provided staff development	.663	-.031	.256	.158	.058	.191	-.132
11-Help in creating lesson plans	.366	.104	.352	.266	.508	-.077	-.212
12-Did not provide support in adjusting to classroom routines	.557	-.066	.152	.037	.391	.248	.111
13-Provided informational support	.594	.284	.130	.552	.161	.046	.085
14-Resourcers were available	.329	.178	.617	.383	.202	.049	.023
15-Confidence in ability to teach	.606	.279	.259	.145	.287	.096	.210
16-Helped improve classroom teaching	.670	.345	.149	.197	.268	.043	.030
17-Not immediately counseled for stressful situations	.345	.288	.008	-.105	.462	.253	.205
18-Provided opportunity to observe	.102	-.162	.059	.647	.360	.277	.117
19-Provided opportunities to collaborate	.097	.260	.635	.304	.165	.283	.084
20-Culture and climate of school information	.202	.196	.307	.507	.282	.116	.120
21-Mentor readily available	.210	.834	.101	-.045	.158	.103	-.089
22-Teaching resources not available	.207	.110	.710	.099	.275	.142	-.017
23-Multimedia resources were available	.196	-.027	.793	-.024	.051	.135	.168
24-Comfortablity with colleagues	.389	.400	.130	.110	.275	.063	.331
25-Did not influence my decision to remain in teaching	.206	-.076	.064	.074	.185	-.053	.787
26-Daily journal	-.010	.257	.182	.134	.594	.049	.109
27-Provided coping skills	.388	.213	.174	.237	.597	.174	.070
28-Opportunity to share experiences with other novices	.283	-.078	.119	.311	.300	.586	.118
29-Feedback from experienced teachers	.273	.218	.265	.073	.226	.681	.049
30-Time spent with mentor	-.055	-.579	.039	-.208	.049	-.381	-.202
31-Mentor provided relevant information	.394	.744	.128	.057	.147	.162	-.072
32-Skills developed as a result of coaching	.038	.452	.382	.098	.243	.443	.132

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 17 iterations.

Table 4.13. Total variance and eigenvalues

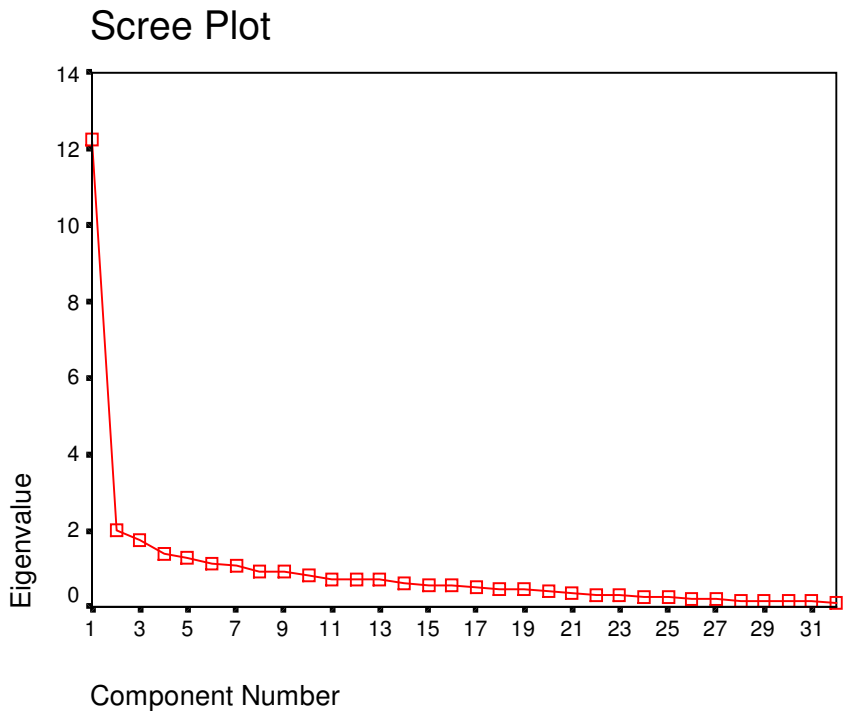
	Initial Eigenvalues		Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings	
Component	Total	% of Variance	Total	% of Variance	Total	% of Variance
1	12.250	38.281	12.250	38.281	5.053	15.792
2	2.018	6.307	2.018	6.307	3.670	11.468
3	1.730	5.405	1.730	5.405	3.332	10.412
4	1.371	4.285	1.371	4.285	2.537	7.927
5	1.297	4.053	1.297	4.053	2.459	7.686
6	1.114	3.480	1.114	3.480	2.211	6.910
7	1.104	3.451	1.104	3.451	1.622	5.069
8	.941	2.940				
9	.906	2.831				
10	.836	2.612				
11	.741	2.316				
12	.726	2.269				
13	.698	2.182				
14	.643	2.010				
15	.582	1.820				
16	.544	1.699				
17	.508	1.588				
18	.481	1.505				
19	.444	1.387				
20	.414	1.293				
21	.362	1.133				
22	.314	.983				
23	.300	.936				
24	.271	.846				
25	.246	.769				
26	.218	.681				
27	.197	.615				
28	.175	.547				
29	.168	.524				
30	.152	.475				
31	.141	.442				
32	.108	.337				

Extraction Method: Principal Component Analysis.

Through this factor analysis, it was discovered that those factors important in the literature review were very similar to the factors that novice teachers revealed as being important to them through the survey.

Once the factor analysis was completed a scree test was done to determine the optimal number of factors to retain. Cattell (1966) proposed that a scree plot can be used to graphically determine which factors to maintain. The variances extracted by the factors are called eigenvalues. Kaiser suggested a rule for selecting a number of factors *m* less than the number needed for perfect reconstruction: set *m* equal to the number of eigenvalues greater than 1. This rule is often used in common factor analysis.
The eigenvalues for successive factors can be displayed in a simple line plot. The scree test involves finding the place where the smooth decrease of eigenvalues appears to level off to the right of the plot. To the right of this point, presumably, one finds only "factorial scree." "Scree" is the geological term referring to the debris that collects on the lower part of a rocky slope. No more than the number of factors to the left of this point should be retained. As determined in the scree plot (Figure 4.1), although there were 32 components, only the first 7 components were greater than 1.

Figure 4.1. Scree plot of eigenvalues



Each factor was measured for reliability to determine if it measured what was intended. Following is a description of each factor and the questions that comprised each of the factors.

Benefits of Induction Program in Relation to Overall Support

Questions supporting factor one include questions1, 2, 6,8,9,10,12,13,15, 16 and 25. Each of these questions evolved around the induction program and the different components of an overall induction program such as instructional assistance, learning theories, staff development, and classroom management. Therefore, the first component was named benefits of induction program in relation to overall support.

This component contained 10 questions with factor coefficients of .40 or greater except question 25, that had a factor score of .206. The percentage of variance explained by this factor was 15.8% (Table 4.14). The reliability for factor one was 89.46%. The factor scores for factor one, benefits of the induction program in relation to overall support ranged from .464 to .718.

Table 4.14. Reliability of factor 1

Item-total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-total Correlation	Alpha if Item Deleted
Q1	24.7482	59.8274	.6659	.8830
Q2	24.7410	58.8020	.6608	.8829
Q6	24.4029	59.0684	.5830	.8880
Q8	24.4892	60.1068	.5716	.8883
Q9	24.3813	55.7739	.7978	.8739
Q10	24.7986	61.0461	.5560	.8890
Q12	24.3309	59.8027	.5603	.8892
Q13	24.8058	60.3750	.7210	.8811
Q15	24.2950	57.2819	.7463	.8776
Q16	24.4964	59.1793	.7501	.8788
Q25	23.7914	64.0069	.3137	.9041

N of Cases=139.0
N of Items=11
Alpha=.8946

Mentors

Mentors are important to novice teachers. Questions 3, 21, 24, 30, 31, and 32 support factor two. These questions focused on the novice teacher and the relationship with a mentor as a component of an induction program. The second component evolved

around a mentorship program as an integral component of the induction program. This factor was named mentors. This component had six questions with factor coefficients of .40 or greater. The percentage of variance explained was 11.4%. The reliability for factor two was 83.11% (Table 4.15). For factor two, mentors, the factor scores ranged from .4 to .834.

