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A Study of the Effectiveness of a School District's Mentoring / Professional Development Plan for Beginning Teachers

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A STUDY OF THE EFFECTIVENESS OF A SCHOOL DISTRICT'S MENTORING /

PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS

By

Henry St. Pierre

A Capstone Dissertation submitted to the Education Faculty of

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In partial fulfillment of the requirements for the degree of

Doctor of Education

Education Division

DECLARATION OF ORIGINALITY

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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Date: 4/15/08

A Capstone Project

A STUDY OF THE EFFECTIVENESS OF A SCHOOL DISTRICT'S MENTORING/PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS

By

Henry William St. Pierre

This Capstone Dissertation has been approved as partial fulfillment of the requirements for the degree of
Doctor of Education
At Lindenwood University by the Education Division

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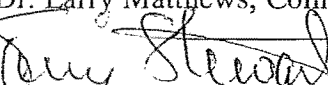
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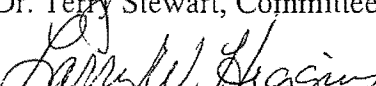
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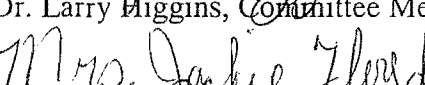
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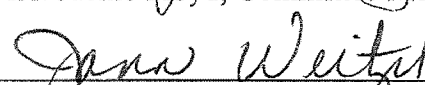
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Abstract

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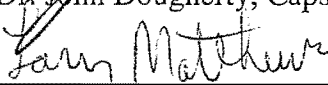By

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The purpose of the study of the mentoring / professional development program within the

teaching profession was to determine the extent and perceived value of the existing formal

mentoring program in the Fort Zumwalt School District. The study found that the district's

mentoring and professional development program for new teachers is effective as perceived by

both beginning teachers and their administrators.

The instrument used in this study was a survey designed by the District and distributed to

beginning teachers who finished their first year of teaching and the formal mentor program

during the 2002-2003 through the 2006-2007 school years. Surveys were filled out by new

teachers at the last mentoring /professional development training session at the end of their first

year.

The survey results obtained were analyzed statistically by using Likert scores and the

Chi-Square test. It can be concluded that: a) beginning teachers have the need and desire for a

mentor, professional development plan and induction program; b) the majority of beginning

teachers perceived the formal mentoring and professional development program was "very

beneficial" to their individual growth as a teacher; and c) the person in the position of mentor

made a significant difference in the success of the beginning teacher's first year teaching.

As a result of this study's information, the formal mentoring program / professional development plan for beginning teachers in the Fort Zumwalt School District was perceived to be effective for beginning teachers.

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2002 - 2007

Imagine a person striving to be a mountain climber. The aspiring mountaineer would

have all of the proper equipment: a tent, a backpack, and climbing boots. Now imagine that

person had never previously climbed above a tree line. "There are two ways to get into it,"

observes Kenneth Wilson, a Nobel-laureate physicist at The Ohio State University, co-author of

Redesigning Education. "You can take a practice run with somebody who has lots of experience

and the ability to share it. The other way is to be taken to the base of Everest, dropped off, and

told to get to the top or quit. If you don't make it, your enthusiasm disappears, and you seek

ways to avoid similar challenges in the future" (National Education Association Foundation,

2001, p. 2). Many times, beginning teachers feel as if they too are alone at the base of that

mountain—with basic equipment, but little else necessary to make the ascent. Tom Ganser

(2001), the director of field experiences at the University of Wisconsin-Whitewater and a

renowned scholar of mentoring programs, has spent a great deal of time speaking with new

teachers about their experiences in the classroom. One teacher, for example, compares the first

year to "climbing a mountain that is cloud-covered. You can't see very far ahead, and you don't

know how high the mountain is." Another describes it as "a journey for which there is no map to

guide you" (National Education Association Foundation, 2007, p. 2).

One of the most important elements in enhancing instruction in schools is the

professional development of teachers, especially during the initial years of teaching. Since no

teacher preparation program can fully prepare aspiring teachers for all of the day-to-day experiences faced during the first year of teaching, most school districts have mentoring programs implemented to help beginning teachers in their development. Support is an integral part of mentoring programs. The challenge, then, is to provide these beginning teachers with the types of support needed if they are not only to return to the profession after their first year, but also to grow and develop into teachers capable of meeting the rigorous standards necessary in today's world of education (Stansbury & Zimmerman, 2002).

Georgia Archibald is a retired teacher from Missouri. She defined mentoring as a way to expose new teachers to all of the wisdom and experiences that every other member of the school community already possesses. Improved student success, through instruction from better equipped teachers who, "have access to the accumulated knowledge and expertise of their more experienced colleagues" (NEA Foundation, 2007, p. 2) is one of the main desired outcomes resulting from the mentoring process. Additionally, teachers who are better supported in their endeavors would ideally remain in the profession; mentor teachers who lend their support would be renewed, rejuvenated, and improved in their teaching, and teacher collaboration would become a long-term benefit to every school in which this practice rose to the level of accepted expectation (NEA Foundation, 2001).

The National Center for Education Statistics reported in its January 1999 *Teacher Quality Study* that seven out of 10 teachers who benefit from weekly meetings with their mentors feel that their instructional skills have improved considerably. Additionally, the same organization reported "that in 1994-95, 9.3% of new teachers leave the profession after only a year. An additional 11.1% leave their assignments for teaching positions elsewhere after their first year" (National Center for Education Statistics, 1999, p. 4).

It was reported on The Missouri Department of Elementary and Secondary Education website that the total number of classroom teachers increased by 2.4% from 2005 to 2006 and that 50.4% of the state's teachers have 10 years or less experience--an increase of .4% from 2005. Further review showed 27.9% of teachers have zero to five years experience and 22.6% of teachers have six to 10 years experience. During this 2005-2006 time period, district hiring rates increased 1.7% to 13%. These same teacher workforce dynamics indicated that teachers who left the classroom after only one to three years decreased by 3.3% (Department of Elementary and Secondary Education, 2005).

In states that require mentoring for entry-level teachers, districts often collaborate with universities and teacher associations to establish professional development expectations which include teacher mentoring. The Teacher Quality US website, intended to serve as a forum for No Child Left Behind Title II Part A Coordinators and other staff who work on highly qualified teacher issues, identified numerous state efforts toward professional development, induction and mentoring. The Advanced Placement Incentive Program in Montana proposed to "provide high academic standards to all students" (Teacher Quality, 2007, p. 7). This program targets rural schools and ones which are comprised of students who hail from lower socio-economic status families. The combination of these situations and their isolated environments typically do not allow for easy access to Advanced Placement programs and professional development for their teachers (Teacher Quality, 2007).

The Alabama Best Practices Center was established in 1989 to improve student achievement and teacher quality through the implementation of professional development modules for use by principals and teachers. The mission was for improved consistency, quality, and training in professional development, an increase

in identifying and sharing promising practices. By bringing a greater focus on the need for superior leadership development programs, the Alabama Best Practices Center plans to meet the demand for higher teacher quality and increased student gains (Teacher Quality, 2007, p. 2).

The Lower Kuskokwim School District and Alaska NEA, Alaska Staff Development Network, and Lower Kuskokwim Education Association Distance Delivery Consortium have worked together to develop a mentoring program to help new teachers who work in isolated village schools serving mainly Yup'ik Eskimo students. An integral component of the program is the district's retired teachers. Many of these retired teachers continue to give back to the district by serving as mentors to beginning teachers. They are able to share their experiences, wisdom, and knowledge with new teachers (Teacher Quality, 2007).

Other state and local programs have provided support to district teachers in similar fashion as those previously cited. One Arkansas school district focused on improving the instructional abilities of its history teachers. Only one percent of these teachers were actually certified in American History (Teacher Quality, 2007). "The Barrington, Rhode Island, public school district, a suburb of Providence, established a mentoring program in the late 1990's to support non-tenured beginning teachers in full time positions which were new to them" (Wollman-Bonilla, 1997, p. 50).

In Texas there was a severe teaching shortage in the late 1990's. Teachers were leaving their districts to move within the state, leaving the state, and leaving the profession all together. So the state did something about it. Using a three-year, $10 million federal grant and a $5 million state match, the State Board of Educator Certification developed the Texas Beginning Educator Support System (TxBESS), which trains mentors, provides an assessment for new

teachers, and sets up a team that supports beginners as they face the challenges of their first two years in the classroom (Garza & Wurzbach, 2002).

The Florida Online Reading Professional Development was designed as an online staff development project to help teachers of students in grades K-12 improve their reading instruction. The Florida Online Reading Professional Development was developed in conjunction with literacy and technology experts, school districts, professional organizations, and teacher educators across the state of Florida (Teacher Quality, 2007). North Carolina is one of the few states with a performance-based licensing process. An integral part of the state's performance-based process is helping the beginner reflect about how teaching decisions impact student performance (Thompson, 2002).

In Pennsylvania, a summer academy called the Governor's Institute provided professional development opportunities for teachers. The purposes were "to facilitate the development of Teaching and Learning Improvement Plans, to align the curricula with Pennsylvania's Academic Standards in reading and mathematics, and to demonstrate effective ways for coping with educational issues" (Teacher Quality, 2007, p. 3).

The Iowa Department of Education completed the Iowa Professional Development Model in an effort to increase student learning by implementing professional development in January, 2003. The Washington State Board of Education created a School Improvement Planning Process Guide that required all school districts receiving state funds to develop a school improvement plan or process that includes professional development as an integral component. The Louisiana FIRST Teacher Assistance Program was designed to provide continued resources and support to Louisiana school districts so that they may work to address the needs of and support beginning teachers (Teacher Quality, 2007).

Iowa's Beginning Teacher Mentoring and Induction Program was intended to "promote excellence in teaching and enhance student achievement" (Teacher Quality, 2007, p. 4). The program's mission is to create a supportive and nurturing environment for new teachers, to increase student achievement, and to foster professional development (Teacher Quality, 2007).

The U. S. Department of Education presented the state of Virginia with a $13.5 million Teacher Quality Enhancement Grant to help teachers adapt to the classroom environment. Louisiana's Teacher Assistance and Assessment Program (LaTAAP) provides support for new teachers by delivering a formal two-year induction program comprised of mentoring and assessment to count towards certification requirements. The Seattle Public Schools designed its Staff Training Assistance and Review (STAR) Program to provide newly hired teachers with a mentor. These mentors are carefully screened and selected by a committee of fellow educators. The California Department of Education and the California Commission on Teacher Credentialing co-administer the Beginning Teacher Support and Assessment (BTSA) Program that proposed to implement "cost-effective models for new teacher development to retain beginning teachers and bridge the gap between academic training and effective classroom strategies" (Teacher Quality, 2007, p. 2). In Maine, School Administrative District No. 1 had focused on one of their greatest concerns for the future, the ability to recruit and retain quality teachers. Bearden stated,

> A smart investment for the district has been our recently initiated teacher induction
>
> program. With the expected number of retirements over the next five years, the district's
>
> continued stability will depend heavily on the recruitment and retainment of highly
>
> qualified teachers. The teacher induction program is one piece of maintaining that
>
> stability (2005, p. 1).

Missouri school law states that school districts must provide a "professional development plan for each faculty member who has no prior teaching experience" (Fort Zumwalt, 2002, p. 6). Also, the Excellence in Education Act (2000) suggests, and Certification Standards for Teachers in Missouri Public Schools (5 CSR 80-800.010) require, that beginning teacher support systems include a mentor. Each public school district is responsible for creating and implementing programs to ensure proper mentoring and professional development (Fort Zumwalt, 2002, p. 6).

The school district that was the focus of this study, the Fort Zumwalt School District, is located in St. Charles County, Missouri, a suburban area approximately thirty miles west of downtown St. Louis, Missouri. The district's enrollment placed it in the top 10 largest school districts in Missouri and one of the state's fastest growing districts in 2006. The number of new teacher hires each year allowed for a large sampling of teachers to survey.

A formalized professional development plan was designed for all faculty members as well as a specific mentoring program for first year teachers. The professional development plan was organized and standardized with the new teacher induction process outlined in a handbook. The handbook served as a guide to all professional personnel in matters related to new teacher induction. The professional development plan was designed to help develop beginning teachers into more successful professionals.

In Fort Zumwalt, first-year teachers were required to participate in four components of a formalized induction program to enhance their growth and development. The four components included a new teacher orientation, Training New Teachers (TNT), a mentoring program, and the completion of a professional development plan.

The new teacher orientation was held before the school year began. District administrators outlined general expectations and guidelines for certified staff. Personnel, curricular and overall district information was presented during the orientation.

Training New Teachers (TNT) was a series of workshops that were held monthly and facilitated by two building principals in the Fort Zumwalt School District. Workshops explored important topics and issues that confront new teachers in the classroom. Topics covered included (a) professionalism, (b) special education, (c) curriculum and professional development (d) classroom management, and (e) effective instruction. Experts were brought in to share ideas with the beginning teachers about each topic. Each workshop was interactive and required participation. Teachers were exposed to new and different ideas during the series of workshops. The TNT series was also designed to be a monthly support system for first-year teachers as well.

This study was initiated to determine whether a formal mentor program and professional development plan, based on the system developed by the Fort Zumwalt School District, has a perceived benefit for first year teachers and guides them to a successful transition into the profession.

Statement of the Problem and Purpose of the Study

The purpose of this study was to determine the perceived effectiveness of the formal mentoring / professional development program in the Fort Zumwalt School District for first year teachers. By survey, the following four questions were answered to determine how first year teachers and administrators in the Fort Zumwalt School District perceived their experience of participating in the formal mentoring / professional development program:

1. According to the perceptions of the first year teachers surveyed, how beneficial is the Fort Zumwalt School District's New Teacher Orientation at the beginning of the year?

2. According to the perceptions of the first year teachers surveyed, how beneficial is the Fort Zumwalt School District's formal mentoring program to first year teachers?

3. According to the perceptions of the first year teachers surveyed, how beneficial is the Fort Zumwalt School District's formal professional development plan to first year teachers?

4. According to the perceptions of the first year teachers surveyed, how beneficial is the Fort Zumwalt School District's Training New Teachers Program (TNT) to first year teachers?

Through the review of literature, two other questions were answered as well:

1. Is there a need for a formal mentoring / professional development program for first year teachers?

2. How important is the mentor placement to teachers' first year growth?

Hypotheses

The first-year teachers in the Fort Zumwalt School District perceived each of the New Teacher Induction Program's four components of New Teacher Orientation, Mentoring Program, TNT, and Professional Development Plan to be effective during the years of study, 2002-2003 through 2006-2007.

According to the teacher survey results measuring the perceived effectiveness of the programs, there was a positive relationship in each of the New Teacher Induction Program's four components-- New Teacher Orientation, Mentoring Program, TNT, and Professional Development Plan--from the first year (2002-2003) of the study to the last year (2006-2007) .

There was a positive relationship between the perceived value of each of the New Teacher Induction Program's four components--New Teacher Orientation, Mentoring Program, TNT, and Professional Development Plan--between the survey results of first-year teachers in 2006-2007 and the administrative survey results in 2007.

The New Teacher Induction Program contributed to high rates of first year teacher retention for beginning teachers in the Fort Zumwalt School District during the years of study, 2002-2003 through 2006-2007.

The results of this study could provide future direction for the development of new criteria and guidelines to better enhance the New Teacher Induction Program for first year teachers in the Fort Zumwalt School District.

Rationale for the Study

"All [beginning teachers] will undergo dramatic changes in their personal and professional lives as they begin a challenging year of teaching. Teaching is a complex and idiosyncratic process, developed over time in the context of a school environment" (Brock & Grady, 1997, p. 9).

The purpose of this study was to determine the perceived effectiveness of a formal mentoring / professional development program to beginning teachers' first-year success. Pre-service teachers need support and guidance to overcome the obstacles they may encounter in their first year of teaching. It was also imperative to give beginning teachers the guidance needed to succeed. Proper support took place through a formal mentoring / professional development program. According to Gilbert, new teachers find it more difficult to succeed without effective mentors and professional development. "Our challenge, then, is to embed support and professional development for new teachers in the day-to-day work of teaching by building collaborative structures that offer new teachers multiple opportunities to interact with more

experienced colleagues while doing meaningful work" (Gilbert, 2005, p. 39). "The U.S.

Department of Education predicts that American schools will need two million new teachers

over the next decade. As daunting as that task seems, it gets more so when it is realized that 20

to 50 percent of these new teachers will quit within the first five years. This high rate of attrition

is one of the most troubling aspects of the continuing teacher shortage" (Colley, 2002, p.22).