Table 4.15. Reliability of factor 2

Item-total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-total Correlation	Alpha if Item Deleted
Q3	11.3333	18.3952	.6324	.7976
Q21	11.3688	17.2059	.7103	.7800
Q24	11.2553	20.7058	.5212	.8201
Q31	11.3191	17.3474	.7572	.7710
Q32	11.1844	19.5229	.5523	.8137
REVQ30	10.9149	18.4213	.4832	.8349

N of Cases=141.0
N of Items=6
Alpha=.8311

Resources

The need for resources from the survey was supported by questions 14, 19, 22, and 23. Component three focused on resources; therefore, this component was named resources. This component included five questions with factor coefficients of .40 or greater. The percentage of variance explained was 10.4%. Available resources for novice teachers are a vital component of an induction program. The reliability for factor

three was 82.83% (Table 4.16). Factor three, resources, factor scores ranged from .617 to .793.

Table 4.16. Reliability of factor 3

Item-total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-total Correlation	Alpha if Item Deleted
Q14	6.7660	7.0234	.7080	.7656
Q19	6.7021	6.9392	.6019	.8069
Q22	6.4113	6.0010	.6919	.7684
Q23	6.7376	6.8092	.6370	.7914

N of Cases=141.0
N of Items=4
Alpha= .8283

Strategies

Components four and seven were combined for factor four. Questions 5, 7, 18, and 20 support this factor. This factor was focused on instructional strategies and acclimation to the culture, climate and organizational processes for novice teachers. This factor was named strategies. Both components had a factor coefficients of .40 or greater. The percentage of variance explained was 7.9 and 5.0%, respectively. This factor revealed that novice teachers felt the need for assistance in implementing various instructional strategies. The reliability for factor four was 74% (Table 4.17). For factor four, strategies, the factor scores ranged from .428 to .647.

Table 4.17. Reliability of factor 4

Item-total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-total Correlation	Alpha if Item Deleted
Q5	6.8592	5.8524	.5800	.6537
Q7	6.9366	6.5988	.5164	.6927
Q18	6.7254	6.2999	.4465	.7306
Q20	6.4155	5.4361	.6009	.6397

N of Cases=142.0
N of Items=4
Alpha= .7402

Support System

A fifth component, a support system was supported through questions 11, 17, 26, and 27. These questions addressed the need for an emotional support system. The factor was named support system. This component had a factor coefficient of .40 or greater with a total percentage of variance explained of 7.6%. The reliability for factor five was 72% (Table 4.18). In this factor, the factor scores ranged from .462 to .597.

Table 4.18. Reliability of factor 5

Item-total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-total Correlation	Alpha if Item Deleted
Q11	9.4317	7.3630	.5119	.6602
Q17	8.9856	8.2027	.4739	. 6797
Q26	8.5971	8.4597	.4460	. 6949
Q27	9.1799	7.5254	.6150	. 5972

N of Cases=139.0
N of Items=4
Alpha= .7209

Reflection

Finally, the sixth factor revealed the need for reflection. Questions supporting this factor included 4, 28, and 29 and was named reflection. Reflection is a valued component in working with novice teachers. These questions addressed the use of reflection both orally and through written expression. This component had a factor coefficient of .40 or greater with a total percentage of variance explained of 6.9%. The reliability for factor six was 67% (Table 4.19). The last factor, reflection had factor scores ranging from .586 to .681.

Table 4.19. Reliability of factor 6

Item-total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-total Correlation	Alpha if Item Deleted
Q4	4.8652	3.7603	.3914	.6904
Q28	4.6454	3.1876	.4846	.5790
Q29	4.5603	2.7910	.5909	.4263

N of Cases=141.0
N of Items=3
Alpha= .6728

Research Question One

1. What are novice teachers' perceptions of the informational, emotional, instructional support received, resource allocation, and the overall support provided to them during their participation in the teacher induction program?

Questions 1-32 answered research question one. The responses to survey questions 1 through 32 were recorded in Tables 4.20 through 4.51. Each table contains the number of responses in each of the 5 rating categories: strongly agree (SA), agree (A), neither agree nor disagree (N), disagree (D) or strongly disagree (SD), or no response.

The first component, determined by factor analysis, was the benefits of the induction program in relation to overall support. Tables 4.20 through 4.30 display the results of the perceptions in response to this factor. Most of the of the novice teachers felt they benefited from the induction program (Table 4.20) while as shown in (Table 4.21) many felt that the induction program did not provide useful instructional

assistance. The induction program lacked in providing emotional support and did not address learning theories as shown in Tables 4.22 and 4.23. However, as shown in Table 4.24, the induction program provided valuable assistance to the novice teacher throughout the year. Additionally, a positive aspect of the program was that it provided opportunities for staff development to assist in teaching (Table 4.25). On the contrary, the induction program did not provide consistent support in adjusting to the routines of organizing and managing a classroom as shown in Table 4.26. Finally, other positive aspects of the induction program were that it provided useful informational support, gave a greater sense of confidence to teach, helped improve classroom teaching, and influenced the novice teachers' decision to remain in teaching as shown in Tables 4.27, 4.28, 4.29, and 4.30 respectively.

Table 4.20. Responses to survey question 1: I benefited from being in the teacher induction program

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	29	20.1	20.4	20.4
A	84	58.3	59.2	79.6
N	9	6.3	6.3	85.9
D	14	9.7	9.9	95.8
SD	6	4.2	4.2	100.0
No Response	2	1.4		
Total	144	100.0	100.0	

Table 4.21. Responses to survey question 2: The induction program did not provide instructional assistance to me that was useful

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	38	26.4	26.8	26.8
A	69	47.9	48.6	75.4
N	11	7.6	7.7	83.1
D	17	11.8	12.0	95.1
SD	7	4.9	4.9	100.0
No Response	2	1.4		
Total	144	100.0	100.0	

Table 4.22. Responses to survey question 6: The induction program did not provide emotional support to me as a novice teacher

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	24	16.7	16.8	16.8
A	69	47.9	48.3	65.0
N	12	8.3	8.4	73.4
D	26	18.1	18.2	91.6
SD	12	8.3	8.4	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.23. Responses to survey question 8**:** The induction program did not address learning theories that were useful during my first year of teaching

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative of Complete Survey Responses Percent
SA	24	16.7	17.0	17.0
A	71	49.3	50.4	67.4
N	11	7.6	7.8	75.2
D	28	19.4	19.9	95.0
SD	7	4.9	5.0	100.0
No Response	3	2.1		
Total	144	100.0	100.0	

Table 4.24. Responses to survey question 9**:** Throughout the year, the teacher induction program provided valuable assistance to me as a novice teacher

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	26	18.1	18.4	18.4
A	59	41.0	41.8	60.3
N	15	10.4	10.6	70.9
D	33	22.9	23.4	94.3
SD	8	5.6	5.7	100.0
No Response	3	2.1		
Total	144	100.0	100.0	

Table 4.25. Responses to survey question 10**:** The induction program provided opportunities for staff development to assist me in my classroom teaching

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	40	27.8	8.6	28.6
A	68	47.2	48.6	77.1
N	6	4.2	4.3	81.4
D	23	16.0	16.4	97.9
SD	3	2.1	2.1	100.0
No Response	4	2.8		
Total	144	100.0	100.0	

Table 4.26. Responses to survey question 12**:** The induction program did not provide consistent support in adjusting to the routines of organizing and managing a classroom

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	19	13.2	13.5	13.5
A	70	48.6	49.6	63.1
N	8	5.6	5.7	68.8
D	35	24.3	24.8	93.6
SD	9	6.3	6.4	100.0
No Response	3	2.1		
Total	144	100.0	100.0	

Table 4.27. Responses to survey question 13**:** The induction program provided informational support to me that was useful

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	28	19.4	19.9	19.9
A	85	59.0	60.3	80.1
N	12	8.3	8.5	88.7
D	12	8.3	8.5	97.2
SD	4	2.8	2.8	100.0
No Response	3	2.1		
Total	144	100.0	100.0	

Table 4.28. Responses to survey question 15**:** I had a greater sense of confidence in my ability to teach as a result of the induction program

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	16	11.1	11.2	11.2
A	69	47.9	48.3	59.4
N	17	11.8	11.9	71.3
D	32	22.2	22.4	93.7
SD	9	6.3	6.3	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.29. Responses to survey question 16**:** The teacher induction program helped me improve my classroom teaching

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	15	10.4	10.5	10.5
A	81	56.3	56.6	67.1
N	21	14.6	14.7	81.8
D	21	14.6	14.7	96.5
SD	5	3.5	3.5	100.0
No Response	1	.7		
Total	144	100.0		

Table 4.30. Responses to survey question 25: The induction program did not influence my decision to remain in teaching

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	14	9.7	9.8	9.8
A	34	23.6	23.8	33.6
N	22	15.3	15.4	49.0
D	60	41.7	42.0	90.9
SD	13	9.0	9.1	100.0
No Response	1	.7		
Total	144	100.0	100.0	

The second component evolved around a mentorship program as an integral

component of the induction program. Responses revealed that most of the novice teachers surveyed agreed that a mentor was beneficial (Table 4.31) and most felt that their mentor was readily available to assist them (Table 4.32). The induction experience allowed them to feel comfortable with other colleagues, gave adequate time to spend with the mentor, provided relevant information, and provided them an opportunity to develop as a result of working with experienced teachers as shown in Tables 4.33, 4.34, 4.35, and 4.36, respectively.

Table 4.31. Responses to survey question 3: My teaching performance improved when I was able to work with my mentor

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	45	31.3	31.7	31.7
A	62	43.1	43.7	75.4
N	11	7.6	7.7	83.1
D	17	11.8	12.0	95.1
SD	7	4.9	4.9	100.0
No Response	2	1.4		
Total	144	100.0	100.0	

Table 4.32. Responses to survey question 21**:** My mentor was readily available to assist me at anytime

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	52	36.1	36.1	36.1
A	59	41.0	41.0	77.1
N	9	6.3	6.3	83.3
D	11	7.6	7.6	91.0
SD	13	9.0	9.0	100.0
Total	144	100.0	100.0	

Table 4.33. Responses to survey question 24: The induction experience allowed me to feel comfortable with other colleagues

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	23	16.0	16.1	16.1
A	87	60.4	60.8	76.9
N	15	10.4	10.5	87.4
D	13	9.0	9.1	96.5
SD	5	3.5	3.5	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.34. Responses to survey question 30: The amount of time I spent with my mentor per month was inadequate

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	19	13.2	13.3	13.3
A	23	16.0	16.1	29.4
N	14	9.7	9.8	39.2
D	51	35.4	35.7	74.8
SD	36	25.0	25.2	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.35. Responses to survey question 31: The information provided me by my mentor teacher was relevant for my first year in teaching

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	41	28.5	28.7	28.7
A	69	47.9	48.3	76.9
N	12	8.3	8.4	85.3
D	9	6.3	6.3	91.6
SD	12	8.3	8.4	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.36. Responses to survey question 32: I had an opportunity to develop my teaching skills as a result of coaching by veteran teachers

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	28	19.4	19.6	19.6
A	77	53.5	53.8	73.4
N	11	7.6	7.7	81.1
D	20	13.9	14.0	95.1
SD	7	4.9	4.9	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Component three focused on resources and included 4 questions. Overall, resources were available as shown in Table 4.37 and most of the teachers felt the induction process provided them with opportunities to collaborate with experienced teachers in the school as shown in Table 4.38. Various teaching resources and materials were not available for novice teachers as shown in Table 4.39; however, multimedia resources were provided as shown in Table 4.40.

Table 4.37. Responses to survey question 14**:** Resources were available to me

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	30	20.8	20.8	20.8
A	91	63.2	63.2	84.0
N	6	4.2	4.2	88.2
D	14	9.7	9.7	97.9
SD	3	2.1	2.1	100.0
Total	144	100.0	100.0	

Table 4.38. Responses to survey question 19**:** The induction process provided opportunities for me to collaborate with experienced teachers in the school

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	33	22.9	23.4	23.4
A	78	54.2	55.3	78.7
N	7	4.9	5.0	83.7
D	19	13.2	13.5	97.2
SD	4	2.8	2.8	100.0
No Response	3	2.1		
Total	144	100.0	100.0	

Table 4.39. Responses to survey question 22: Varied teaching resources in my subject area were not available to me

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	24	16.7	16.7	16.7
A	76	52.8	52.8	69.4
N	9	6.3	6.3	75.7
D	26	18.1	18.1	93.8
SD	9	6.3	6.3	100.0
Total	144	100.0	100.0	

Table 4.40. Responses to survey question 23: Multimedia resources were available for my use during my induction year of teaching

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	37	25.7	25.7	25.7
A	78	54.2	54.2	79.9
N	9	6.3	6.3	86.1
D	15	10.4	10.4	96.5
SD	5	3.5	3.5	100.0
Total	144	100.0	100.0	

Component four focused on strategies for novice teachers. Table 4.41 revealed that most of the teachers were exposed to various teaching strategies and were informed of the organizational procedures and processes (Table 4.42). Most were provided with

an opportunity to observe experienced teachers (Table 4.43), and received information about the culture and climate of the school (Table 4.44).

Table 4.41. Responses to survey question 5: I was exposed to various teaching strategies during my induction year

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	37	25.7	25.9	25.9
A	80	55.6	55.9	81.8
N	6	4.2	4.2	86.0
D	13	9.0	9.1	95.1
SD	7	4.9	4.9	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.42. Responses to survey question 7**:** I was informed of the organizational procedures and processes of my school

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	33	22.9	23.1	23.1
A	90	62.5	62.9	86.0
N	6	4.2	4.2	90.2
D	9	6.3	6.3	96.5
SD	5	3.5	3.5	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.43. Responses to survey question 18**:** The induction process provided an opportunity to observe experienced teachers in their classrooms

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	32	22.2	22.4	22.4
A	75	52.1	52.4	74.8
N	9	6.3	6.3	81.1
D	22	15.3	15.4	96.5
SD	5	3.5	3.5	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.44. Responses to survey question 20**:** During the induction process, I received information about the culture and climate of the school.

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	19	13.2	13.3	13.3
A	69	47.9	48.3	61.5
N	18	12.5	12.6	74.1
D	28	19.4	19.6	93.7
SD	9	6.3	6.3	100.0
No Response	1	.7		
Total	144	100.0	100.0	

The fifth component was a support system. This factor addressed the need for an emotional support system. More than half of the novice teachers received help in creating

lesson plans (Table 4.45). However, less than half were immediately counseled with when stressful situations arose (Table 4.46) and even less were encouraged to keep a daily journal (Table 4.47). Finally, half of the novice teachers agreed they were provided with coping skills through the induction program (Table 4.48).

Table 4.45. Responses to survey question 11**:** I received help in creating lesson plans during my induction year

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	32	22.2	22.5	22.5
A	53	36.8	37.3	59.9
N	5	3.5	3.5	63.4
D	40	27.8	28.2	91.5
SD	12	8.3	8.5	100.0
No Response	2	1.4		
Total	144	100.0	100.0	

Table 4.46. Responses to survey question 17**:** I was not immediately counseled with when stressful situations arose

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	11	7.6	7.7	7.7
A	47	32.6	32.9	40.6
N	17	11.8	11.9	52.4
D	53	36.8	37.1	89.5
SD	15	10.4	10.5	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.47. Responses to survey question 26: I was encouraged to keep a daily journal to review activities and lessons as part of the induction process

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	6	4.2	4.2	4.2
A	36	25.0	25.2	29.4
N	13	9.0	9.1	38.5
D	62	43.1	43.4	81.8
SD	26	18.1	18.2	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.48. Responses to survey question 27: The induction process provided coping skills that helped in my first year of teaching

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	10	6.9	7.0	7.0
A	64	44.4	45.1	52.1
N	13	9.0	9.2	61.3
D	44	30.6	31.0	92.3
SD	11	7.6	7.7	100.0
No Response	2	1.4		
Total	144	100.0	100.0	

Finally, the need for reflection is also a valued component in working with novice teachers. The use of reflection, both orally and through written expression, was

supported by questions 4, 28, and 29. Most of the novice teachers received assistance from administrators through classroom observations (Table 4.49), had the opportunity to share their experiences with other novice teachers (Table 4.50), and received feedback from experienced teachers based on their observations (Table 4.51).