Author Amy Colley went on to say, "This is where administrators must step in. By providing

support as instructional leaders, culture builders, and mentor coordinators, they can create an

environment in which new teachers are able to thrive" (2002, p. 22).

Limitations of the Study

There were six limitations to this study. The evidence of these limitations did not restrict

the results from being validated.

1. The sample of Fort Zumwalt School District's beginning teachers is an appropriate

   size for validated results / purposes, but may not be generalizable to other districts.

2. The survey information that was attained from the beginning teachers represents

   sufficient findings; however, classroom observations were not recorded for cross

   validation.

3. The individual teachers' attitudes and perceptions could alter the results of the study.

4. Mentor characteristics such as their willingness to become a mentor, previous

   teaching experiences, teaching ability, and their perceptions and attitudes could alter

   the results of the study.

5. The administrative survey was conducted just once, at the end of the five year study.

   Administrative interpretations and perceptions could differ if a survey has been

   completed yearly throughout the five-year study.

6. Information on teacher retention (how many teachers left after their first year of teaching) was gathered. However, reasons for leaving were not explored on their exit survey.

Internal Validity Threats

School location

The location (schools) where teachers carried out their daily routines was also considered to have a possible impact on the effectiveness of the mentoring process. Many schools in the Fort Zumwalt School District are very much alike in design and physical working conditions, in budgeting procedures, in delivered curriculum, and in administrator expectations and training. Therefore, teachers' overall experiences proved similar to those of their colleagues and mentors, thereby minimized location as a major impact on their job. So, while locations differed minimally where teachers worked and where many of the interventions were carried out, all mentee teachers attended the same district-wide meeting to review their experiences and provide feedback. These meetings were held at the same location, at the same time of day, and utilized the same instrument (questionnaire).

Mentee teacher level of maturity

Mentee teacher "level of maturity" was also considered as a possible factor that impacted beginning teachers' responses regarding the relative effectiveness of their experience with their mentor teacher and their outlook toward continuing in the profession. First year teachers in Fort Zumwalt began their experiences with the district at different chronological ages, and in some cases, with differing levels of past teaching experiences elsewhere.

Survey instrument

The instrument that was used to collect responses from first year teachers remained constant from year to year throughout this study. In addition, calculating the mentee responses to the questionnaire was performed by the same scorers throughout the study. Therefore, any possible instrument decay that allowed for differing interpretations or conclusions from year to year was eliminated. Scorer bias was not a threat to the survey instrument's validity due to the closed-ended nature of the survey response options.

Definitions of Terms

Beginning Teacher. A professional teacher in their first year of instructing students in a certified (classroom) teaching position.

Correct and Right Mentor. The appropriate selection of a veteran teacher to serve as an effective mentor.

DESE. (Missouri) Department of Elementary and Secondary Education.

Formal Program. A series of activities and events established for development purposes.

Induction. A process in which novice teachers are supported in the development of various skills.

Mentee. A beginning teacher who is assigned to a mentor for proper guidance in professional development.

Mentor. An experienced teacher assigned to a first year teacher to assist in professional growth and teaching. "Historically, the ideal mentor had about 8 to 15 years of teaching experience, a teaching assignment identical to his or her mentee, and taught in a classroom near the beginning teacher's classroom" (Ganser, 2002, p. 28).

Natural Progression. The actual year long process of first year teaching taking place (non-scripted).

New Teacher Orientation. A workday filled with workshops/learning activities to

orientate first year teachers to the school district before the school year starts.

Novice. A beginning teacher to the teaching profession.

Professionalism. One taking responsibility for his/her own professional development,

meeting professional expectations, demonstrating professional behavior, and interacting

appropriately with other people (Morehead, 1998).

Professional Development. Any type of tool (workshop, meeting, book, etc.) that helps to

develop one's skills to instruct.

Subjects. The beginning teachers who were observed in this study to measure the

importance of a formal mentoring / professional development program.

Survey. The actual form of recorded responses from subjects.

Summary

The importance of a formal mentoring / professional development program for the

perceived success of novice teachers has been well chronicled. As Kendyll Stansberry and Joy

Zimmerman wrote, "A third of beginning teachers quit within their first three years on the job.

We don't stand for this kind of dropout rate among students, and we can no longer afford it in

our teaching ranks" (Stansbury & Zimmerman, 2002, p. 1). Many school districts across the

country are formalizing mentoring / professional development programs. "Quality induction

programs act as a catalyst for changing school cultures and improving the teaching profession"

(Moir & Gless, 2001, p. 112). The school district studied, Fort Zumwalt School District, was

among the districts that rely on an induction program that included mentoring and professional

development opportunities for the advancement of first-year teachers.

Does the Fort Zumwalt mentoring program prove successful in assisting beginning

teachers? How beneficial do Fort Zumwalt School District teachers perceive the system to be for

support and guidance? What is the importance of the mentor placement to the success of a beginning teacher? Does the mentoring and professional development program prevent beginning teachers from leaving the profession? This study showed an analysis of the findings of these questions in order to assist in the evaluation of the existing program.

Organization of the Study

This project was organized into five chapters. The first chapter provides an introduction to the study, and includes background information, the statement of the problem and purpose of the study, the rationale for the study, limitations of the study, and definitions of key terms.

Chapter Two provides the review of the literature which includes the need for mentoring and professional development, key issues and skills to be developed, the need for a "right" mentor, and beginning teaching success.

Chapter Three contains the explanation of the methodology used and includes the description of subjects, sampling procedure, research setting, the research design / procedure, the instrumentation, and statistical treatment of the data.

Chapter Four shows analyzation of data from the surveys and teacher retention statistics.

Chapter Five contains a discussion / conclusion of the data, implications for effective schools, and recommendations for the future.

REVIEW OF THE LITERATURE

As author Jim Delisle stated in his article, *To Jon, On His First Year of Teaching*, "Whatever you learned in college probably didn't include the day-to-day mechanics with which we all contend" (2004, p. 31). Young people entering the teaching profession are not fully prepared for the daily challenges of managing a classroom. To appropriately frame this study of the importance and necessity of a formal mentoring / professional development program for new teachers, the following concepts were examined in the literature review. First, the need for mentoring / professional development of beginning teachers was reviewed to establish how important a formal program is in developing successful teachers. Second, literature regarding key issues / skills that need to be developed in beginning teachers was explored. The third area of literature investigated was the importance of the *correct* mentor to foster beneficial and supportive relationships with beginning teachers. In addition, literature related to new teacher success due to formal mentoring and a professional development plan was reviewed.

The Need for Mentoring / Professional Development

"Teaching is a hard job; we know that. But perhaps it's even more difficult than we think" (Hoerr, 2005, p. 82). The statistics on teachers who leave the profession prior to retirement age are staggering. Numerous studies have been conducted on teacher attrition. According to the National Commission on Teaching and America's Future, in its 2003 report *No Dream Denied*, it was discovered that teacher attrition is vastly outpacing the rate at which our colleges and universities can prepare new teachers and place them in schools (McCann, Johannessen & Ricca, 2005, p. 30). Furthermore, as cited in Jorissen, there will be a need for more than 2 million new teachers to enter the profession within the next ten years (2002). These figures place an even greater importance on not only selecting the right teacher to fill an opening,

but also in retaining the new teachers who fill the voids. Despite the glaring need for teachers, school districts continue to struggle with teacher retention. "Approximately one-fourth of new teachers leave the profession within four years" (Hoerr, 2005, p. 82). Another study reported that teachers in their first and second years of teaching leave the profession at a rate of 15% a year, while 10 % of third year teachers do not return to the classroom. Furthermore, during the first seven years of a teacher's career, 40-50% will leave the profession (Jorissen, 2002).

Teachers need to work in an environment where they feel supported. "New teachers need a supportive community in which mentoring is not just an opportunity to give advice, but a two-way exchange of listening and questioning that should begin before the beginning teacher's first entrance into the school" (Boreen & Niday, 2000, p. 152). The teaching profession is often filled with negativity, conflict, and frustrations. Teacher pay continues to rank among the lowest of professions. In fact, "since 1972…teachers gained only $2,900 in inflation-adjusted wages (about 7%) which averages out to less than $100 per year" (Berry, 2004, p. 11). "A comprehensive effort to improve teacher quality would have to address teacher education, state licensing exams, mentoring and professional development, as well as compensation" (McElroy, 2005, p. 36). Without proper support for teachers, many "new teachers" come to the conclusion that they can work elsewhere for more money and fewer troubles.

Often a problem facing new teachers is lack of support during their transition from pre-service to first-year teaching. Many become frustrated because they are unable to implement practices learned at their universities. Thus, in order to strengthen the link between pre-service and classroom realities, educators have identified a need for more mentoring and induction programs (Faucette & Nugent, 2004, p. 53).

Boe, Bobbitt, Cook, Whitener, and Weber's study (as cited in McCann, et al., 2005) examined the characteristics of teachers who were most likely to remain in the profession. They found that teachers who were most likely to remain on the job fit the following profile: "age 39-55, married, with dependent children above age five, placed in a full-time assignment for which they are highly qualified and receiving a competitive salary" (p. 30). Anecdotal evidence suggests that most new teachers hired do not exhibit these characteristics. Therefore, it would appear as if the new teachers selected are merely filling a cyclical void in a revolving door of teacher attrition. "Teacher satisfaction reduces attrition, enhances collegiality, improves job performance, and has an impact on student outcomes" (Weasmer & Woods, 2004 p. 118).

Schools are not just affected when teachers leave the profession. Other staff members encounter teachers who become disgruntled in their current situation, and seek employment in other districts affecting their own job satisfaction. Johnson and Birkland (as cited in Berry, 2004), found that "dissatisfied 'movers' (i.e., those who left one school for another) sought new teaching positions where they could have more reasonable assignments, sufficient help with the curriculum, positive communication with parents, and support from colleagues and the principal" (Berry, 2004, p. 6-7). It appears as if first year teachers are not the only ones who benefit from a supporting, nurturing environment.

A Texas study placed a dollar value on the high rate of teacher attrition it experiences. The study indicated that the state's annual 15.5% teacher turnover rate cost the state a minimum of $330 million a year (Berry, 2004, p. 16). If the state of Texas could solve its teacher turn-over problem, there would seemingly be a large sum of money that could be put to work in other areas of education. Not only is teacher attrition fiscally irresponsible for school districts, it is also potentially destructive to building a positive school climate and culture of learning. "High rates

of teacher turnover can inhibit the development and maintenance of a learning community. In turn, a lack of community in a school may have a negative effect on teacher retention, thus creating a vicious cycle" (Ingersoll & Smith, 2004, p. 32).

Fullan's study (as cited in Zmuda, Kuklis, and Kline, 2004, p. 52) found that, "most people want to be part of their organization; they want to know the organization's purpose; they want to make a difference." Historically, schools have been structured to support individualism rather than any collaboration and a commonality among educators. Teaching is one of the few professions where training is virtually non-existent. One analogy likens teachers entering the classroom without training to soldiers entering the battlefield. Without training, it is virtually inevitable that teachers will be frequently replaced just as replacement troops are sent in to the battlefield to replace those who have not survived (Wong, 2002).

Although elementary and secondary teaching involves intensive interaction with youngsters, ironically, the work of teachers is largely done in isolation from colleagues. This is especially consequential for new entrants....who...are often left on their own to succeed or fail...an experience likened by some to being 'lost at sea' (Ingersoll & Smith, 2004, p. 28).

The need to provide support to new teachers is a glaring one. Providing support to novice teachers is parallel to classroom teaching (Danielson, 2002, p. 185). "Good novice and veteran teachers often exit the profession due to burnout and discouragement" (Danielson, 2002, p. 185). To this end, to address the high attrition rates associated with inexperienced teachers, educators have developed systems to support their new teachers, most notably mentoring and induction programs. "Induction is the process of training, supporting, and retaining new teachers by providing instruction in classroom management and effective teaching techniques, reducing the

difficulties of the transition into teaching and maximizing the retention rate of highly qualified teachers" (Wong, 2002, p. 56).

Despite the aforementioned seemingly gloomy statistics, there is hope for our young teachers. Countless studies illustrate the positive effects mentoring and induction can have on new teachers. According to a study conducted by the National Center for Educational Studies (2000), "Within the first three years of teaching, attrition rates for new teachers who participated in an induction program were 15% when compared to 26% attrition rate for those with no formal induction program (Berry, 2004, p. 16). In addition, Sandra Odell (as cited in Boreen, Johnson, Niday, & Potts, 2000) reported that just one year of mentoring nearly cut the first-year attrition rate in half after four years of teaching. Eighty percent of the teachers who had received some type of mentoring predicted that they would still be teaching after 10 years.

One study comprising 20 first year teachers from 10 Indiana school districts found that first year teachers who participated in a formal beginning teacher assistance program (BTAP) found that the beginners "completed the year with significantly healthier attitudes and perceptions about teaching than did a similar group of beginning teachers who did not have the....support program" (Gordon & Maxey, 2000, p. 18). All of the teachers in the program elected to remain in the profession. A study by Smith and Ingersoll (2004) as cited before, revealed that, "if new teachers had helpful mentors, then the chance of their leaving teaching after their first year was greatly diminished (Berry, 2004, p. 17). "What new teachers want is experienced colleagues who will watch them teach and provide feedback, help them develop instructional strategies, model skilled teaching, and share insights about students' work" (Johnson & Kardos, p. 13).

Beginning teachers need and want to feel successful in the classroom. Great frustration can come fast and often, especially during the first year of teaching. "Most veterans can remember how unprepared we felt as new teachers to meet our student's needs" (Hoerr, 2005, p. 82). New teachers from extended preparation programs are more likely to stay in the profession (Berry, 2004, p. 6). The fact that these teachers receive more intensive training and indoctrination into the profession most closely parallels the benefits derived from a quality induction or mentoring program that is afforded first year teachers.

The issue is, however, not effectively rectified by simply assigning a new teacher to a mentor. Merely offering a mentoring program can indeed only serve as a panacea. Some consultants, in fact, contend, "It is better to have no mentoring program at all, than to have a bad mentoring program" (McCann et al., 2005, p. 32.). The challenge, then, is for schools and districts to carefully design induction plans which meet the intricate and varied needs of beginning teachers, for "beginning teachers have two jobs: they have to teach and they have to learn to teach" (Scherer, 1999, p. 6). To reach this end, districts need to pay heed to the following: "The overall objective of a teacher mentoring program is to provide newcomers with a local guide, but that particulars in regard to character and content of these programs vary widely. Duration and intensity are one set of variables" (Ingersoll & Smith, 2004, p. 30). There is no one formula for a successful mentor program. There are, however, many commonalities among successful programs.

Before examining what effective mentoring programs look like, it is worthwhile to review what needs beginning teachers most commonly exhibit. Many new teachers, according to Gordon and Maxey (2000), have trouble dealing with the environmental issues they encounter in their workplace. The most destructive environmental conditions include the following:

1. Difficult Work Assignments—new teachers often have more responsibilities placed upon them than do their more experienced counterparts. This occurs in the areas of extra-curricular assignments and other duties. Furthermore, new teachers are often burdened with the least desirable teaching loads as returning veterans quickly claim the upper level courses to teach.

2. Unclear Expectations—The many informal routines and expectations are difficult for new teachers to assimilate. Many times these expectations are unwritten, making them even more difficult to master.

3. Inadequate Resources—Many new teachers are replacing ones who have resigned. The resources that should be passed down to the replacement teacher often do not survive the summer raid of colleagues.

4. Isolation—The structure of the typical school day lends itself to isolation. Oftentimes, veteran teachers feel threatened by new teachers making it more unlikely they would offer support and advice.

5. Role Conflict—The majority of new teachers are in their early twenties. They may have moved away from home for the first time and have all of the responsibilities of adulthood thrust upon them at once. In addition to the demanding duties that go along with adulthood, the overwhelming job of teaching can lead new teachers to feel as if neither role is being given adequate time and attention.

6. Reality Shock—The idealistic world of teaching that many undergraduates possess often comes crashing down within the first few weeks of their career. Teachers discover that rather than spending the entire day working with students, the job entails many nonacademic duties which can be overwhelming. "The discrepancy between

the beginning teacher's vision of teaching and the real world of teaching can cause

serious disillusionment" (Gordon & Maxey, 2000, pp. 2-5).

In addition to the environmental difficulties teachers encounter, researchers have

identified twelve potential needs that new teachers have. Many teachers need assistance with the

following:

(a) managing the classroom; (b) acquiring information about the school system; (c)

obtaining instructional resources and materials; (d) planning, organizing, and managing

instruction as well as other professional responsibilities; (e) assessing students and

evaluating student progress; (f) motivating students; (g) using effective teaching methods;

(h) dealing with individual students' needs, interests, abilities, and problems; (i)

communicating with colleagues, including supervisors, and other teachers; (j)

communicating with parents; (k) adjusting to the teaching environment and role; and (l)

receiving emotional support. (Gordon and Maxey, 2000, p. 6)

It is important to be aware of the environmental concerns inherent in the teaching profession as

well as the most common needs teachers possess. Should these needs not be addressed, new

teacher success becomes more difficult.