Table 4.49. Responses to survey question 4: As part of the induction process, administrators offered assistance to me through classroom observations

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	33	22.9	23.1	23.1
A	80	55.6	55.9	79.0
N	9	6.3	6.3	85.3
D	17	11.8	11.9	97.2
SD	4	2.8	2.8	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.50. Responses to survey question 28: I had the opportunity to share my experiences with other novice teachers

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	23	16.0	16.1	16.1
A	80	55.6	55.9	72.0
N	8	5.6	5.6	77.6
D	25	17.4	17.5	95.1
SD	7	4.9	4.9	100.0
No Response	1	.7		
Total	144	100.0	100.0	

Table 4.51. Responses to survey question 29: The induction process provided feedback for me from experienced teachers based on their observations.

Rating Scale	Number	Percent	Percent of Complete Survey Responses	Cumulative Percent of Complete Survey Responses
SA	19	13.2	13.4	13.4
A	79	54.9	55.6	69.0
N	9	6.3	6.3	75.4
D	26	18.1	18.3	93.7
SD	9	6.3	6.3	100.0
No Response	2	1.4		
Total	144	100.0	100.0	

Research Question Two

2. Are there differences in the perceptions according to the demographics namely, the subject taught, grade level taught, gender, ethnicity, age, and class preparation for teaching in an urban environment with diverse populations?

MANOVA

A MANOVA was conducted to answer research question two. Ethnicity and course preparation for teaching urban schools were the independent variables and the factors scores were the dependent variables.

Multivariate analysis of variance (MANOVA) is an extension of analysis of variance (ANOVA) methods to cover cases where there is more than one dependent variable and where the dependent variables cannot simply be combined. As well as identifying whether changes in the independent variables have a significant effect on the

dependent variables, the technique also seeks to identify the interactions among the independent variables and the association between dependent variables. This technique determines the effects of independent categorical variables on multiple continuous dependent variables. It is usually used to compare several groups with respect to multiple continuous variables. It was determined that this test would be used rather than that of a univariate test to increase the power of the test and to decrease the type 1 error. The MANOVA test was determined through factor scores. Not all demographics were used. Only demographics that had a comparable group size were tested; therefore, novice teachers that had taken urban classes in preparation for teaching and ethnicity were tested. Ethnicity was combined into two categories for comparable group size purposes. Therefore, European American comprised one group and Hispanic, African-American and other were combined to form the other group. The test evolved around ethnicity and classes taken in preparation for teaching urban schools. In running this test it was determined that there was no statistically significant difference for either independent variable (Table 4.52). However, when the two independent variables were run collectively there was an interaction effect. As shown in Table 4.53, these factors were not statistically significantly different.

Table 4.52. Factors used in MANOVA to answer research question 2

Between-Subjects Factors			
		Value Label	N
European American or Not	1.00	Other	73
	2.00	European American	62
Urban College Courses	1.00	YES	64
	2.00	NO	71

Table 4.53. Statistical significance and effect size on factors

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.002	.036	7.000	125.000	1.000
EPAORNOT	Pillai's Trace	.053	.994	7.000	125.000	.439
CRSTCHUB	Pillai's Trace	.075	1.450	7.000	125.000	.191
EPAORNOT * CRSTCHUB	Pillai's Trace	.105	2.087	7.000	125.000	.050

Design: Intercept+EPAORNOT+CRSTCHUB+EPAORNOT * CRSTCHUB

Cohen (1988, pp. 9-10) defined effect size as "the degree to which the phenomenon is present in the population" or "the degree to which the null hypothesis is false." The larger this value, the greater the degree to which the phenomenon under study is manifested. Effect size can also be defined as the degree to which the sample results differ from the null hypothesis (Cohen, 1988).

Within the MANOVA, the effect size was determined. Each of the variables had a very low effect size. At the level of 1 interaction, ethnicity, European American or not, the effect size was 5.3% and preparation in urban courses was 7.5%. When the effect size was calculated with both independent variables, European American or not and urban classes, it was 10.5%. The overall effect size of all independent variables was low.

Research Question Three

3. What activities of the induction program are identified as being most and least valued by the novice teacher in the teacher induction program?

A non-parametric test, the One-Sample Kolmogorov-Smirnov was utilized to determine how the participants in the study ranked the 10 activities. A set of data is said to be ordinal if the values or observations belonging to it can be ranked (put in order) or have a rating scale attached. You can count and order, but not measure, ordinal data. The ten activities and their codes are listed in Table 4.54.

Table 4.54. Rank activity and code

Activity	Code
Communicating with parents	PARENT COMMU
Identifying problem areas through reflective practice	REFLECT
Receiving copies of materials, worksheets and other classroom aids	COPIES
Receiving emotional support	EMOTION
Mentor feedback from observing the novice teacher	FEEDBK
Handling discipline problems	DICPLIN
Creating lesson plans	LESSON
Observations of the mentor teacher by the novice teacher	OBSRV
Support with establishing relationships with students	SUPPRT
Creating and arranging bulletin boards, learning centers, and classroom setting	BULLTIN

The results of the mean calculated for each activity was: communicating with parents=5.3309, reflective practices=5.2286, classroom aids such as materials, worksheets=5.5612, emotional support received the same mean value=5.5612, mentor feedback=4.6475, assistance with discipline problems=4.1071, creating lesson plans=5.1655, novice teacher observations=4.7826 and establishing relationships with students=5.1511(Table 4.55). The activities receiving the highest values included receiving feedback from mentors, assistance with discipline, and the opportunity to

observe other teachers. Based on the ranking in Table 4.56, it could be suggested that these induction activities were most valued by the novice teachers. The only rank activity that was shown to be least valued was the assistance given to the first year teacher in the physical aspects of the classroom such as preparing bulletin boards and designing learning centers. (RBULLTN) (Table 4.57). This activity had the lowest mean value; therefore it was not of significance to the novice teachers. The other six rank activities had no highest or lowest value but were closely related to the mean value. This suggests that the activities were important but were not of significant value for novice teachers. The standard deviation differed by activity with a wide range of thought in their responses from the respondents. For some respondents these activities were of great importance, while for others they were less important.

The Kruskal Wallis Test One Way ANOVA was run to determine if there were a difference in the ranking activity by demographics. Only demographics that had a comparable group size was tested; therefore, novice teachers that had taken urban classes in preparation for teaching and ethnicity were tested. Ethnicity was combined into European Americans and people of color. The Kruskal Wallis was run with both demographics to determine if there was a statistically significant difference. Through the test it was determined that there was no statistically significant difference in reference to urban classes (Tables 4.58 & 4.59) taken; however, European American did perceive receiving more emotional support than people of color (Table 4.59).

Table 4.55. One-sample Kolmogorov-Smirnov test

		Normal Parameters		Most Extreme Differences				
	N	Mean	Std. Deviation	Absolute	Positive	Negative	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
PARENT	139	5.3309	2.91022	.118	.118	-.105	1.396	.041
COMMU REFLECT	140	5.2286	2.65618	.099	.099	-.083	1.175	.127
COPIES	139	5.5612	3.29935	.148	.148	-.139	1.746	.004
EMOTION	139	5.5612	3.15566	.147	.130	-.147	1.734	.005
FEEDBK	139	4.6475	3.15738	.180	.180	-.124	2.127	.000
DICPLIN	140	4.1071	2.64084	.138	.138	-.113	1.628	.010
LESSON	139	5.1655	2.81712	.110	.110	-.109	1.296	.070
OBSRV	138	4.7826	2.84577	.140	.140	-.103	1.648	.009
SUPPRT	139	5.1511	2.92643	.121	.121	-.101	1.431	.033
BULLTN	139	7.3381	2.75195	.195	.167	-.195	2.295	.000

Test distribution is normal

Table 4.56. Ranks

	Urban College Courses	N	Mean Rank
PARENT COMMU	YES	66	70.81
	NO	71	67.32
	Total	137	
REFLECT	YES	67	69.72
	NO	71	69.29
	Total	138	
COPIES	YES	67	69.49
	NO	70	68.53
	Total	137	
EMOTION	YES	66	71.14
	NO	71	67.01
	Total	137	
FEEDBK	YES	67	67.57
	NO	70	70.37
	Total	137	
DICPLIN	YES	67	75.14
	NO	71	64.18
	Total	138	
LESSON	YES	67	69.60
	NO	70	68.43
	Total	137	
OBSRV	YES	66	67.65
	NO	70	69.30
	Total	136	
SUPPRT	YES	67	65.39
	NO	70	72.46
	Total	137	
BULLTN	YES	67	68.96
	NO	70	69.04
	Total	137	

Table 4.57. Kruskal Wallis test

	Chi-Square	df	Asymp. Sig.
RCOMPAR	.268	1	.604
RREFLECT	.004	1	.949
RCOPIES	.021	1	.886
REMOT	.376	1	.540
RFEEDBK	.174	1	.677
RDICPLIN	2.641	1	.104
RLESSON	.030	1	.862
ROBSRV	.060	1	.806
RSUPPRT	1.098	1	.295
RBULLTN	.000	1	.989

Grouping Variable: Urban College Courses

Table 4.58. Rankings

	European American or Not	N	Mean Rank
PARENT COMMU	Other	77	66.19
	European American	62	74.73
	Total	139	
REFLECT	Other	77	70.19
	European American	63	70.88
	Total	140	
COPIES	Other	76	72.42
	European American	63	67.08
	Total	139	
EMOTION	Other	76	76.19
	European American	63	62.53
	Total	139	
FEEDBK	Other	76	68.46
	European American	63	71.86
	Total	139	
DICPLIN	Other	77	73.71
	European American	63	66.57
	Total	140	
LESSON	Other	76	71.36
	European American	63	68.36
	Total	139	
OBSRV	Other	75	70.54
	European American	63	68.26
	Total	138	
SUPPRT	Other	76	69.11
	European American	63	71.07
	Total	139	
BULLTN	Other	76	66.54
	European American	63	74.17
	Total	139	

Table 4.59. Test statistics

	Chi-Square	df	Asymp. Sig.
PARENT COMMU	1.566	1	.211
REFLECT	.010	1	.919
COPIES	.616	1	.433
EMOTION	4.010	1	.045
FEEDBK	.250	1	.617
DICPLIN	1.094	1	.296
LESSON	.194	1	.660
OBSRV	.113	1	.737
SUPPRT	.082	1	.774
BULLTN	1.294	1	.255

a Kruskal Wallis Test
b Grouping Variable: European American or Not

The effect size for the rank activity was calculated using the difference between the mean and the median (5.5) divided by the standard deviation. This effect size is called Cohen's d. Effect size uses the idea of 'standard deviation' to contextualize the difference between the two groups, since the standard deviation is a measure of the range of a set of values. Formulas for calculating the standard deviation can be found in any statistics textbook, or if data are entered into a spreadsheet such as Excel, it can be calculated using a built-in formula.

The effect sizes for rank activities are as follows: activity 1= 5.8%, activity 2=10.2%, activity 3= 1.8%, activity 4=1.9%, activity 5=27%, activity 6=52.7%, activity 7=11.9%, activity 8=25.2%, activity 9=11.9% and activity 10=66.5% (Table 4.60). Since the physical aspect of the room was ranked the least by most of the respondents, the effect size was considerably high. Most of the novice teachers agreed that discipline was important, therefore it had a high effect size. The effect size of each rank activity

ranged from medium to low. According to the data, there was no statistically significant difference among the respondents because there was no real effect.

Table 4.60. Effect size for rank activities (Cohen's d)

Activity	Mean	SD	Mid-value	Effect size	%
PARENT					
COMMU	5.3309	2.91022	5.5	5.810557	5.81%
REFLECT	5.2286	2.65618	5.5	10.21768	10.20%
COPIES	5.5612	3.29935	5.5	1.854911	1.85%
EMOTION	5.5612	3.15566	5.5	1.939372	1.93%
FEEDBK	4.6475	3.15738	5.5	27.00023	27%
DICPLIN	4.1071	2.64084	5.5	52.74458	52.75%
LESSON	5.1655	2.81712	5.5	11.87383	11.87%
OBSRV	4.7826	2.84577	5.5	25.20935	25.21%
SUPPRT	5.1511	2.92643	5.5	11.92238	11.92%
BULLTN	7.3381	2.75195	5.5	66.79264	66.79%

CHAPTER V

SUMMARY, DISCUSSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Teachers face many challenges during their induction year, and unfortunately, are leaving the profession at an alarming rate. Induction programs can influence the way a new teacher matriculates through the profession. These programs have the potential to reduce teacher attrition, especially in urban areas where the statistics are most disturbing. Induction programs, therefore, which promote teacher effectiveness, job satisfaction, and increase the likelihood that quality teachers will stay in the profession are essential to education. The purpose of this study was to record and document as well as explore the perceptions of novice teachers as they relate to the induction program. The study sought to determine:

1. The novice teachers' perceptions of the informational, emotional, instructional support received, resource allocation, and the overall support provided to them during their participation in the teacher induction program;
2. If there were differences in the perceptions according to the demographics namely, the subject taught, grade level taught, gender, ethnicity, age, and class preparation for teaching in an urban environment with diverse populations; and
3. The activities of the induction program identified as being most and least valued by the novice teacher in the teacher induction program.

This study was a quantitative study of an urban district that was designed to gather data, through a questionnaire, that would identify teacher's perceptions of the induction program. The teachers participating in the study were first-year novice teachers

that had participated in the teacher induction program. Each participant completed a three-part survey. The first part of the survey asked participants to identify demographic information, while second part of the survey, questions 1-32, addressed issues common to novice teachers. The third part of the survey asked participants to rank induction activities.

Questions one through thirty-two of the survey were used to answer research question one.

Research Question One

1. What are novice teachers' perceptions of the informational, emotional, instructional support received, resource allocation, and the overall support provided to them during their participation in the teacher induction program?

Benefits of Induction Program in Relation to Overall Support

Support and assistance in the initial years of teaching produce teachers who are better equipped for the challenges of the classroom, have the potential of becoming high-quality teachers, and are more likely to remain in the teaching profession. The investment in teacher induction will produce effective teaching that will ultimately generate productive students. A factor that was prevalent in induction programs was the need for novice teachers to have access to information concerning the school. Serpell (2000) in the review of literature pointed out that novice teachers must be given information regarding the school culture and norms. This is necessary for acclimation to

the environment. Additionally, Huling-Austin (1992) states this is an opportunity for new teachers to unite with an association of colleagues and resources.

When novices enter a school culture, they are expected to participate in a community of practice where engagement in practice results in the development of meaning, a sense of community, and becomes the vehicle by which learning takes place. The participants in this induction program overwhelmingly agreed that they received information concerning the organizational procedures and processes of their schools. However, there was not consistency with the novice teachers receiving information about the culture and climate of their schools. Only half of the participants felt that they had received information regarding the culture and climate of the school. They agreed that they were provided with informational support that helped them to organize their teaching and other duties as assigned. The American Federation of Teachers (2001), Gold (1996), and Huling-Austin (1990) insists that in order for a novice teacher to work effectively, acclimation to the teaching environment must be included as one of the induction activities

The goal of an induction program is for every entity of a school district to become a leader of their particular work environment. Ingersoll (1999) states that formal induction programs will train and support teachers to become teacher leaders. This is only possible when everyone shares in the mission and the vision of the school environment. If you do not transmit a school's culture, mission, and beliefs to all employees of that particular setting, there is a mixed understanding as to what is actually expected of a person Bey (1995). With the novice teacher, this can be perplexing

because without knowledge of the environment, it is impossible to engage in the expected norms of that particular setting.