In a survey of 140 beginning teachers in the state of Georgia during the 2002-2003

school year (Gilbert, 2005), the following were the most valued strategies utilized in the Georgia

Systematic Teacher Education Program (GSTEP):

1. "Giving new teachers the opportunity to observe other teachers"

2. "Assigning mentors to new teachers"

3. "Providing new teachers with feedback based on classroom observations"

4. "Providing new teachers with planning time with other teachers"

5. "Assigning new teachers to smaller classes" (Gilbert, 2005, p. 36).

The same survey (Gilbert, 2005) was given to 222 beginning teachers in the state of Georgia a year later (2003-2004) and the five top strategies were the same. When asked in the survey about their biggest surprise, many comments were about paperwork, the amount of non-instructional duties, and the lack of time to get everything done. The top strategy in the survey was giving teachers the opportunity to observe other teachers. "When I see good teaching, it means more than having them tell me; I see things I would never know to ask" (Gilbert, 2005, p. 37).

Teachers underscored their desire to learn from others in their responses to the open-ended question, "What piece of advice would you give a teacher new to your school?" (Gilbert, 2005, p. 36). By far the most common advice was to be proactive about asking for information and assistance and to take every chance to observe what others are doing. One teacher stated, "Take advantage of the people around you. They are a wealth of information, encouragement and support. Don't be afraid to ask questions from all teachers in the school. They can give you ideas about curriculum and discipline and provide information about students," offered another veteran teacher (Gilbert, 2005, p. 37).

At the New City School, in St. Louis, Missouri, (Hoerr, 2005), leaders do their best to acknowledge and address novices' personal needs. "We provide mentors for all of our new teachers, even if they have previous teaching experience....we know that teachers' ability to address and resolve personal challenges goes a long way toward determining personal happiness and professional success"(Hoerr, 2005, p. 84). A formal mentoring / professional development program clearly is a major key in appropriately supporting beginning teachers to address and help resolve all of the challenges the first year of teaching brings to an individual.

One noteworthy study of teacher retention (McCann et al., 2005) considered the characteristics of teachers and their teaching assignments to identify predictors of teachers staying in the profession. The researchers noted that the teachers who are most likely to remain successful in a teaching position are those candidates who are placed in a full-time assignment for which they are highly qualified. Being highly qualified is to have knowledge and / or experience in a specific area. Beginning teachers must have and build on certain skills, as well as have knowledge about many issues in the education world to be fully successful. "Despite increasing numbers of teachers reaching retirement age, experts believe it is teacher retention that will be the biggest factor in what many are predicting will be a serious teacher shortage. Efforts to recruit teachers are useful, but more attention must be paid to keeping teachers once they are hired" (Ballinger, 2000, p. 28).

Key Issues / Skills to be Developed

It is rare that a teacher enters the profession at a mastery level. It often takes years of on-the-job experience for teachers to become proficient in the craft. Ganser stated that success as a teacher can be attributed to three factors: the knowledge, skills, and dispositions that teachers bring to the job, the workplace conditions that teachers are placed in (class size, classroom resources, and instructional supports) and finally all elements of an induction and support system for new teachers to include mentoring, staff development and orientation meetings, and the "all-important culture of the school—that ease the transition of a new teacher from 'outsider' to 'insider'" (Ganser, 2002, p. 30).

During a consecutive three-year in-depth study (McCann et al., 2005), significant concerns of beginning teachers were investigated. There were nine major issues / categories that beginning teachers identified during the study. Relationships with students, parents, colleagues,

and supervisors were the four most prevalent concerns expressed. In addition to these relationship skills, there were concerns regarding workload / time management, fatigue, knowledge of subject / curriculum, evaluation / grading, classroom management, and professionalism (McCann et al., 2005). Beginning teachers often feel overwhelmed with many or all of these key issues. It is imperative that the induction program addresses these and many more daily concerns a beginning teacher will face.

Inevitably, the beginning teacher will experience some struggles: an out-of-control class, an upset parent, a harsh evaluation, problems understanding the curriculum, and so on. For example, one teacher in an interview reported:

> I knew what I was supposed to be doing. I thought I knew how to do it, but the students' behavior was so poor. I had a really hard time dealing with it, because I had no experience. It was a shocker. When I went into the room every day, there was an overall sense that "I am not in control of this class." Feeling like that can be particularly frightening (McCann et al., 2005, p.34).

The proper skill of how to handle issues such as an out-of-control class needs to be formally addressed. Preparation of beginning teachers' skills is a must in a formal mentoring / professional development program.

In an article by Jim Delisle (2004), the author writes eleven classroom tips to his nephew who recently joined the teaching profession.

> I've put a little gift in this envelope that you may want to use to buy start-up supplies for your classroom. I also wanted to give you something less tangible, but more valuable. I hesitate to call it advice, so I'll simply label it 'experiences from the trenches.' After 27

years in multiple K-12 and college classrooms, I've learned a few things not available in

any textbook (p. 31).

Delisle (2004) identifies the eleven tips he wants to share with his nephew. The following is a

synopsis of the eleven tips:

> (a) think management, not discipline; (b) students are only as anxious to learn as you are
>
> to teach; (c) get to know at least one teacher that the kids dislike and the staff avoids; (d)
>
> be aware of educational trends and standards…and then close your door and teach; (e) if
>
> you don't try too hard to get your students to like you, they probably will; (f) trust your
>
> principal; (g) use your judgment, yet follow your instincts; (h) communicate with parents
>
> prior to conferences; (i) college graduation was the beginning of your learning, not its
>
> end; (j) contribute to the school community, but learn how to say no; (k) remember that
>
> you will never again have a first year of teaching. (Delisle, 2004, pp. 30-31)

Clearly, many thoughts and theories are created by veteran teachers that can bring different ideas

and strategies to issues during the first year of teaching and beyond for beginning teachers to

utilize successfully.

As stated in Chapter One, Missouri school law dictates that school districts must provide

a professional development plan for each faculty member who has no prior experience. The

Excellence in Education Act suggests, and the rule for teacher certification (5 CSR 80-800.010)

requires that beginning teacher support systems must include a mentor. Each public school

district is responsible for creating and implementing its own programs to ensure proper

mentoring and professional development. Specifically, to retain the proper teacher certification

in the state of Missouri, a beginning teacher must participate in an entry-year mentor program,

develop and implement a professional development plan, complete 30 hours of in-service

training, participate in performance-based teacher evaluations, participate in a beginning-teacher

assistance program at a college or university, and complete a certain amount of approved

teaching experience (DESE, 2005). It is clearly evident that the state of Missouri has recognized

the importance of a formal mentoring / professional development program on the yearly growth

of beginning teachers. Robert Garmston stated, "How we support new teachers either

accelerates or stymies the development of high-performing schools. As programs to support

beginning teachers proliferate, it's crucial for staff developers to know what new teachers and

the profession need" (2001, p. 54).

The Need for the "Correct" Mentor

> Ecologists tell us that a tree planted in a clearing of an old forest will grow more
>
> successfully than one planted in an open field. The reason, it seems, is that the roots of
>
> the forest tree are able to follow the intricate pathways created by former trees and thus
>
> embed themselves more deeply. Indeed, over time, the roots of many trees may actually
>
> graft themselves to one another, creating an interdependent mat of life hidden beneath the
>
> earth. This literally enables the stronger trees to share resources with the weaker so the
>
> whole forest becomes healthier (Zachary, 2000, p. xiiii).

This provided a good analogy of the benefits offered to beginning teachers as they are mentored

by more experienced colleagues.

Making certain the beginning teacher has the appropriately prepared / suited mentor can

be the most important aspect to the mentoring process. As Zachary (2000) states in *The Mentor's*

Guide, a successful mentor/mentee relationship is imperative.

Things often look quite different on the outside than from an inside perspective. Perhaps that is why preparing is the most overlooked phase in the mentoring relationship. From the outside, a mentor might assume that subject expertise and experience are adequate preparation for becoming a mentor. Someone who has been a mentor before might assume that preparation is unnecessary, even a waste of time. The reality on the inside, however, is quite different. The preparing phase is critical to building and maintaining the relationship and forging the connections that sustain the relationship over time. Taking time to prepare for a mentoring relationship provides a significant learning opportunity for the mentor and the mentoring partnership (p. 65).

Finding and training the appropriate mentors in a given district to foster successful, meaningful mentor / mentee relationships are crucial steps toward a successful program. A study by Huling-Austin (1987) concluded that "The assignment of a support teacher may well be the most powerful and cost effective induction practice available to program developers. First-year teachers who were assigned support teachers consistently reported that they relied upon their support persons most heavily for assistance" as cited in (Gordon & Maxey, 2000, p. 20). Other studies as cited by Huffman and Leak (1986), Smith-Davis and Cohen (1989), and Hoffman, Edwards, O'Neal, Barnes, and Paulissen (1986) affirm Huling-Austin's conclusions (Gordon & Maxey, 2000, p. 20). Once the best mentors are found, principals must carefully match the needs of the new teachers with the experiences and strengths of the available mentors, keeping in mind that personality matches are also important (Colley, 2002, p. 23).

"Assigning experienced teachers to guide and support novice teachers provides valuable professional development for both new and veteran teachers" (Holloway, 2001, p. 85). Carolyn Evertson and Margaret 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 (Holloway, 2001, p. 85).

The Fort Zumwalt School District outlines specific criteria and requirements for mentor teachers (The Fort Zumwalt School District Handbook, 2002). The mentor is a caring person interested in assisting a beginning teacher in personal and professional growth and development.

1. The mentor understands the needs of a beginning teacher, and encourages him / her without expecting the beginner to be a "clone" of the mentor teacher.

2. The mentor is a model teacher, possessing expertise in knowledge and skills of teaching.

3. The mentor is knowledgeable regarding school district and building goals, procedures, and rules.

4. The mentor is able to communicate and respond to a new teacher's needs.

5. The mentor's classroom should be in close proximity to the classroom of the mentee.

6. The mentor should have adequate opportunities to visit the mentee and to meet with him / her as needed.

7. The mentor is willing to commit plan time and personal time to the program.

8. The mentor must have received formal training by the school district within the three years prior to becoming a mentor.

9. The mentor should contact the beginning teacher prior to the start of the school year and attempt to meet with that person to establish a positive relationship.

10. The mentor also must commit to continuous interaction with the beginning teacher, meaning at least an informal exchange once a week.

(The Fort Zumwalt School District Handbook, 2002, p.7)

It seems that mentors clearly must have preparation, motivation, skill, comfort, prioritized learning needs, and role definition. Lois Zachary (2000) describes the four distinct stages for effective mentoring: (a) preparation of the mentor, (b) negotiation of the relationship, (c) the enabling phase where the opportunity for greatest growth occurs, (d) closure, the summation of a year of mentoring. Twelve mentoring skills that need to be present include: "(a) brokering relationships (being able to put your mentee in touch with the people who can help growth), (b) building and maintaining relationships, (c) coaching, (d) communicating, (e) encouraging, (f) facilitating, (g) goal setting, (h) guiding, (i) managing conflict, (j) problem solving, (k) providing and receiving feedback, (l) reflecting" (Zachary, 2000, p. 76). The more a mentor practices these skills, the stronger and more trusting the mentor / mentee relationship becomes, as well as the frequency of success in the classroom.

As Chris, a beginning teacher in the in-depth study in Georgia (Gilbert, 2005, p.37) stated, "I will speak pro-mentor. My mentor was not the only person who helped me, but she introduced me to the group of teachers that could help me. She helped me link to others, helped me network with others who could provide more help." Another beginning teacher, Mark, echoed; "My mentor was good about saying, "this is important to do now and this can wait"" (Gilbert, 2005, p.37).

A positive mentoring program is extremely vital to the overall mental status and attitude of the beginning teacher. Unfortunately, negative experiences do occur in some districts, as described by a disgruntled beginning teacher interviewed.

The mentoring program is such a sham. It is the most ridiculous thing I've ever participated in. It would actually drive people out of teaching. There are meetings on

Friday nights from 5 to 8 pm, and we don't get paid for it. For example, they read to us

out of the discipline code. My mentor did not want to be a mentor. She hates me; I hate

her. I wanted to be with another teacher with whom I have more in common and who is a

good teacher. (McCann et al., 2005, p.30)

To guard against such a negative experience and to ensure the mentoring program enhances the

development process of the beginning teacher, the following must be included in a formal

mentoring / professional development program (McCann et al., 2005, p.32):

1. Careful selection and training of mentors, including training in communication and

   peer coaching techniques.

2. Attention to the expressed concerns of beginning teachers.

3. Special consideration for the inevitable exhaustion and decline that teachers

   experience after the first 9-10 weeks of school.

4. A program of regularly scheduled contacts between the new teacher and the mentor.

5. Assistance in acclimating the new teacher to the school community.

The mentoring program must be a comprehensive induction process with many positive,

hands-on experiences included. Mentors need to be qualified and properly prepared for the

awesome responsibility of being a *guide* for beginning teachers.

Hiring new teachers and continuing their professional growth so that they remain in the

profession and become effective teachers have been a challenge for decades. Research

suggests that induction programs can achieve these outcomes if they are highly

structured, include mentoring, focus on professional learning and emphasize

collaboration that is broad and focused (Nielsen, Barry & Addison, 2006, p. 14).

Beginning Teaching Success

When a new teacher is hired, an administrator can do three things: nothing, but create the

teaching assignment; provide a mentor and hope that things work out well; provide an induction

program that will train, support, and retain new teachers (Wong, 2002). Much like the teacher

preparation process likely does an inadequate job of preparing teachers to succeed in the

profession, so is the case with principal preparation. Most programs pay little attention to new-

teacher mentoring, development, and support strategies (Ganser, 2002). It is therefore

fundamental that principals possess a thorough understanding of the teaching craft as well as the

needs of beginning teachers. It is further recommended that "one of the best decisions you (the

principal) can make to support the mentoring program is to participate in the training provided to

mentors" (Ganser, 2002, p. 29).

"Research on principal leadership and induction indicates that school leaders can promote

instructional development among beginning teachers in several ways: insist on quality

mentoring, integrate new teachers into school wide learning opportunities, and promote learning

during evaluation procedures" (Wayne, Youngs, & Fleischman, 2005, p. 76). Beginning teachers

need and want success. Patterson (2005) conducted research on teachers who left the profession

after one year of teaching. "These new teachers left because they believed that they were in

impossible situations in which they would never experience success or career satisfaction"

(Patterson, 2005, p. 21). The proper leadership from principals and mentor teachers can bring

fostering relationships where the beginning teachers can not only find support, but real success in

the first year of teaching. "In most cases, a veteran teacher will likely be assigned as a mentor;

principals, however, must be willing to assume the role of master teacher and commit time to

assisting new teachers" (Hope, 1999, p. 54). A comprehensive induction package could reduce

teacher attrition, according to researchers. State and district policy makers are providing

resources to make induction programs more comprehensive, but research shows that much

depends on the principal. Administrators can work closely with mentors and other teachers to

focus on novices' instructional growth (Wayne et al., 2005).

Breaux and Wong (as cited in Wong, 2004, p. 53) conducted research on the effects of

principal leadership on new teacher success.

> They do not usurp their leadership role by simply giving each new teacher a mentor
>
> without rigorous monitoring. Outstanding administrator leaders have a deep
>
> understanding of the teachers and students they lead....They are eager to collaborate with
>
> their teachers and even teach them. They are active learners themselves, cultivating their
>
> own professional growth throughout their careers. Finally, they are role models, instilling
>
> a passion for learning in their teachers (Wong, 2004, p. 53).

School leaders must be knowledgeable in the field of teaching and learning in order to

direct an induction program. Administrators are further charged with asking the following

questions:

1. Is there a clear plan that includes a professional development needs assessment

   process?

2. Is there a clear plan that includes professional development goals and the long-term

   plans of the school and district?

3. Is there a clear plan that includes professional development to build teacher skills that

   will result in student achievement?

4. Does the professional development program build on the induction program?

   (Wong, 2004, pp. 54-55).

Without the vision, leadership, and guidance from administrators tailoring professional development programs for new teachers, such questions would go unanswered. Principals are encouraged to attend mentor preparation sessions, attend new teacher orientations and workshops and regularly observe and confer with the new teachers (Gordon & Maxey, 2000, p. 13).

Summary

Yes, the first year of teaching is overwhelming and at times seemingly unsuccessful, but with the proper help and support from an induction program, beginning teachers can persevere and prosper.

> Get ready to learn that not every lesson will go well, that some experiences will frustrate and disappoint. But get ready, too, for your students to leave you on that last day of school with a handshake, a smile, and a few wry comments to the effect that you "didn't do too bad for a new guy." You have entered a remarkable, timeless profession, the only career that allows you to reinvent yourself every single August. I wish you well. (Delisle, 2004, p. 32)

The first year of any profession is challenging. Starting a career in teaching can obviously be tremendously scary, but success can and will be the outcome if the proper help and support is there. From the research analyzed it is clear that the need for a formal mentoring / professional development program is extremely important in the development of successful beginning teachers. There are very specific skills and issues that need to be developed and refined. The development and preparation of mentors is imperative to successful mentor / mentee relationships, and beginning teachers can have success in their first year of teaching with the help and support of a mentor and specific professional development plan. Allen Dyal and Sharon Sewell summed it up with, "The beginning teacher's journey toward the pursuit of happiness,

educational success, and the staying power to make it through the first three years is critical. The new teacher induction is the key" (2002, p. 8).

METHODOLOGY

Introduction

This study determined the perceived effectiveness of the mentoring and professional development program for first year teachers in the Fort Zumwalt School District. The induction program for first year teachers consisted of four major components.

1. A new teacher orientation, took place prior to the beginning of the school year. During this meeting, district administrators outlined general expectations and guidelines for certified staff. Topics covered related to personnel, curriculum and instruction, and other important general information.

2. Training New Teachers (TNT) consisted of monthly workshops designed to meet the individual needs of beginning teachers through professional dialogue, question and answer sessions, and other in-service topics related to teaching and learning.

3. A mentoring program paired each beginning teacher with a veteran teacher in the district. The mentor was provided with training, a handbook and other resources to guide his/her year.

4. The professional development plan outlined the procedures and expectations for mentors, mentees, and other certified staff members within the district.

Beginning teachers completed a survey near the end of their first year of teaching. This anonymous survey asked the first year teachers to evaluate the perceived effectiveness of the overall first year induction program. The results of the surveys indicated first year teachers' perceptions of the effectiveness of the Fort Zumwalt School District's mentoring and professional development program for beginning teachers. The surveys were administered annually to teachers who went through the program over a five-year period, from 2002-2007.

Additionally, during the 2007-2008 school year, building principals within the district completed a survey which similarly asked for their perceptions of the mentoring/professional development program for first year teachers. Teacher retention rates for beginning teachers were also examined. As a result of the data gathered through this study, recommendations were presented to the Deputy Superintendent of the Fort Zumwalt School District regarding the first year teacher mentoring/professional development program.

Hypotheses

The first year teachers in the Fort Zumwalt School District would perceive each of the New Teacher Induction Program's four components of New Teacher Orientation, Mentoring Program, TNT, and Professional Development Plan to be effective.

There would be significant growth in each of the New Teacher Induction Program's four components-- New Teacher Orientation, Mentoring Program, TNT, and Professional Development Plan--from the first year (2002-2003) of the study to the last year (2006-2007), according to the teacher survey results measuring the perceived effectiveness of the programs.

There would be a positive relationship between the perceived value in each of the New Teacher Induction Program's four components--New Teacher Orientation, Mentoring Program, TNT, and Professional Development Plan--and the survey results of first-year teachers in 2006-2007 and the administrative survey results in 2007.

The New Teacher Induction Program would contribute to high rates of first year teacher retention for beginning teachers in the Fort Zumwalt School District during the years of study, 2002-2003 through 2006-2007.

Subjects

A survey was administered to all first year teachers employed in the Fort Zumwalt School District during the years 2002-2007. Each subject completed the survey in May near the end of his/her first year of teaching and following the culminating activity in the district's professional development/mentoring program. During the 2007-2008 school year, building principals were also surveyed using a similar instrument. The objective of the surveys administered to both the first year teachers and the building principals within the district was to determine their perceptions about the effectiveness of the first year mentoring and professional development program that was carried out in the Fort Zumwalt School District. Survey participants included 203 teachers and 15 administrators. Of the 203 teachers, 141 were elementary teachers (kindergarten through 5th grade) and 62 were secondary teachers (6th grade through 12th grade).

The demographic breakdown of the survey participants was as follows:

TEACHERS

- 72% female

- 28% male

- 96% Caucasian

- 4% African American

- 69% certified K-5

- 31% certified 6-12

- 17% advanced degree holders

- 14% Fort Zumwalt School District graduates

ADMINISTRATORS

- 54% female

- 46% male

- 100% Caucasian

- 67% K-5 administrators

- 33% 6-12 administrators

- 96% had five or more years of administrative experience

- 83% were former Fort Zumwalt School District Teachers

Demographics

The Fort Zumwalt (R-II) School District is located in St. Charles County, Missouri. The district attendance areas are located in O'Fallon and St. Peters, Missouri. The district is approximately 30 miles west of downtown St. Louis, Missouri. It was the second largest district in St. Charles County with an average student enrollment of 18,500 during the years of study. This district enrollment positioned the district as one of the ten largest in the state of Missouri. The district has four comprehensive high schools, one alternative high school, four middle schools and fifteen elementary schools (two buildings which serve kindergarten through second grade, two buildings which serve third through fifth grades, and eleven buildings which serve kindergarten through fifth grade). During the period of study, 2002-2007, 30-100 new teaching positions were added each year to the district to accommodate the district's rapid growth. The construction of an additional elementary school in 2009 has been planned in the western section of the school district. Fort Zumwalt had 1,352.5 full-time equivalency teaching positions for the 2006-2007 school year. The teachers possessed an average of 12 years of teaching experience during the 2006-2007 school year with an average salary of $42,261. During the 2006-2007

school year, the ratio of regular classroom teachers to pupils was 22:1. During the 2006-2007

school year, 5.1% of the students enrolled were Black, 1.5% were Asian, 1.8% were Hispanic,

and 91.4% were white. The average ACT score achieved by district students during the 2006-

2007 school year was 21.6. During the 2006-2007 school year, 99.6% of students were taught by

Highly Qualified Teachers. Over thirty nine percent (39.6%) of district graduates attended a

four-year university; and 33.9% of district graduates attended a two-year institution upon

graduation. Average Daily Attendance during the same year was 95.4%. Just over twelve point

four percent (12.4%) of students received free or reduced lunch benefits during the 2006-2007

school year, and the dropout rate was 2.3%. The cost of the average house within the district was

$184,000 and the district's assessed valuation was $1,869,542,215 for the 2006-2007 school year

(Department of Elementary and Secondary Education, 2008).

Sampling Procedure

For this study, 203 first year teachers and 15 administrators in the Fort Zumwalt School

District were surveyed. The sampling procedure utilized was non-random convenience sampling

in that those first year teachers who attended the culminating activity during each of the five

years of study completed the survey. Similarly, 15 building principals responded to the

Administrator survey prompt. Subjects were asked to complete the surveys at the end of the new

teacher induction program. Only teachers and administrators who completed the survey in its

entirety were included in the study.

Research Design

The type of research executed in this study utilized the survey design method. In this

method, the researchers were interested in describing the first year teachers' perceived

effectiveness of the Fort Zumwalt School District's first year induction program. The population

of the study consisted of all first year teachers in the district during the years 2002-2007 and 15

building principals from the 2007-2008 school year who volunteered to respond to the survey.

No experimental manipulation took place during this study. The results were studied after the

effects of the beginning teacher professional development/mentoring program were instituted.

Instrumentation

The instrument used to gather data for the study was a survey administered to 203 first

year teachers employed by the Fort Zumwalt School District. The survey was administered at the

conclusion of each teachers' first year of teaching and subsequent mentoring and professional

development program. An additional survey was administered to 15 building principals within

the district. The surveys were designed to ascertain the perceived effectiveness of the district's

beginning teacher professional development and mentor program for new teachers. The survey

was designed by a committee of educators who worked closely in designing various components

of the new teacher induction program. This committee was comprised of the assistant

superintendents for personnel, and curriculum and instruction, and several building

administrators. The survey included four Likert scale prompts by which the participant rated the

perceived effectiveness of the four elements of the new teacher induction program: the

beginning of the year teacher orientation, the mentoring program, the professional development

plan implemented with the mentor, and the TNT (Training New Teachers) workshops.

Additional survey prompts allowed for more in-depth responses which included the following:

1. How was the mentor/mentee action plan helpful in regard to setting goals and

   strategies for professional development?

2. Please make any comments about the effectiveness of our New Teacher Induction

   Program, and/or suggestions on how it could have been more beneficial to you.

The administrator survey mirrored the new teacher survey and provided parallel types of data.

Teacher retention was also studied. Attrition percentages were gathered from data provided by the district's personnel department to identify the number of teachers who left the district after their first year of teaching in the Fort Zumwalt School District.

Over the last ten years, the Fort Zumwalt School District's mentoring/professional development program for beginning teachers has undergone transformations at virtually every level. Prior to the 2001-2002 school year, the Fort Zumwalt School District's beginning teacher induction program consisted of the professional development plan, new teacher orientation, mentoring, and the program Teacher Expectations and Student Achievement (TESA). TESA's origins were grounded in research that surfaced in the 1970's and revealed inconsistencies in the way teachers interact with students. The program's tenets were focused on eliciting participation from all students in the class, rather than only a select group of students. TESA "trains teachers to interact with students on a more equitable basis. This approach is based on expectation theory, which says that teachers make inferences about a student's behavior or ability based on what a teacher knows about a student" (Teacher Expectations and Student Achievement, 2007, p. 1).

The TESA program contained the following tenets:

1. Sensitizes teachers to their expectations of all students

2. Shows how experiences affect student learning

3. Involves teachers in reflection and careful, attentive practice of new behaviors

4. Helps teachers practice talking more to low achievers, in and out of class

5. Encourages teachers to ask more questions to students who may normally be quiet in class (Teacher Expectations and Student Achievement, 2007, p. 1).

Further, the TESA program emphasized how teachers provide feedback to students in the following areas:

1. Affirm/correct-Do you tell all students equally if they are correct when they answer a question or make a comment?

2. Praise-Do you praise all students equally if they are correct when they answer a question or make a comment?

3. Reason for Praise-Do you tell all students equally the standards-based reason that they are correct when they answer a question or make a comment?

4. Listening-Do you listen attentively to all students equally as they talk to you?

5. Latency-Do you wait five seconds after asking each question and before calling on any student? Do you use wait time on all students equally?

6. Equitable Distribution-Do you call on all students equally?

7. Individual Help-Do you provide help to all students equally?

8. Paraphrasing/Prompting-Do you paraphrase and prompt the question to help students get the correct answer equally?

9. Higher Level Questions-Do you ask higher level questions equally to all students? (Teacher Expectations and Student Achievement, 2007, pp. 2-4).

Following the 2001-2002 school year, the assistant superintendents for curriculum and instruction and personnel of the Fort Zumwalt School District, in conjunction with several building level administrators, re-designed the monthly in-service component of the new teacher induction program and abandoned the TESA model. The leadership committee redesigned the monthly program for beginning teachers and assigned the program the name Training New Teachers (TNT). The new program was written and implemented by the committee and focused

on meeting topics involving effective instruction, assessment, special education, professionalism, student-teacher relationships, classroom management and other topics as deemed necessary by the facilitators and the teachers' needs. Topics for subsequent years were generated based upon perceived teacher needs, and educational trends and research, as well as feedback gathered from the committee responsible for implementing the program. Beginning teachers were separated based upon the grade level they taught. Elementary teachers met together and secondary teachers met with other secondary teachers. There were two sets of facilitators for each session.

The New Teacher Orientation has also undergone change over the years. The agenda for this day long in-service was developed based upon analysis of the surveys used in this study, current trends in education, and prevalent research in the field.

The professional development plan and handbook that guides the mentor/mentee relationship also underwent revision during the years of study. The assistant superintendents for curriculum and instruction and personnel, along with a committee of building level administrators, analyzed the plan annually and made adjustments as deemed necessary.

One other piece of the new teacher program was the mentor component. In the fall of 2004, a committee of district educators, including the assistant superintendent for personnel and several building level administrators, revised the required mentor training process which enabled teachers to serve as mentors. This revision was accomplished in collaboration with TNT facilitators who provided input. Furthermore, the survey that was used in this study served as a basis for gathering information which shaped the revised mentor training program. The revised mentor training program focused on building relationships with beginning teachers, assisting beginning teachers in problem solving techniques, identifying problem areas for beginning teachers, and providing adequate and appropriate resources for mentors to utilize with their

mentees. The training was designed to be an interactive, collaborative process which facilitated teacher and mentor growth.

Statistical Treatment of the Data

The closed-ended responses from the teacher and administrator surveys were converted to a Likert-scale response from a score of one to four: a score of 1 equated to *not beneficial*; 2 equated to *unsure*; 3 equated to *somewhat beneficial*; and 4 equated to *very beneficial*. The data from the surveys were then compiled over the five-year period of study (2002-2007) and analyzed using the Chi-Square method of statistical analysis to look for improvement over time and a relationship between administrator responses and teacher responses from the 2006-2007 school year. First year teachers' survey results regarding the perceived benefits for each component of the New Teacher Induction Program were analyzed to determine significant, statistical growth throughout the five-year study. Also, a significance in the relationship between first year teachers' survey results and administrators' survey results during the 2007-2008 school year was statistically analyzed utilizing the Chi-Square method.

Summary

This study highlighted the first year teachers' perceived effectiveness of the new teacher induction program during their first year of teaching. This study was based on analyzing the teachers' and administrators' perceptions of the new teacher program. It was also based on their responses to open and closed-ended questions relating to their experiences with all aspects of the new teacher induction program.

RESULTS

This study was designed to determine the perceived value of the mentoring / professional

development program provided to first year teachers in the Fort Zumwalt School District.

Beginning teachers completed a survey at the end of their first year of teaching during each

of the five academic years 2002-03 through 2006-07. Building principals also completed a

similar survey in the fall of 2007. The survey questions, listed below, were asked of first

year teachers.

1. Was the New Teacher Orientation (at the beginning of the year): [sic]

-very beneficial   -somewhat beneficial   -unsure   -not beneficial?

2. Was the Formal Mentoring Program: [sic]

-very beneficial   -somewhat beneficial   -unsure   -not beneficial?

3. Was the Formal Professional Development Plan: [sic]

-very beneficial   -somewhat beneficial   -unsure   -not beneficial?

4. The TNT Workshops were: [sic]

-very beneficial   -somewhat beneficial   -unsure   -not beneficial

5. The most effective component of the New Teacher Induction Program was: [sic]

-New Teacher Orientation -Formal Mentoring Program -Formal Professional

Development Plan

Teachers were provided space to write comments about each component of the New

Teacher Induction Program. Only completed surveys were analyzed in this study. Teacher

anonymity was maintained. Survey responses were converted to a Likert scale and analyzed.

The mean score of each question were compared from year to year and a Chi-Square test was

used to compare the teacher score to the administrator scores and to ascertain perceived growth

of the program by comparing the teachers' scores in the 2002-2003 school year to the teacher scores of the 2006-2007 school year. The following research questions guided this study:

1. According to the perceptions of the first year teachers surveyed, how beneficial was the Fort Zumwalt School District's New Teacher Orientation at the beginning of the year?

2. According to the perceptions of the first year teachers surveyed, how beneficial was the Fort Zumwalt School District's formal mentoring program to first year teachers?

3. According to the perceptions of the first year teachers surveyed, how beneficial was the Fort Zumwalt School District's formal professional development plan to first year teachers?

4. According to the perceptions of the first year teachers surveyed, how beneficial was the Fort Zumwalt School District's Training New Teachers Program (TNT) to first year teachers?

5. According to the perceptions of the first year teachers surveyed and the building administrators surveyed, was there significance in the relationship of the perceived value in each of the New Teacher Induction Program's four components--New Teacher Orientation, Mentoring Program, TNT, and Professional Development Plan-- and the survey results of first-year teachers in 2006-2007 and the administrative survey results in 2007.

6. Does the formal mentoring / professional development program prevent first year teachers from leaving the profession due to first year pressure and issues, was also addressed.

The results indicated a formal mentoring / professional development plan was perceived to be effective by the first year teachers and administrators who were surveyed.