Mentoring

Mentoring is a personal relationship for professional instruction and guidance. The purposes of mentoring include cultivation of human interaction, the transfer of values and beliefs, and the exchange of information about the social, instructional, psychological, philosophical aspects of teaching. The good mentor is highly committed to the task of helping the novice teacher find success and gratification in their work (Haney, 1997). In the review of literature, focus was given to the idea of the mentor spending quality time with the novice teacher. Mentors should spend this time planning, observing, and reflecting with new teachers. Odell & Ferraro (1992) insists the idea behind the mentor and novice teacher is to establish a relationship that will create an atmosphere in which the novice feels supported as a colleague and a full partner in the professional life of the school.

Feiman-Nemser (1996) state that a favored component of most induction programs is the use of mentors where a more experienced teacher has the opportunity to work with the less experienced teacher to assist them in making the transition from student to a teacher. In this study, the majority of novice teachers responded by saying they spent ample time with their mentor. The information provided to them by the mentor was relevant for their first year of teaching.

Being a successful mentor takes work and, just like teaching, it takes practice. Quality mentors put time and effort into the practice of helping new teachers develop into independent educators. The relationship of the experienced teacher with the novice is central to an effective and meaningful mentoring experience.

The knowledge, organizational skills, and wisdom of the experienced mentor teacher, coupled with the energy, enthusiasm and eagerness of the novice, are key ingredients leading to a more productive and satisfying beginning teaching experience (Hargreaves & Fullan, 2000). The mentoring experience emerges, develops, and matures in response to the novice teacher's perceived needs and abilities. It should be characterized as professional, flexible, trustful, mutually educational and entailing sustained, frequent contact. As mentor teachers assist the novice teachers in improving their teaching, they also improve their own professional competency (Liu & Kardos, 2002).

According to Reiman and Thies-Sprinthall (1998), effective mentoring focuses on teacher development. Effective mentors guide new teachers in sharpening their skills, honing their instructional approaches, and help shape their attitudes toward teaching and their students. When mentors take time to share their knowledge and offer feedback to novice teaches, they help teachers realize success earlier, which benefits both students and new teachers.

In agreement with studies of andragogy and working with adults the study affirmed that mentors working with novice teachers and acknowledging them as an adult learner enhanced the professional relationship of the mentor/mentee (Houle, 1980). The

reason for this is that as adults mature, they become increasingly independent and responsible for their own actions. They are often motivated to learn by a sincere desire to solve immediate problems in their lives. Additionally, they have an increasing need to be self-directed (Beder & Darkenwald, 1982).

Once given the information about the culture and climate of the school as well as the curriculum, novice teachers are ready to branch out and attempt to make the classroom their own. Sweeney (1994) states the goal of an induction program is to empower novice teachers to become teacher leaders in their own right. Applied correctly, the andragogical approach to teaching and learning in the hands of a skilled and dedicated mentor can make a positive impact on the adult learner.

Resource Allocation

Too often, first-year teachers walk into an empty classroom stripped of the best equipment and supplies. Colleagues of the school can help the novice by gathering supplies, finding working equipment and assist in tracking down necessary teaching tools before students arrive. Montgomery (1999) suggests in the literature suggests that a valuable gift to the novice teacher could be a collection of detailed lesson plans and successful activities that have been tried and tested by an experienced educator. Even if the lessons are not totally applicable to the novice teacher's classes, they will provide a model for developing activities and other resources. Novice teachers often are just fresh out of college and do not have the finances to provide teaching and learning tools for

students. Under-resourced urban schools typically have difficulty supporting new teachers.

Hope (1999) in the review of literature indicates that we must make available to novice teachers those resources that will assist them in their teaching. Novice teachers indicated that general resources as well as multimedia were available for their use during their induction year. However, various subject specific teaching resources were not available for novice teachers such as teacher-student kits or enrichment workbooks.

If teachers are to be held accountable for improving student performance it is necessary for resources, both human and financial, to be available and allocated, especially for novices. As suggested in the literature, possibly novice teachers could receive a stipend to assist in alleviating the expenses first year teachers incur as a result of attempting to provide resources for their classroom (Veenman, 1984).

Instructional Support

Novice teachers enter their careers with varying degrees of skill in instructional design and delivery. Based on the literature, the transition from learning instruction to giving or assisting in instruction was an important factor in an induction program (Ingersoll, 1999). Many first year teachers have problems presenting the full lesson cycle. He or she may or may not have had the opportunity to carry out the full cycle of planning a series of lessons, implementing those lessons, assessing the students and then evaluating that total cycle. In an effort to assist first year teachers, induction programs

provide assistance through mentors, administration and other veteran teachers as well as staff development in instructional strategies.

In this study, first year novice teachers felt instructional assistance had been provided to them, with the majority of teachers agreeing or strongly agreeing they received support. With this, they also felt that their teaching performance improved as a result of their opportunity to work with a mentor. Additionally, the majority had administrative support as a result of administrators observing them and giving them feedback and additional feedback from an experienced teacher who also observed the novice teachers. Although many novice teachers responded by saying they received help from other teachers, more that half did not directly receive help in lesson planning.

Moreover, the responses also revealed that there was not consistent support in adjusting to the routines or organizing and managing a classroom from other teachers and staff. Having the opportunity to observe more experienced teachers is a valuable component of an induction program. The novice teachers in this study did have the opportunity to observe experienced teachers in their classrooms and were able to benefit by this experience. These teachers also had the opportunity to be exposed to various teaching strategies and as a result these exposures were able to employ these strategies into their teaching.

In making the transition from learning to teaching, theories and techniques can be a challenge. As identified through the data, the theories learned in the traditional educator preparation program were not addressed during the induction phase for novice teachers. Most novice teachers strongly agreed or agreed that the induction program did

not address learning theories that were useful during the first year of teaching. According to Wong (2002), theories combined with strategies should be employed if teachers are going to adequately prepare students.

In an effort to assist first year teachers, professional development has been instituted as a method for teachers to improve their performance and gain new ideas (Wicker, 1999). The majority of novice teachers that responded felt the induction program provided staff development opportunities that were valuable in improving their classroom teaching.

Emotional Support

The first years of teaching are particularly stressful. Making the evolution from a student to a teacher can have an emotional affect on a novice teacher because there are so many uncertainties. The emotional transitions that take place can be situated in an ego development where individuals at the lower levels rely upon others to solve their problems and those who are at the higher levels become individualistic and autonomous (Breaux & Wong, 2003). An induction program by providing daily contact can alleviate the isolation that many novice teachers feel and help minimize the feelings of uncertainty.

According to Feiman-Nemser (2003), experienced colleagues, whether they be an administrator or teacher can serve as a sounding board and assure novice teachers that the experience is normal. Offering sympathy and other perspectives and providing advice can aid in helping to reduce the inevitable stress. This may not directly improve

teacher performance but it will assist in the likelihood of a novice teacher enduring situations and having the opportunity to become an effective practitioner. Veenman (1984) in the review of literature pointed out that an induction program needs an emotional support system for novice teachers.

Most of the participants in the study agreed that they had received emotional support through the induction program. However, half of the participants did not receive immediate assistance when stressful situations arose. Much of the anxiety can be eased if novice teachers receive immediate support. It helps if they are given an opportunity to collaborate with more experienced teachers in the school. Overwhelmingly, novice teachers responded positively when ask if they had the opportunity to collaborate with other teachers regarding varying situations and responded positively by indicating they felt comfortable when interacting and confiding with other colleagues.

Reflection

If teachers are to become skilled at independently identifying and addressing the idiosyncratic learning problems of their students, they must learn to reflect critically on student work, as well as on their own teaching practices. For beginners who have not developed the habit of reflecting on their own teaching, this idea might have to be modeled for them. The model would include identifying a problem and proposing and analyzing for the novice a variety of solutions (National Education Association, 1998).

The reflection that accompanies the evidence a teacher presents is a critical part of the novice teachers' development. Through reflection the novice begins the ongoing

process of blending the art and science of good teaching practice. Reflection requires thoughtful and careful reporting and analysis of teaching practice, philosophy, and experience. Understanding why an activity or practice was productive or nonproductive in the classroom is a key element in the progression from novice to master teacher (Kronowitz, 1996). Recording and discussion of school situations between novice teachers and other colleagues holds potential in helping facilitate relationships through the refelction process.