Tables

As the following tables indicate, the 203 first year teachers surveyed from 2002-2007 found the various aspects of the New Teacher Induction Program in the Fort Zumwalt School District beneficial in their first year of teaching. Results of each survey question are indicated in the tables as follow:

Table 1

Total Survey Results over the five year period of study (2002-2007)

	54 Teachers Surveyed in 2002-2003	20 Teachers Surveyed in 2003-2004	52 Teachers Surveyed in 2004-2005	51 Teachers Surveyed in 2005-2006	26 Teachers Surveyed in 2006-2007

Was the New Teacher Orientation (at the beginning of the year)

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
Very Beneficial	29	53.7%	9	45.0%	30	57.7%	36	70.6%	17	65.4%
Somewhat Beneficial	22	40.7%	11	55.0%	20	38.5%	12	23.5%	8	30.8%
Unsure	3	5.6%	0	0%	2	3.8%	2	3.9%	1	3.8%
Not Beneficial	0	0%	0	0%	0	0%	1	2.0%	0	0%

Was the Formal Mentoring Program

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
Very Beneficial	41	75.9%	17	85.0%	43	82.7%	49	96.0%	23	88.5%
Somewhat Beneficial	9	16.7%	3	15.0%	6	11.5%	0	0%	3	11.5%
Unsure	3	5.6%	0	0%	3	5.8%	1	2%	0	0%
Not Beneficial	1	1.9%	0	0%	0	0%	1	2%	0	0%

Was the Formal Professional Development Plan

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
Very Beneficial	16	29.6%	2	10.0%	19	36.5%	25	49.0%	16	61.5%
Somewhat Beneficial	26	48.1%	13	65.0%	23	44.2%	20	39.2%	7	26.9%
Unsure	7	13.0%	1	5.0%	1	1.9%	2	3.9%	1	3.8%
Not Beneficial	5	9.3%	4	20.0%	9	17.3%	4	7.8%	2	7.7%

The TNT Workshops were

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
Very Beneficial	50	92.6%	19	95.0%	49	94.2%	48	94.1%	24	92.3%
Somewhat Beneficial	4	7.4%	1	5.0%	1	1.9%	1	2.0%	1	3.8%
Unsure	0	0%	0	0%	2	3.8%	2	3.9%	1	3.8%
Not Beneficial	0	0%	0	0%	0	0%	0	0%	0	0%

The Most Effective Component of the New Teacher Induction Program was

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
Mentoring	22	40.7%	10	50.0%	25	48.1%	26	51%	16	61.5%
Professional Development	11	20.4%	2	10.0%	9	17.3%	4	7.8%	1	3.8%
New Teacher	7	13.0%	2	10.0%	2	3.8%	3	5.9%	1	3.8%
TNT	14	25.9%	6	30.0%	16	30.8%	18	35.3%	8	30.8%

Analysis of the Data

As the data indicated in Table 1, the teachers surveyed during the years of study perceived the New Teacher Induction Program in the Fort Zumwalt School District to be mostly beneficial. Overall, the percentages of responses were heavily marked in the two areas of *very beneficial* and *somewhat beneficial* for each of the first four questions asked on the survey.

Responses from the New Teacher Orientation at the beginning of the year showed overall improvement in the form of an 11.7% increase in *very beneficial* responses from 2002-2003 to 2006-2007. The responses of *somewhat beneficial* were the highest in 2003-2004 at 55%. The *unsure* responses were no higher than 5.6% in any of the years surveyed. The zero percent responses of *not beneficial* for every year except 2005-2006 (2%) spoke strongly that the New Teacher Orientation was being perceived as beneficial/effective for new teachers.

A review of the survey responses on the mentoring program revealed a 12.6% increase in *very beneficial* responses over the period of the study. No percentage was lower than 75% for the response of *very beneficial* throughout the five year span of the study. The 2005-2006 year produced the best results in perceived effectiveness; the percentage of *very beneficial* responses was at a high mark of 96% and only 4 % of the responses falling in the *unsure* and *not beneficial areas*. The mentoring program clearly received the most *very beneficial* results out of all four components of the New Teacher Induction Program in the Fort Zumwalt School District.

Responses from the surveys regarding the Professional Development Plan improved every year with regards to the *very beneficial* scores with the exception of 2003-2004 school year, exhibiting a 31.9% increase in *very beneficial* scores from 2002-2003 to 2006-2007. The 2003-2004 results brought the largest percentages of *somewhat beneficial, unsure*, and *not beneficial* responses with 65%, 5%, and 20% respectively. Throughout the five year study, the

Professional Development Plan received the higher percentages of *unsure* and *not beneficial* responses of all components of the New Teacher Induction Program in the Fort Zumwalt School District. As these results revealed, opportunities clearly existed for improvement in the Professional Development Plan.

The Training New Teachers program (TNT) exhibited the most consistent percentage of *very beneficial* responses with an average over the five-year study of 93.64% of beginning teachers rating that program was *very beneficial* during the first year study. The response of *unsure* fell below 4% in every year of the study, and the response of *not beneficial* received 0%. Clearly, the TNT program was strongly perceived as effective and beneficial by new teachers in the Fort Zumwalt School District.

The most effective component of the New Teacher Induction program in the Fort Zumwalt School District, according to the survey responses during each year of the study, was the mentoring program. Interestingly, while mentoring was perceived to be the most effective component through the survey question asking teachers to rank the most effective component of the program, it was the TNT program that had the highest percentages of *very beneficial* responses. The program with the lowest percentages of *very beneficial* and the highest percentage of *not beneficial* was the Professional Development Plan.

The hypothesis that the first-year teachers perceived each of the four components of the Induction Program to be effective was not rejected based on the results compiled from the surveys throughout the five-year study.

First Year Teachers' comments from those surveyed during the 2002-2003 through 2006-2007 school years were also compiled and are listed in Appendix A. The number of similar responses are indicated in parentheses on the following pages.

The teacher survey allowed the subjects to make comments in regard to the four components of the induction program. Throughout the five years of the study, similar comments were given on each component. Fifteen percent of the subjects indicated that the New Teacher Orientation provided good district-wide information. Ten percent indicated that the orientation provided an excellent opportunity for the new teachers to meet fellow first-year teachers and other administrators.

Comments related to the formal mentoring program indicated 32% of the respondents believed that the information shared by the mentor was the most helpful part of the mentoring. Eight percent indicated that their mentor had negative attitudes including gossip and lack of respect for their peers. These negative mentors could have affected the attitudes of their mentees resulting in mentees assigning a low value to the formal mentoring program.

The Professional Development Plan was perceived by 20% of the respondents to be positive in relation to the growth opportunities it provided first year teachers. Teachers indicated they were able to benefit from setting goals and from formalizing their growth plans for their first year. Fourteen percent of respondents felt that the paperwork was burdensome and that the document itself was not practical but, rather, an *assignment.*

Training New Teachers was viewed by all of the respondents as positive, informational, and helpful in bringing them together with other peers. Principals and presenters were considered up-to-date and capable in their field according to 33% of the respondents. Twenty-two percent benefitted from the discussion, and 28% valued the discussion with other beginning teachers.

Overall, 96% of the comments were favorable and in support of the overall Induction Program and its value to first-year teachers. Only 4% provided a negative comment regarding

the overall program. These negative responses were related to the mentors' lack of professionalism.

The mean Likert scores were computed for each survey question to track the progression of how effective the various programs were perceived to be according to the first year teachers surveyed. The scores were tabulated by assigning a value of 4 for *very beneficial* responses, a score of 3 for *somewhat beneficial* responses, a score of 2 for *unsure* responses, and a score of 1 for *not beneficial* responses.

For Figures 1-4, the reader is cautioned to be wary of the y-axis scales. These figures are presented as descriptive statistics as opposed to inferential statistics.

As Figure 1 depicts, the perceived beneficial value of the New Teacher Orientation at the beginning of the school year, in terms of the mean Likert score, decreased after the first year of study from 3.48 to 3.45 before climbing to 3.53 and 3.62 in the following two years until decreasing slightly to 3.6 in the final year of the study.
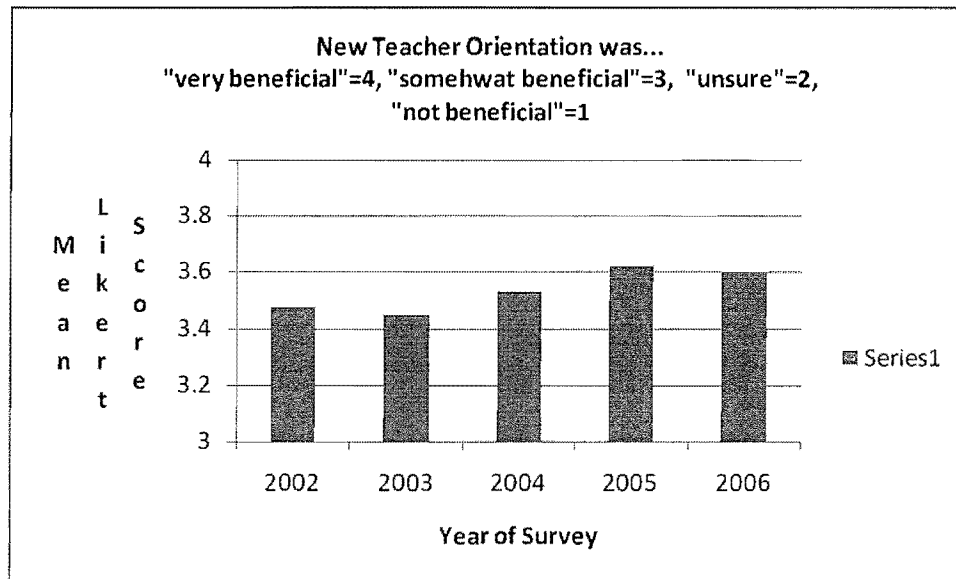
Figure 1

Mean Likert Scores from First-Year Teachers Regarding Perceived Effectiveness of New Teacher Orientation Program

As Figure 2 indicates, the first-year teachers' perceived value of the formal mentoring program showed an overall gain in mean Likert scores from a low of 3.66 in 2002-2003 to a peak of 3.9 in 2005-2006 before declining slightly in 2006-2007 to 3.88.
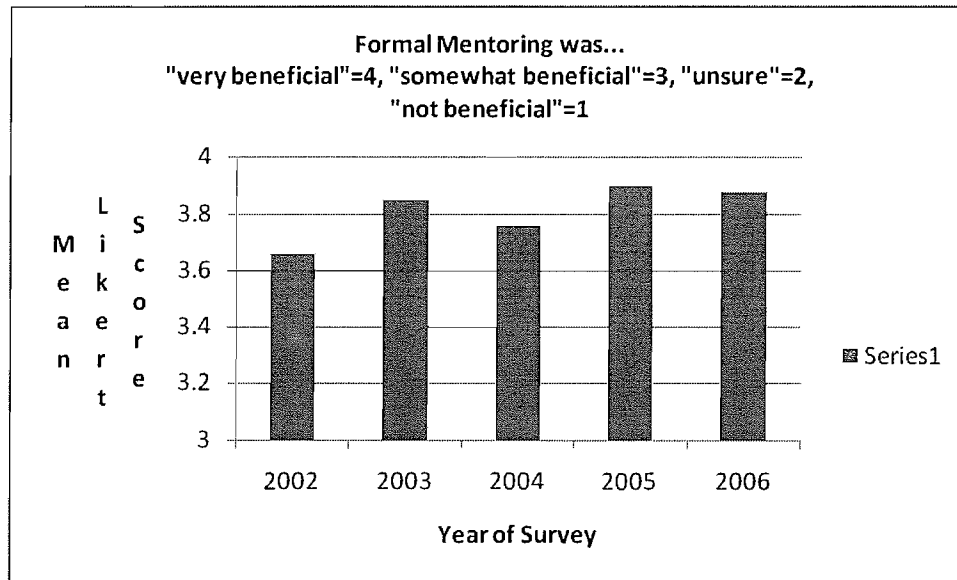

Figure 2

Mean Likert Scores from First-Year Teachers Regarding Perceived Effectiveness of the Formal

Mentoring Program

As Figure 3 indicates, the first-year teachers' perceptions of the effectiveness of the

district's Formal Professional Development Plan illustrated overall gains during the years of

study beginning with a mean likert score of 2.98 during the 2002-2003 school year and

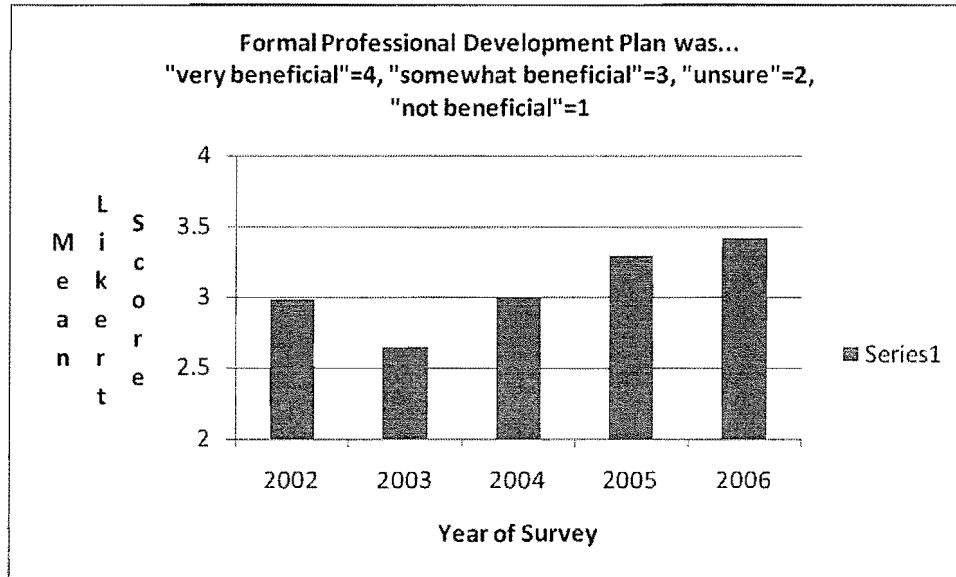culminating in a 3.42 mean Likert score during the final year of the study, 2006-2007.

Figure 3

Mean Likert Scores from First-Year Teachers Regarding Perceived Effectiveness of Formal

Professional Development Plan

As illustrated in Figure 4, the mean likert scores for the perceived effectiveness of the

Training New Teachers Program (TNT) showed a modest gain from 2002-2003 (3.92) to 2003-

2004 (3.95) before it dropped to 3.9 for the 2004-2005 and 2005-2006 school years and finally

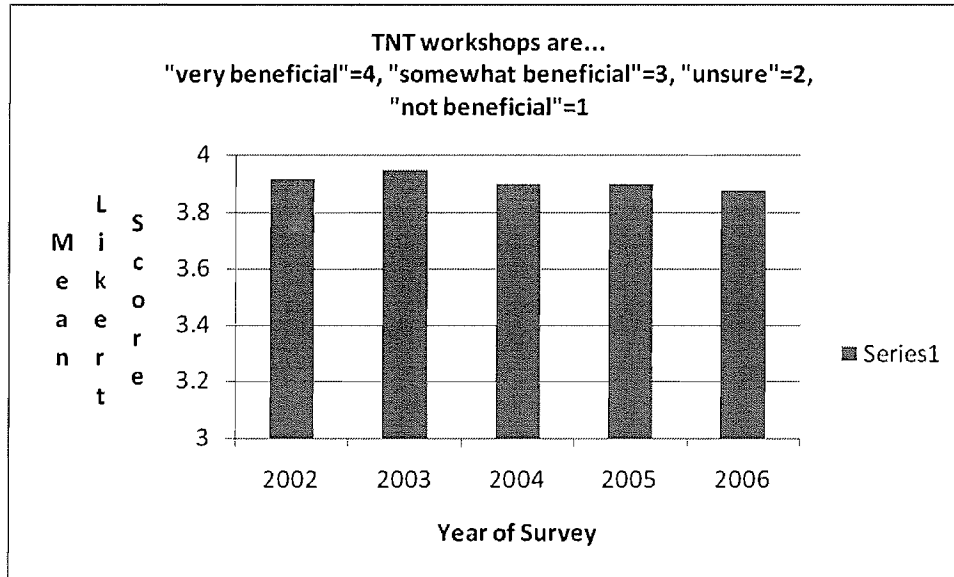registered a score of 3.88 for the final year of the study, 2006-2007.

Figure 4

Mean Likert Scores from First-Year Teachers Regarding Perceived Effectiveness of Training

New Teachers (TNT) Workshops

Table 2 depicts the mean likert scores as assigned by first-year teachers surveyed during

the years of study (2002-2003 through 2006-2007) for each portion of the Fort Zumwalt School

District's cumulative New Teacher Induction Program.