Unless a novice teacher can actively reflect on what is working and what is not working, it is difficult to decipher which strategies to use. In this study, more than half of the participants did not or were not encourage to keep a daily log or journal of their activities but did have opportunities to share their experiences verbally with other novice teachers. Several of the novice teachers reported that the process of discussing and analyzing the case dilemmas provided a common problem that could be shared with other teachers and thus often enriched their relationship with other colleagues. Heller (2004) agrees with the idea of reflection through writing and discussion. This activity can improve decision-making involving either teams of teachers or teachers and other school support staff. Good induction programs encourage reflection in their novice teachers but they also demand it of themselves.

Research Question Two

2. Are there differences in the perceptions according to the demographics namely, the subject taught, grade level taught, gender, ethnicity, age, and class preparation for teaching in an urban environment with diverse populations?

Power and group politics both affect school cultures. Novices entering schools in low-performing urban areas face even more challenges. It is likely that they will enter a setting that reflects a culture where norms of uncertainty, isolation and individualism have dominated. Often times, the novice teacher may be a contributing factor to dilemmas in the classroom by having a lack of understanding of cultural and racial differences, and an induction program that has awareness can provide the teacher with valuable insight (Irvine & Armento, 2001). It is essential that an induction program in an urban area be familiar with the backgrounds of the students. Without that awareness of their culture and history, an induction program is not in a position to give relevant advice to the novice teacher.

In schools in large urban settings are where teachers are faced with a plethora of challenges that range from poverty, violence, cultural diversity and a multitude of languages. Successful teaching in these low-income, urban, multicultural schools is different from teaching in suburban settings, which have more homogeneous student populations (Haberman, 1994). By raising student achievement through effective teaching strategies at challenging urban schools, we can improve the educational opportunities for underserved students and help them become leaders in their schools, communities and their chosen professions.

The ultimate goal and vision of an induction program is for beginning teachers, exiting the induction program, to value the support received from colleagues, and to know how to use effective assessment practices in their classrooms. It is a goal that

novice teachers see the collaborative aspects of their induction period as central to becoming outstanding teachers who seek ways to support their school sites and learning communities. In this study it was revealed that there was consistency among all demographics for all factors.

Research Question Three

3. What activities of the induction program are identified as being most and least valued by the novice teacher in the teacher induction program?

The final part of the survey asked the participant to rank ten activities relative to an induction program. The participants were asked to rank the activities one through ten with one being the most important and ten being the least. Huling-Austin (1992) explains in the review of literature that each of these activities is vital to the existence of a novice teacher and in some aspect determines the successes and failures of a novice teacher. The rank activity was used to answer research question three.

Based on the rank activity, there were three activities most valued by novice teachers; first, receiving feedback from mentors, second, assistance with discipline, and finally, the opportunity to observe other teachers. In the review of literature it was reiterated by Odell and Ferraro, (1992) that the mentoring relationship is important. It is important to recognize that the novice teacher has a unique learning style and that the mentor must learn to listen and adapt in order to establish trust with the novice teacher.

Effective mentoring focuses on guiding rather than managing the novice teacher. Good mentors are willing to coach beginning teachers to improve their performance (Jossi, 1997). New teachers welcome the opportunity to get feedback on their teaching,

especially when it occurs under less threatening circumstances. The ultimate focus of receiving feedback from the mentor or any other professional is to enhance teacher performance and student learning. Additionally, it shows supportiveness and provides a forum for discussing issues teachers are facing before they become overwhelming. Once this relationship is established, the mentor can give feedback to the novice for both weaknesses and strengths (Kyle, Moore, & Sanders, 1999).

The second activity that the novice teacher valued was assistance with discipline. Teachers exercise tremendous authority in the classroom. They make decisions about curriculum, instructional techniques, classroom management, and standards of discipline. Regular interaction with the mentor, administration, other veteran teachers or novice teachers can assist novice teachers in becoming more confident about their roles, which leads to continuous growth (Danielson, 1999).

Often times, inattention in the classroom lead to discipline problems. Knowing when to discipline a student is a skill needed by effective teachers. Preventing discipline problems is vital. An induction program through school leaders can offer solutions to discipline problems by assisting the novice in developing motivating lessons, implementing prevention techniques, guiding student participation and providing clear rules, rewards and punishments. No matter how well a teacher knows the subject matter or how well he or she can teach, a teacher who cannot manage a class cannot be successful (Evertson & Smithey, 2000).

The final activity novice teachers valued was the opportunity to observe other teachers. Freedman (1993), states observation of teaching is a favored practice of many

induction programs. Observations reveal how new knowledge is actually applied in different instructional settings. Watching others teach can help the novice teacher to visualize how specific strategies and teaching methods work and can prove the novice is open to suggestions and advice. According to Zamparelli (1992), teacher observations can serve as a vehicle for professional growth and can yield its greatest benefit when used as a means of sharing instructional techniques and ideologies among teachers.

Many first year teachers arrive in the classroom with idealistic notions of what they and their students can achieve. Other novice teachers may suffer agonizing self-doubt about their capacity and ability to teach. Richin and Banyon (2003) states without practical intervention by a supportive environment, including the administration and fellow teachers, both extremes can lead to disillusionment and abandonment of teaching careers. Fideler and Hassalkorn (1999) further states the quality of support that the induction program offers is largely influenced by the degree of value an induction program places on such support. Novice teachers must be able to explain to students, parents and other personnel why the content they teach is important but also why the method is appropriate.

The only rank activity identified as least valued by the novice teachers in this study was the use of the induction program to assist in the physical aspect of the classroom such as preparing bulletin boards, creating learning centers, and the overall arrangement of the classroom. This activity did not focus on the instructional aspect of the classroom. The remaining six activities had no highest or least value, but were all closely related in relation to the mean value. This suggests that although these activities

were important they were not of significant value nor were they of least value for the novice teacher.

Recommendations

While this study specifically evaluated the perceptions of the induction program in Aldine ISD, several recommendations are proposed for future research purposes. Given the current teacher shortages, educators and school district leaders need to learn more about the role of induction as it relates to assisting novice teachers. It is important that leaders in induction do not mistake the use of induction for retention purposes with enhanced quality teaching. It is critical that a researcher discern whether induction programs have an impact on student achievement.

One recommendation for future study is to study those teachers participating in an alternative certification program. The novice teachers in this study were all of traditional certification through a university prepared teaching program. Because those persons participating in an alternative certification program have the additional support of that program it would be interesting to compare these participants to participants that do not have the additional support. The survey developed could be tailored and used to evaluate perceptions of teachers involved in alternative certification programs as well as their assigned mentors in order to assess personal and professional well-being as well as understand the culture of alternative certified teachers.

Secondly, it is recommended that this study be replicated in different settings such as a suburban school district or a rural school district, since Aldine ISD is

considered an urban school district. Provided that induction programs maintain similar goals and expectations of reducing retention rates and supporting first year teachers, a comparison could be made between those schools as to the perceptions of teachers about their district developed induction programs.

A third recommendation would be to evaluate induction programs developed by different districts composed of similar populations to determine whether one model is more effective than another. For example, a district with a population similar to that of the Aldine ISD could compare teacher perceptions as to the effectiveness of their program based on their goals, with Aldine.

Since the mentoring component is an integral part of the induction program a more complex study, which examines the relationship between the beginning teacher and the mentor teacher could be performed. This study could be conducted through the use of a survey, journals, and in depth interviews. This study would evaluate the effectiveness of the mentor-mentee relationship and its importance to the induction program.

A final recommendation would be to research an established two or three-year induction program as compared to a one-year induction program. This study would determine if an extended program is more effective in assisting and retaining teachers in the profession. The review of the literature establishes the importance of such a model in an effort to provide support as well as instructional assurance.

The findings of this study seem to support the need for developing new teachers through an induction program. It would be advisable to focus on all components of an

induction program. Much of the focus is geared towards mentors; however, reflection, resources, teaching strategies, and emotional support are also essential. As we investigate ways to improve teachers' first experiences in the classroom, it is imperative to remember that beginning to teach efficiently takes time. No matter how well new teachers are prepared in college, they have need of direction, support and opportunities to learn from more knowledgeable educators as they make the conversion from being a student to having students of their own. Schools that make available high levels of support for novice teachers will in return reap the rewards of a positive and effective learning environment overall.