Table 2

Mean Likert Scores from First-Year Teachers Regarding Perceived Effectiveness of Each

Component of the Fort Zumwalt School District's New Teacher Induction Program

Was the New Teacher Orientation (at the beginning of the year)

	2002-2003 54 Surveyed	2003-2004 20 Surveyed	2004-2005 52 Surveyed	2005-2006 51 Surveyed	2006-2007 26 Surveyed
Mean Likert Survey Score	3.48	3.45	3.53	3.62	3.6

Was the Formal Mentoring Program

	2002-2003 54 Surveyed	2003-2004 20 Surveyed	2004-2005 52 Surveyed	2005-2006 51 Surveyed	2006-2007 26 Surveyed
Mean Likert Survey Score	3.66	3.85	3.76	3.9	3.88

Was the Formal Professional Development Plan

	2002-2003 54 Surveyed	2003-2004 20 Surveyed	2004-2005 52 Surveyed	2005-2006 51 Surveyed	2006-2007 26 Surveyed
Mean Likert Survey Score	2.98	2.65	3.0	3.29	3.42

The TNT Workshops were

	2002-2003 54 Surveyed	2003-2004 20 Surveyed	2004-2005 52 Surveyed	2005-2006 51 Surveyed	2006-2007 26 Surveyed
Mean Likert Survey Score	3.92	3.95	3.90	3.90	3.88

4 = Very Beneficial, 3 = Somewhat Beneficial, 2 = Unsure, 1 = Not Beneficial

Table 3 details the mean Likert scores that Fort Zumwalt School District administrators

assigned to the various components of the district's New Teacher Induction Program during the

2007-2008 school year.

Table 3

Mean Likert Scores Assigned by Fort Zumwalt Administrators Depicting Perceived

Effectiveness of Each Component of the New Teacher Induction Program

Was the New Teacher Orientation (at the beginning of the year)

	2007-2008 15 Surveyed
Mean Likert Survey Score	3.73

Was the Formal Mentoring Program

	2007-2008 15 Surveyed
Mean Likert Survey Score	3.60

Was the Formal Professional Development Plan

	2007-2008 15 Surveyed
Mean Likert Survey Score	3.73

The TNT Workshops were

	2007-2008 15 Surveyed
Mean Likert Survey Score	4.00

As indicated in Table 4, 46.7% of the Fort Zumwalt administrators indicated that they

believed Mentoring to be the most effective component of the New Teacher Induction.

However, the TNT responses were 100% *very beneficial* with the New Teacher Orientation

receiving 80%, and both Mentoring and the Professional Development Plan receiving 73 %.

Mentoring also received the highest *unsure* responses of 13.3%. In all, no component received a

not beneficial response clearly stating the administrators' feelings that the Induction Program

was effective.

Table 4

Administrative Survey
2007-2008 School Year (15 Total Administrative Respondents)

Was the New Teacher Orientation Program	2007-2008	
	Raw Count	Percentage
Very Beneficial	12	80%
Somewhat Beneficial	2	13.3%
Unsure	1	6.6%
Not Beneficial	0	0%

Was the Formal Mentoring Program	2007-2008	
	Raw Count	Percentage
Very Beneficial	11	73.3%
Somewhat Beneficial	2	13.3%
Unsure	2	13.3%
Not Beneficial	0	0%

Was the Formal Professional Development Plan	2007-2008	
	Raw Count	Percentage
Very Beneficial	11	73.3%
Somewhat Beneficial	4	26.7%
Unsure	0	0%
Not Beneficial	0	0%

The TNT Workshops were	2007-2008	
	Raw Count	Percentage
Very Beneficial	15	100%
Somewhat Beneficial	0	0%
Unsure	0	0%
Not Beneficial	0	0%

The Most Effective Component of the New Teacher Induction Program was	2007-2008	
	Raw Count	Percentage
Mentoring	7	46.7%
Professional Development	2	13.3%
New Teachers	2	13.3%
TNT	4	26.7%

Administrators' comments from those surveyed during the fall of the 2007 school year included the following.

<u>New Teacher Orientation (Comments)</u>

- "We should continue to adjust...sometimes it overwhelms them."

- "I feel we could do even more by adding a couple of half days."

- "We should make sure we don't information overload them!"

- "I miss having new teachers in our buildings that day."

- "Lots of information, but necessary."

<u>Formal Mentoring Program (Comments)</u>

- "Dependent on good mentor."

- "Could be the most effective part."

- "Training for mentors is key."

- "Sometimes it forces growth for mentor."

- "Good, but must include release time for observations back and forth."

<u>The TNT Workshops (Comments)</u>

- "Great way to develop relationships vertically and horizontally."

- "Inspiring for presenters and guests speakers."

- "My teachers usually regretted going, but were VERY glad when it was said and done."

- "Probably the 'glue' to hold the teachers together."

- "Don't change any portion of TNT."

<u>Overall Comments on the Effectiveness of the Entire New Teacher Induction Program</u>

- "Always room to improve and evaluate."

- "Nice first year induction."

- "Usually get good feedback."

- "Need more mentor training."

Results of Chi-Square Analyses for testing Hypotheses

Table 5 depicts the results of the Chi-Square analysis conducted to examine the growth of the perceived effectiveness of the New Teacher Orientation from the 2002-2003 school year to the 2006-2007 school year. (H_o: There was no significant growth for the perceived values of the New Teacher Orientation program from 2002-2003 to 2006-2007.) While the mean Likert scores of the teacher survey results yielded gains from the beginning of the study (2002-2003) to the final year of the study (2006-2007), there was not a statistically significant relationship between years one and five of the study regarding the New Teacher Orientation (χ^2 (3, $N = 80$) = 0.984, $p = .6114$). As the p-value was greater than .05, the null hypothesis was not rejected suggesting that there was no significant growth for the perceived values of the New Teacher Orientation program from the first year of the study to the final year of the study.

Table 5

<u>Chi-Square Analysis of Teacher Survey Scores Regarding the New Teacher Orientation from the</u>

<u>First Year of the Study (2002-2003) to the Last Year of the Study (2006-2007)</u>

χ^2	<u>df</u>	p-value
0.984	3	.6114

Table 6 shows the results of the Chi-Square analysis conducted to examine the growth of the perceived effectiveness of the Formal Mentoring Program from the 2002-2003 school year to the 2006-2007 school year. (H_o: There was no significant growth for the perceived values of the Formal Mentoring Program from 2002-2003 to 2006-2007.) Once again, while mean Likert scores indicated a higher perceived value of effectiveness from the first year of study to the final year of study, there was no statistically significant relationship between years one and five of the study regarding the Formal Mentoring Program when testing the frequencies of the Chi-Square (χ^2 (3, $N = 80$) = 2.578, $p= .4614$). As the p-value was greater than .05, the null hypothesis was not rejected suggesting that there was no significant growth for the perceived values of the Formal Mentoring Program from the first year of the study (2002-2003) to the final year of the study (2006-2007).

Table 6

Chi-Square Analysis of Teacher Survey Scores Regarding the Formal Mentoring Program from the First Year of the Study (2002-2003) to the Last Year of the Study (2006-2007)

χ^2	df	p-value
2.578	3	.4614

Table 7 illustrates the results of the Chi-Square analysis conducted to examine the growth of the perceived effectiveness of the Formal Professional Development Plan from the 2002-2003 school year to the 2006-2007 school year. (H_o: There was no significant growth of the perceived value of the Professional Development Plan when comparing the 2002-2003 school year to the 2006-2007 school year.) As the mean Likert scores indicate, there were increased improvements in the perceived value of the Professional Development Plan from the first year of

the study to the last year of the study. Furthermore, there was a statistically significant

relationship between the results of the two years of study (χ^2 (3, N = 80) = 7.892, p=.0483).

Therefore, since the p-value was less than .05, the null hypothesis was rejected suggesting that

there was significant statistical growth of the perceived value of the Professional Development

Plan when comparing the 2002-2003 school year to the 2006-2007 school year.

Table 7

Chi-Square Analysis of Teacher Survey Scores Regarding the Formal Professional Development

Plan from the First Year of the Study (2002-2003) to the Last Year of the Study (2006-2007)

χ^2	df	p-value
7.892	3	.0483

Figure 5 illustrates the raw counts of data comparing the survey results from the

Professional Development Plan component of the Fort Zumwalt School District Teacher

Induction Program from the 2002-2003 and 2006-2007 school years.

Comparison of Survey Results on Professional Development Plan from 2002-2003 and 2006-2007

70
60
50
40
30
20
10
0

R
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C
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t

■ 2002-2003
▒ 2006-2007

VB   SB   UN   NB

Survey Response Choices
VB=very beneficial; SB=Somewhat beneficial; UN=unsure; NB=not
beneficial
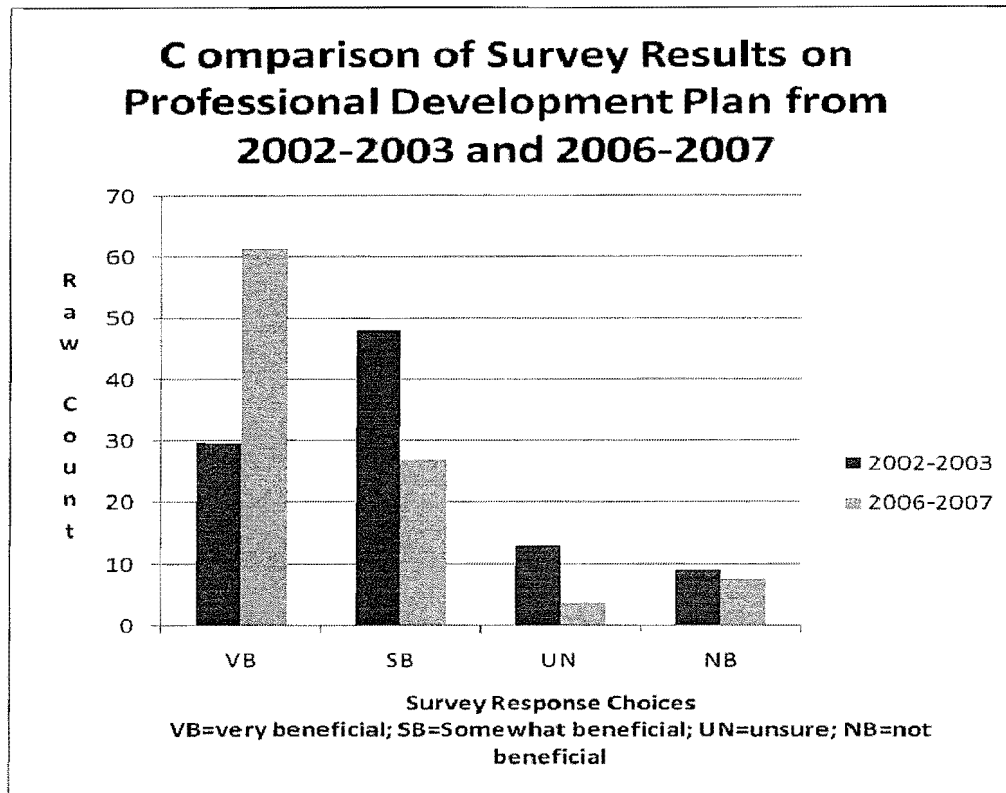
Figure 5

Comparison of Survey Results on Professional Development Plan from 2002-2003 and 2006-

2007 School Years

Table 8 illustrates the results of the Chi-Square analysis conducted to examine the growth

of the perceived effectiveness of the Training New Teachers (TNT) Program from the 2002-2003

school year to the 2006-2007 school year. (H_o: There was no significant growth in the perceived

value of the TNT program from 2002-2003-2006-2007.) While the mean Likert scores of the

survey results did not vary greatly from the first year of the study (2002-2003) to the last year of

the study (2006-2007), there was no statistically significant relationship between the two years

of study (χ^2 (3, $N = 80$) = 2.433, $p = .2963$). Since the p-value was greater than .05, the null

hypothesis was not rejected suggesting that there was no statistically significant growth in the

perceived value of the TNT program from the first year of study to the final year of the study.

Table 8

Chi-Square Analysis of Teacher Survey Scores Regarding the Training New Teachers Program

(TNT) from the First Year of the Study (2002-2003) to the Last Year of the Study (2006-2007)

χ^2	df	p-value
2.433	3	.2963

Table 9 displays the results of the Chi-Square analysis conducted on the teacher survey

results from the 2006-2007 school year compared to the administrative survey results during the

same year regarding the New Teacher Orientation. (H_o: There was no statistically significant

difference between the teacher and administrator survey results from the 2006-2007 school year

regarding the New Teacher Orientation.) As the data indicate, there was no statistically

significant relationship (χ^2 (3, $N = 80$) = 1.628, $p = .4431$) between the two sets of survey

studies. Since the p-value was greater than .05, the null hypothesis was not rejected indicating

that there was no statistically significant difference between the teacher and administrator survey

results from the 2006-2007 school year regarding the New Teacher Orientation.

Table 9

Chi-Square Analysis of Teacher Survey Scores Regarding the New Teacher Orientation during

the 2006-2007 School Year Compared to the Administrative Survey Results from the Same Year

χ^2	df	p-value
1.628	3	.4431

Table 10 displays the results of the Chi-Square analysis conducted on the teacher survey

results from the 2006-2007 school year compared to the administrative survey results during the

same year regarding the Formal Mentoring Program. (H_0: There was no statistically significant difference between the teacher and administrator survey results from the 2006-2007 school year regarding the Formal Mentoring Program.) As the data indicate, there was no statistically significant relationship (χ^2 (3, $N = 41$) = 3.754, $p = .1531$) between the two sets of survey studies. Therefore, as the p-value was greater than .05, the null hypothesis was not rejected indicating that there was no statistically significant difference between the teacher and administrator survey results from the 2006-2007 school year regarding the Formal Mentoring Program.

Table 10

Chi-Square Analysis of Teacher Survey Scores Regarding the Formal Mentoring Program during the 2006-2007 School Year Compared to the Administrative Survey Results from the Same Year

χ^2	df	p-value
3.754	3	.1531

Table 11 displays the results of the chi-square analysis conducted on the teacher survey results from the 2006-2007 school year compared to the administrative survey results during the same year regarding the Formal Professional Development Plan. (H_0: There was no statistically significant difference between the teacher and administrator survey results from the 2006-2007 school year regarding the Formal Professional Development Plan.) As the results indicate, there was no statistically significant relationship (χ^2 (3, $N = 41$) = 1.932, $p=.5866$) between the two sets of survey studies. Therefore, as the p-value was greater than .05, the null hypothesis was not rejected indicating that there was no statistically significant difference between the teacher and

administrator survey results from the 2006-2007 school year regarding the Formal Professional

Development Plan.

Table 11

Chi-Square Analysis of Teacher Survey Scores Regarding the Formal Professional Development

Plan during the 2006-2007 School Year Compared to the Administrative Survey Results from

the Same Year

χ^2	df	p-value
1.932	3	.5866

Table 12 displays the results of the Chi-Square analysis conducted of the teacher survey

results from the 2006-2007 school year compared to the administrative survey results during the

same year regarding the Training New Teachers Program (TNT). (H_o: There was no statistically

significant difference between the teacher and administrator survey results from the 2006-2007

school year regarding the Training New Teachers Program.) As the results indicate, there was

no statistically significant relationship (χ^2 (3, $N = 41$) = 1.213, $p = 0.5452$) between the two sets

of survey studies. Since the p-value was greater than .05, the null hypothesis was not rejected

indicating that there was no statistically significant difference between the teacher and

administrator survey results from the 2006-2007 school year regarding the Training New

Teachers Program (TNT).

Table 12

Chi-Square Analysis of Teacher Survey Scores Regarding the Training New Teachers Program

(TNT) during the 2006-2007 School Year Compared to the Administrative Survey Results from

the Same Year

χ^2	df	p-value
1.213	3	.5452

Table 13

Teachers Surveyed Who Left Fort Zumwalt School District Following Their First Year of

Teaching

School Year	Number of Teachers Surveyed	Resigned	
		Raw Count	Percentage
2002-2003	54	1	1.9%
2003-2004	20	0	0%
2004-2005	52	1	1.9%
2005-2006	51	2	3.8%
2006-2007	26	0	0%

Analysis of the Data

In years 2002-2007, fewer than four percent of the first year teachers surveyed left the

Fort Zumwalt School District after their first year. More teachers resigned from the district after

their first year at the conclusion of the 2005-2006 school year than after any other year of the

study. Not one first year teacher resigned at the conclusion of the school years 2003-2004 and

2006-2007.

Inductive Conclusions

Data indicated that first year teachers believe strongly in the value of an induction

program. The results indicated that there was a need for a formal mentoring / professional

development program to exist in the Fort Zumwalt School District. The authors believe that the

research and the results support the notion that providing a formal induction program for

beginning teachers increases the teacher's overall job performance according to teachers'

perceptions. Results indicated a statistically significant area of growth in one component of the

teacher induction program. The Professional Development Plan showed a statistically

significant increase in perceived benefit from the first year of the study to the last year of the

study. However, there was sufficient evidence in the pure percentages that each Induction

Program component was indeed perceived as effective and beneficial to first year teachers.