Beginning teacher support should be looked at as a continuum, starting with personal and emotional support, expanding to include specific task-or problem- related support and, in the ideal, expanding further to help the newcomer develop a capacity for critical self-reflection on the teaching practice. Each aspect of support serves a different purpose. Teacher induction comes through a well organized plan consisting of administrators, teachers, the novice teacher and other entities vital to the teaching profession. In order to adequately support new teachers, all areas of support should be identified.

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APPENDIX A

NOVICE TEACHER PERCEPTIONS ASSESSMENT

Answer each question as it relates to you as a novice teacher during the 2002-2003 school year.

_____Subject/Subjects taught ____Grade level taught

____Gender ____Ethnicity ____Age

Did you take courses in your college program to prepare you to teach in an urban environment?

____Yes (Name classes)_____
_____
_____

____No

Did you take courses in your college program to prepare you to teach in diverse classroom settings?

____Yes (Name classes)_____
_____
_____

____No

Circle the answer that best supports your experience with the teacher induction program for the 2002-2003 school year.

1. I benefited from being in the teacher induction program.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

2. The induction program did **not** provide instructional assistance to me that was useful.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

3. My teaching performance improved when I was able to work with my mentor.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

4. As part of the induction process, administrators offered assistance to me through classroom observations.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

5. I was exposed to various teaching strategies during my induction year.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

6. The induction program did **not** provide emotional support to me as a novice teacher.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

7. I was informed of the organizational procedures and processes of my school.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

8. The induction program did **not** address learning theories that were useful during my first year of teaching.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

9. Throughout the year, the teacher induction program provided valuable assistance to me as a novice teacher.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

10. The induction program provided opportunities for staff development to assist me in my classroom teaching.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

11. I received help in creating lesson plans during my induction year.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

12. The induction program did **not** provide consistent support in adjusting to the routines of organizing and managing a classroom.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

13. The induction program provided informational support to me that was useful.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

14. Resources were available to me.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

15. I had a greater sense of confidence in my ability to teach as a result of the induction program.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

16. The teacher induction program helped me improve my classroom teaching.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

17. I was **not** immediately counseled with when stressful situations arose.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

18. The induction process provided an opportunity to observe experienced teachers in their classrooms.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

19. The induction process provided opportunities for me to collaborate with experienced teachers in the school.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

20. During the induction process, I received information about the culture and climate of the school.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

21. My mentor was readily available to assist me at anytime.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

22. Varied teaching resources in my subject area were **not** available to me.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

23. Multimedia resources were available for my use during my induction year of teaching.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

24. The induction experience allowed me to feel comfortable with other colleagues.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

25. The induction program did **not** influence my decision to remain in teaching.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

26. I was encouraged to keep a daily journal to review activities and lessons as part of

the induction process.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

27. The induction process provided coping skills that helped in my first year of teaching.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

28. I had the opportunity to share my experiences with other novice teachers.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

29. The induction process provided feedback for me from experienced teachers based on their observations.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

30. The amount of time I spent with my mentor per month was inadequate.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

31. The information provided to me by my mentor teacher was relevant for my first first year in teaching.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

32. I had an opportunity to develop my teaching skills as a result of coaching by veteran teachers.

Strongly Agree Agree Disagree Strongly Disagree Neither Agree or Disagree

From the list below rank the induction activities from 1 to 10 with one being the most beneficial.

____communicating with parents
____identifying problem areas through reflective questioning
____receiving copies of materials, worksheets, or other classroom aide.
____receiving emotional support
____mentor feedback from observing the novice teacher
____handling discipline problems
____creating lesson plans
____observations of the mentor teacher by the novice teacher
____support with establishing relationships with students
____creating bulletin boards, learning centers, etc

APPENDIX B

INFORMATION SHEET

NOVICE TEACHERS' PERCEPTIONS OF THEIR FIRST YEAR INDUCTION PROGRAM IN URBAN SCHOOLS

You have been asked to participate in a research study regarding your perceptions of the induction program in Aldine ISD. You were selected to participate in this study because you were a first year teacher in Aldine ISD for the 2002-2003 school year and participated in the districts' induction program. A total of 171 people have been asked to participate in this study. The purpose of this study is to explore and learn about those program components that assisted you while making the transition from a student of learning how to teach; to a teacher. As educators, we know the first year of teaching is critical and for that reason it is important to find out what Aldine district can do in the way of program development to assist first year teachers.

If you agree to be in this study, you will be asked to respond to a survey that will only take 45 minutes to complete. There are no risks or benefits associated with this study.

This study will be conducted anonymously. You will complete the survey and return it to the Mentor Coordinator for your building. Once collected by the coordinator, all surveys will be mailed in an addressed envelope to the researcher. Additionally, the survey will not ask for names of any of the participants. All responses will be coded to ensure anonymity. The records of this study will be kept private. No identifiers linking you to the study will be included in any sort of report that might be published. Research records will be stored securely and only Phyllis Cormier and Norvella Carter will have access to the records. Your decision whether or not to participate will not affect your current or future relations with Aldine ISD or Texas A&M University. If you decide to participate, you are free to refuse to answer any of the questions that make you feel uncomfortable. You can withdraw at any time without your relations with the university, job, benefits, etc., being affected.

If you have any questions, please contact me at 281-352-6475 or by email at the following address: phylliscormier@sbcglobal.net. If you have any additional questions, you may contact my professor, Dr. Norvella Carter at Texas A&M University at College Station or by email at the following address: ncarter@tamu.edu.

This research study has been reviewed by the Institutional Review Board-Human Subjects in Research, Texas A&M University. For research related problems or questions regarding subjects' rights, you can contact the Institutional Review Board through Dr. Michael W. Buckley, Director of Research Compliance, Office of Vice President for Research at (979) 845-8585 (mwbuckley @tamu.edu).

Keep this information sheet for your records.

LETTER TO SCHOOL PERSONNEL

Dear Participant,

You are invited to participate in a study about your perceptions of the Aldine ISD Induction Program during your first year as a teacher. My name is Phyllis Cormier and I am a doctoral level student at Texas A&M University in the department of Teaching, Learning and Culture. I am requesting your help with a research project that focuses on the induction of novice teachers. The purpose of this study is to explore and learn about those program components that assisted you while making the transition from a student of learning how to teach; to a teacher. As educators, we know the first year of teaching is critical and for that reason it is important to find out what Aldine district can do in the way of program development to assist first year teachers.

Your participation is voluntary. You may discontinue participation at anytime. Your response to all or any of the questions is needed. This study will provide valuable information to all persons who are responsible for assisting in making the transition for first year teachers comfortable.

No reference will be made to any person or school in this study and it will not affect your future relations with Aldine ISD or Texas A&M University. Attached you will find a consent form. Please sign the form acknowledging your understanding of this study and your role as a participant in the study.

If you have any questions, please contact me at 281-352-6475 or by email at the following address: phylliscormier@sbcglobal.net. If you have any additional questions, you may contact my professor, Dr. Norvella Carter at Texas A&M University at College Station or by email at the following address: ncarter@tamu.edu.

Sincerely,

Phyllis Cormier

APPENDIX C

Table C-1. Questions addressing factors

Factor	Questions
Factor 1	1,2,6,8,9,10,12,13,15,16,25
Factor 2	3,21,24,30,31,32
Factor 3	14,19,22,23
Factor 4	5,7,18,20
Factor 5	11,17,26,27
Factor 6	4,28,29

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1980	Bachelor of Arts, English Prairie View A&M University, Prairie View, Texas

EXPERIENCE

2001-Present	Aldine Independent School District, Houston, Texas Eisenhower High School Educational Services Manager
1999-2001	Aldine Independent School District, Houston, Texas MacArthur Ninth Grade Center Teacher, English
1997-1999	Aldine Independent School District, Houston, Texas MacArthur High School Teacher, English
1983-1997	LaMarque Independent School District, LaMarque, Texas LaMarque High School Teacher, English
1982.1983	LaGrange Independent School District, LaGrange, Texas LaGrange Middle School Teacher, Resource English

This dissertation was edited by Susan R. Dean.