Summary

Do beginning teachers benefit from a formal induction program? Ninety-five percent of

the beginning teachers in the Fort Zumwalt School District during the five-year study said *yes*, a

formal mentoring program / professional development program is beneficial. Forty-eight percent

of beginning teachers stated that the most effective component of the formal program was the

mentoring. Fort Zumwalt has found its program to be successful in helping young teachers

develop. Retention data indicated that fewer than five percent of first year teachers left the Fort Zumwalt School district at the end of their first year of teaching during this study. Beginning teachers have clearly perceived that their professional needs are being met during their first year in teaching.

DISCUSSION

The implications of a formal induction program for beginning teachers is worthy of consideration and routine reflection for all school districts. As the research and results of this study indicate, such programs do indeed enhance beginning teachers' perceptions of their first year of teaching. Beginning teachers need and want support and guidance. The expectation and importance of feeling successful at teaching is imperative as a teacher begins his/her career as a professional educator.

Implications for Effective Schools

School districts need to assist beginning teachers in developing skills needed for the *real* classroom. College courses do not fully prepare beginning teachers for all that they will encounter in their first year of teaching. A formal induction program could be a requirement for all school districts in order to ensure proper preparation of beginning educators. To have an effective school is to have effective instruction. Effectiveness comes from those who facilitate learning. Perceived effectiveness is essential as educators begin their careers. Their success, or lack of success, is either a motivator or a deterrent to future success.

Recommendations

A formal induction program is essential in the growth process of beginning teachers. However, the following recommendations are respectfully submitted to ensure the quality of induction programs and the effectiveness of all established components.

New teacher orientation should take place prior to the beginning of the school year, and workshops and professional development opportunities should be covered over a period of days, not merely hours. Beginning teachers expressed the importance of more preparation time before school begins, not just attend once at a one-day orientation during the week prior to school. This new teacher orientation needs to be active and productive in providing a sense of support and confidence to beginning teachers. Orientation should include district-wide information, as well as information specific to the individual teacher's school building. Beginning teachers must feel prepared entering their first year of teaching and should be exposed to other staff as early as possible to begin professional collaboration.

It is imperative that proper personnel are selected as mentors. A comprehensive mentor training program needs to be designed and completed by all personnel desiring to be a mentor. A veteran teacher is not necessarily a strong teacher or mentor. The first year teachers clearly stated in their completed surveys that a prepared, qualified mentor made a significant difference in their beginning teaching experience. Mentors should be teaching the same grade and/or subject area as the mentee to make the sharing of information the most helpful. A personal and professional connection between the mentor and mentee helps foster a meaningful and trusted relationship. The relationship needs to be mutually respectful, confidential and supportive. Mentees should be given the opportunity to observe veteran teachers. Mentors clearly need to be partially accountable for the development of their mentees and accountable for meeting the guidelines for providing mentee support. Mentoring must become an active process. Mentors and mentees must have an established schedule to follow throughout the year.

The professional development plan is also an important part of the beginning teacher's development during the first year of teaching. The mentor and mentee must meet regularly to develop, and then a set plan to follow must be instituted. The professional development plan must also be active. Observations, workshops, meetings, training, and many additional learning activities need to be incorporated into the professional development plan. Goals must be established to assist in guiding the development process. Paperwork should be kept to a minimum with concentration on personal and professional improvement, objectives and goals. A professional development plan should be a supplement to the overall growth process. Careful consideration must be given in order to insure that this document and subsequent practice not become a burden on either the mentor or the mentee.

TNT (Training New Teachers) was clearly perceived as rewarding to beginning teachers. Ideas should be shared and collegial discussions should take place. At monthly meetings, district administration presentations must include pertinent information relative to observations and evaluations, teaching and learning, and curriculum. Teachers should be divided into small groups to discuss the topics more comprehensively. This type of collaboration builds relationships and enhances professional discussion among new educators. This portion of the induction program is essential to creating a foundation between the teachers and the district.

Further studies related to the success of a Teacher Induction Program could benefit from more thorough surveying procedures. All first year teachers should be required to fill out the studied questionnaire, not just those attending the last session of TNT. Questions related to the Mentor/Mentee relationship should be developed to assist in garnishing more information relating to productive dialogue between the teacher and mentee. Exit surveys would also serve to evaluate reasons for the attrition rate. New teacher job satisfaction could be evaluated more

thoroughly with that data. Likewise, observation and evaluation information could be analyzed

to study the correlation between teacher perceived benefit and actual teacher performance during

the first year and the impact of the induction programming on teacher success.

Summary

The implementation of an induction program was an important step for school districts

toward ensuring the quality of beginning teachers' development. The Fort Zumwalt School

District has established such a plan, and it clearly provided beginning teachers the added support

and guidance they need in order to feel successful and work toward success. A formal mentoring

/ professional development program was a necessity and the plan currently in place in the Fort

Zumwalt School District is an appropriate example for other school districts to follow.

Beginning teachers undoubtedly benefitted from a formal program that included effective

mentoring, a well-conceived professional development plan, and orientation activities and

trainings. If leadership assists beginning teachers with improvement of their teaching skill,

through the aforementioned programming, then the students' learning experiences are enhanced

and, hopefully, student achievement improved.

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APPENDIX A

First Year Teacher Survey Responses From 2002-2003 to 2006-2007 Surveys

New Teacher Orientation (Comments)

- "It provided an excellent introduction to the district." (5)

- "Everything was new to me and everyone, so this was a good opportunity to see things and meet people." (3)

- "Good, concise overview of need to know stuff."

- "Nice, practical information."

- "Helped me to realize there were a lot of us in same boat."

- "Perfect way to start year out."

- "Made me feel like other staff in the same boat."

- "Less nervous about first day."

- "Anticipated things that we'd need."

- "Re-focused our attention on students."

- "Good flow of information and good pace."

- "Good program. Lots of information for 1 day."

- "It was inspiring."

- "As a SPED teacher, I would have liked more SPED information."

- "Would have liked a section in binder with forms."

- "Introduction to new procedures very helpful."

- "Assisted with my comfort level of school starting."

- "Appreciated the fact that the district had considered our needs – Awesome!"

- "Nice presentations with good handouts."

APPENDIX A (continued)

- "Keep it shorter because I was anxious to get in my classroom."

- "Really enjoyed the presentations."

- "I had trouble finding the high school, maybe it could be done at all levels."

Formal Mentoring Program (Comments)

- "My mentor was an angel! She helped me survive my first year of teaching!"

- "I had a wonderful mentor. Her guidance and feedback was very helpful. She was always attentive and a source of valuable information." (25)

- "My mentor did not meet with me very often and was not at all approachable. She had an extremely negative attitude regarding students and administration." (2)

- "Loved my mentor."

- "I liked my mentor, but I think that many of my own ideas were more effective."

- "A good shoulder to unload on."

- "Always nice to work with colleagues."

- "I enjoyed having someone to talk to weekly, especially when the principal was too busy."

- "It prepared me for my observation and evaluation. I knew what to expect."

- "Needs to remain confidential. I couldn't be 100% candid."

- "Might seek ways to improve training for mentors. Mine was clueless at times."

- "Mentor idea good yet too labor intensive."

- "Good to have a friendly face to consult."

- "Forced good talk about profession."

- "Kept me on my 'game'."

APPENDIX A (continued)

Professional Development Plan (Comments)

- "I liked the goals that we set; it is nice to recognize the growth that took place." (5)

- "Great reflection."

- "I didn't like the extra paperwork, but understand its importance." (3)

- "Good to put goals on paper."

- "Not a great 'working document'."

- "Helped me stay focused, but too timely."

- "Seemed like another 'assignment'."

- "I saw the value, but not sure it really affected teaching and learning."

- "Excellent reminder of our 'purpose'."

- "Concept good, although seemed like only a mandatory thing. My mentor never reviewed the information we wrote."

- "The plan might need a 2nd and 3rd year extension."

- "It was fine and not too time consuming."

- "Helpful putting plan in writing."

- "Kept me on track and focused."

- "Assisted with accountability."

- "Reminded me of a class in college – good to put actions into words."

- "Made the mentor and I stay on topic."

Training New Teachers (TNT) (Comments)

- "Nice to see new colleagues on a regular basis" (4)

APPENDIX A (continued)

- "It was fun to interact with the principals that we wouldn't routinely meet."

- "I enjoyed the discussion." (5)

- "I liked the way we shared scenarios and discussed problems."

- "Good practical information."

- "It was relaxing and informative....good food, too."

- "You created a safe environment to vent concerns."

- "I felt like it was an excellent use of my time and the presentations were relevant." (8)

- "Fast-paced and up-tempo."

- "This was the best part of the program and I looked forward to it."

- "Thanks for starting and ending on time."

- "I appreciated the principals' candor and patience with the questions."

- "I liked TNT the best and actually looked forward to it."

- "I met people that I will stay in touch with especially when I need a boost."

- "Could we do this again next year?"

Overall Comments on the Effectiveness of the Entire New Teacher Induction Program

- "I think it was great and very helpful. Thanks!"(5)

- "Choose mentor more wisely. It makes a big difference who your mentor is." (3)

- "Have the building principal be more involved in the setting."

- "Mentor / mentee should teach same subject."

- "For new teachers, I feel the induction program should start more in advance of the school year. I think this would ensure a more focused and relaxed perspective on the upcoming school year."

APPENDIX A (continued)

- "Wish we could continue to meet!"

- "Loved my mentor, but others not so lucky."

- "Too bad it couldn't have been on release days instead of during/after school."

- "I graduated from Fort Zumwalt, it made me proud."

- "Nicely done, just overwhelming at times."

- "I really feel a part of Ft. Zumwalt now."

- "Many parts made me think even when I wouldn't have made time to."

- "Liked the TNT the most!"

- "Overall very beneficial, just sometimes the timing was inconvenient."

- "Much prep from staff which made me give my best effort."

- "Also assisted the mentors and kept them current!"

APPENDIX B

Administrative Survey for 2006-2007

Was the New Teacher orientation (at the beginning of the year)
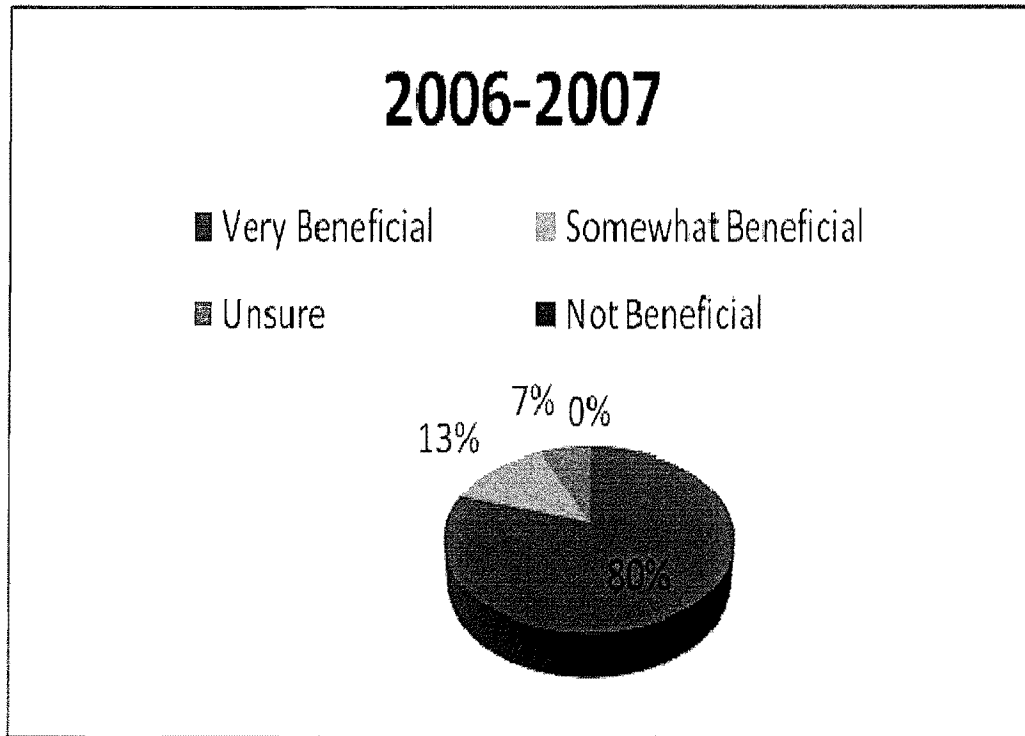
APPENDIX C

Administrative Survey for 2006-2007

Was the formal Mentoring Program

2006-2007

- Very Beneficial
- Somewhat Beneficial
- Unsure
- Not Beneficial

13%   0%

14%

7%%
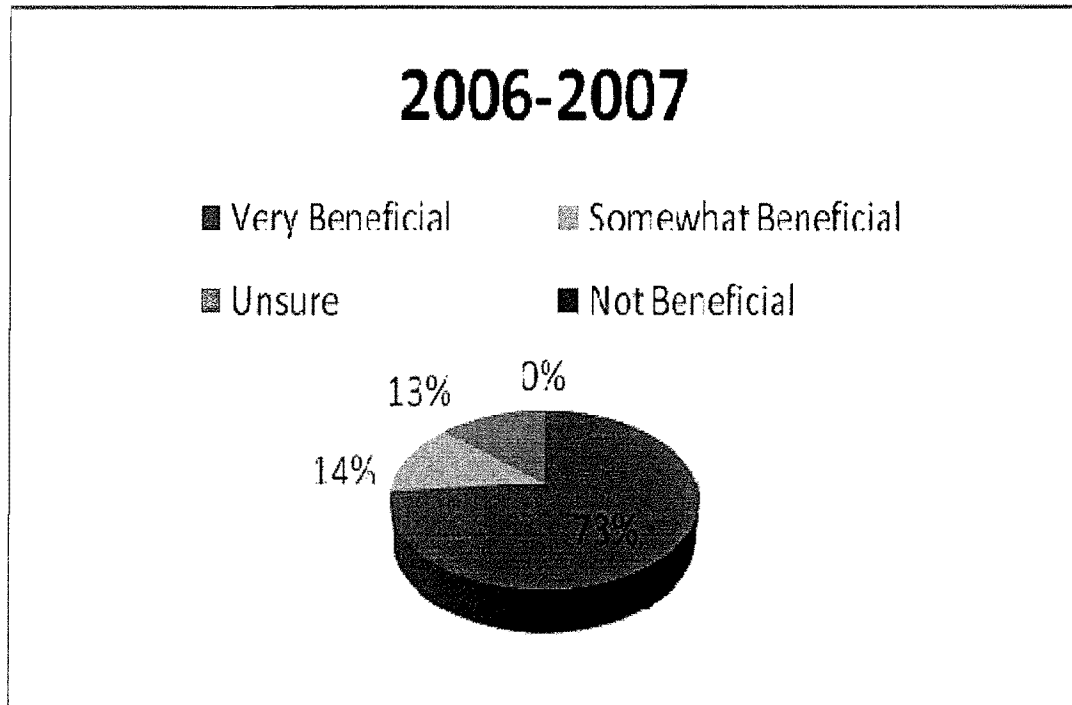
APPENDIX D

Administrative Survey for 2006-2007

Was the Formal Professional Development Plan
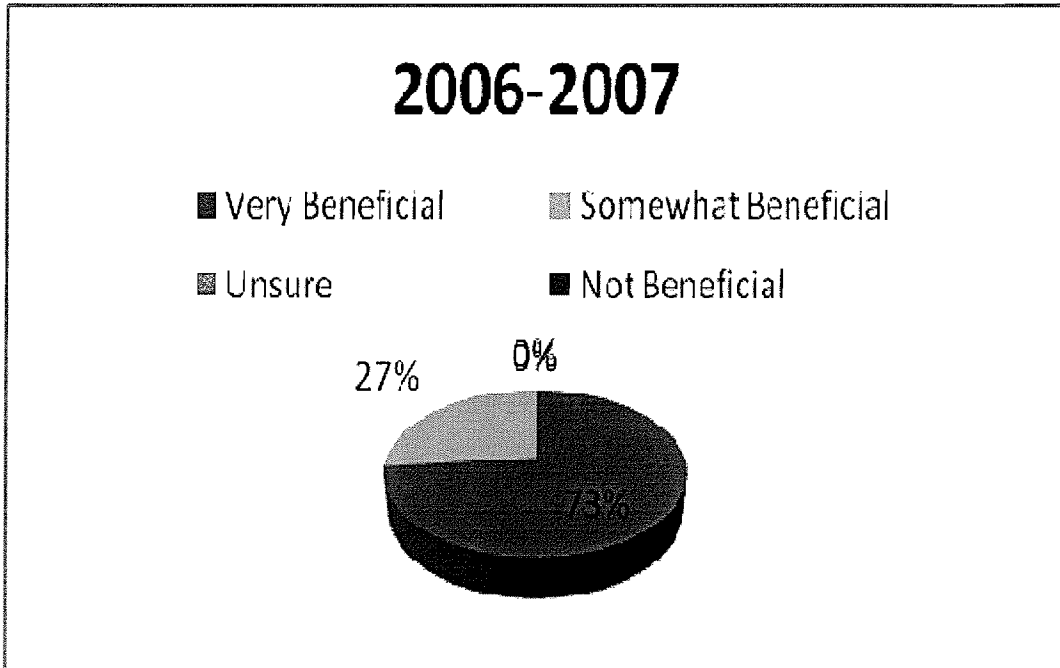
APPENDIX E

Administrative Survey for 2006-2007

The TNT Workshops were
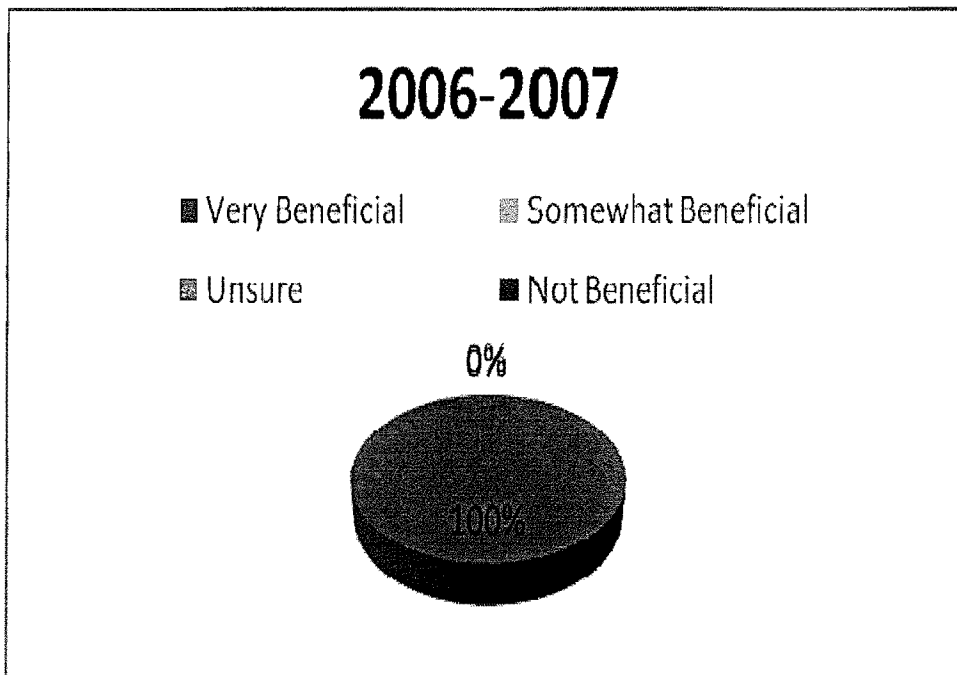
APPENDIX F

Administrative Survey for 2006-2007

The most effective component of the New Teacher Induction Program was

2006-2007

■ Mentoring   ▒ Professional Development

▒ New Teachers   ■ TNT

27%

47%

13%

13%
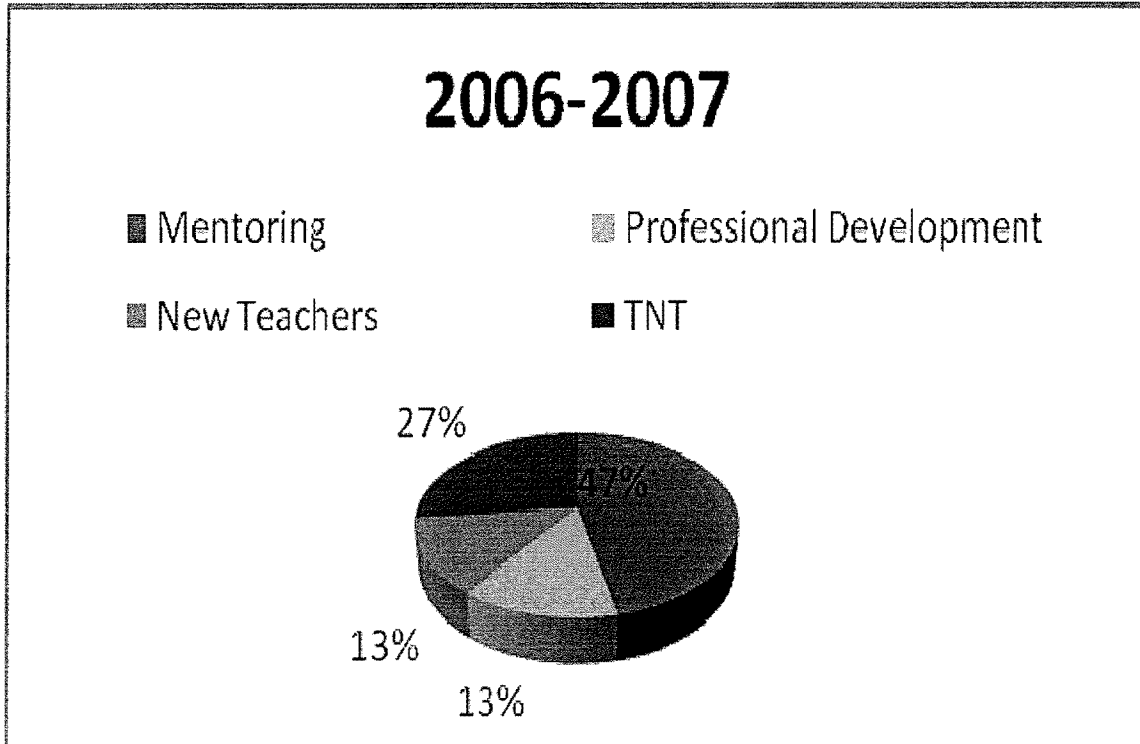
APPENDIX G

2002-2003 Teacher Survey Results

Was the New Teacher Orientation (at the beginning of the year)

2002-2003

- Very Beneficial
- Somewhat Beneficial
- Unsure
- Not Beneficial

5% 0%

41% 54%
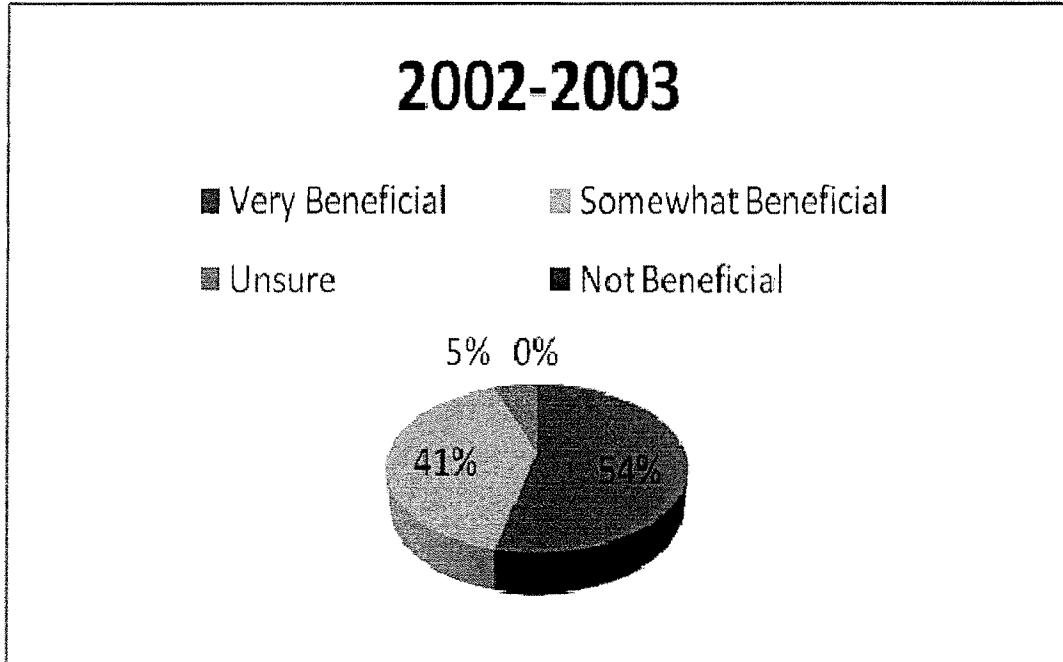
APPENDIX H

2002-2003 Teacher Survey Results

Was the Formal Mentoring Program

2002-2003

■ Very Beneficial ▧ Somewhat Beneficial

▧ Unsure ■ Not Beneficial

17% 5% 2%

76%
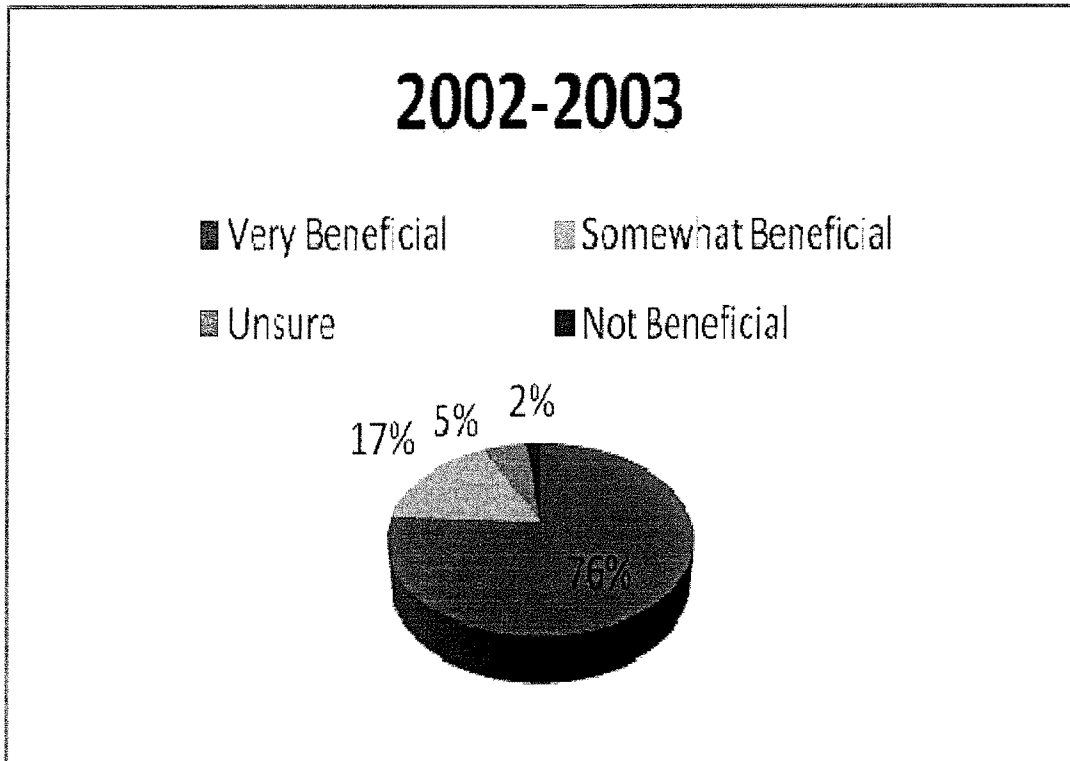
APPENDIX I

2002-2003 Teacher Survey Results

Was the Formal Professional Development Plan

2002-2003

■ Very Beneficial   ▦ Somewhat Beneficial

▦ Unsure   ■ Not Beneficial

9%

13%   30%

48%
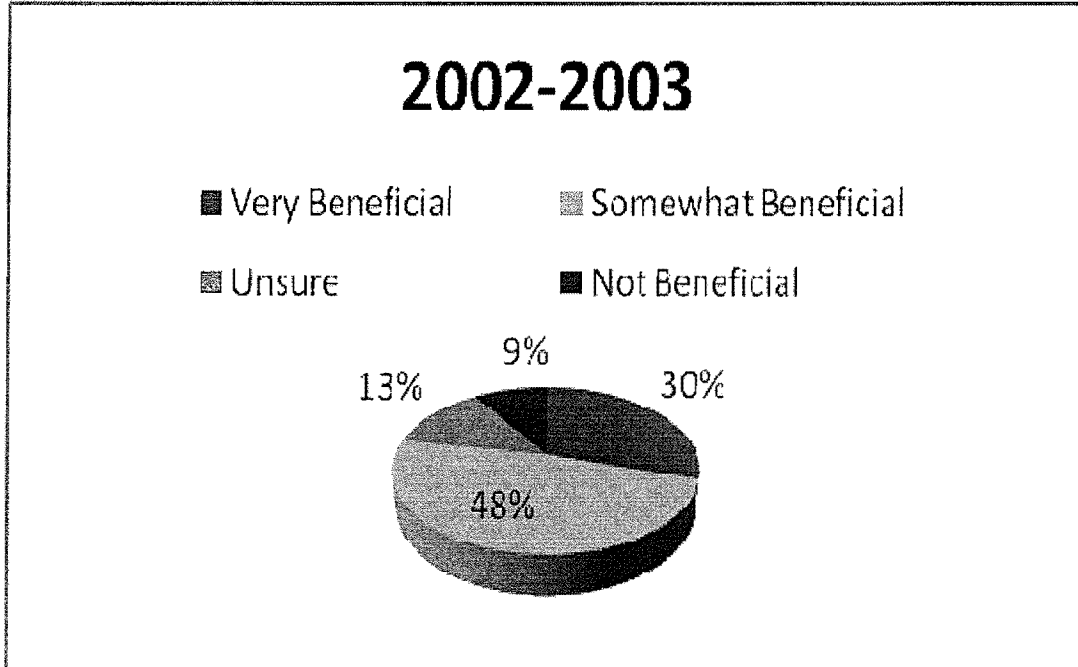
APPENDIX J

2002-2003 Teacher Survey Results

The TNT Workshops were

2002-2003

- Very Beneficial
- Somewhat Beneficial
- Unsure
- Not Beneficial

0%   0%

7%

93%
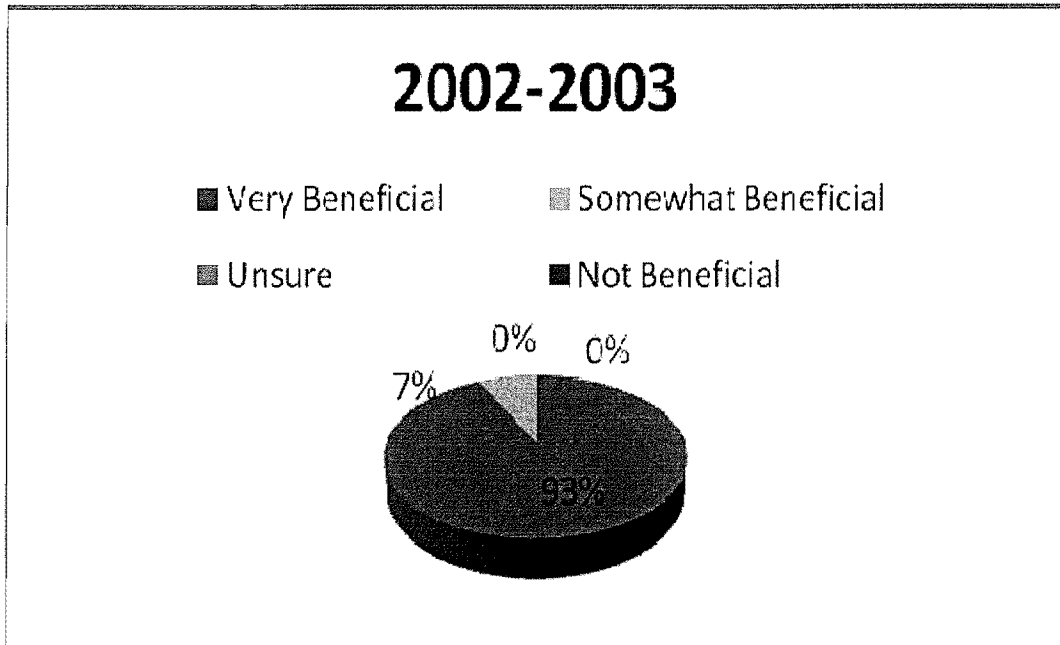
APPENDIX K

2002-2003 Teacher Survey Results

The Most Effective Component of the New Teacher Induction Program was

2002-2003

■ Mentoring ■ Professional Development

■ New Teacher ■ TNT

26% 41%

13% 20%
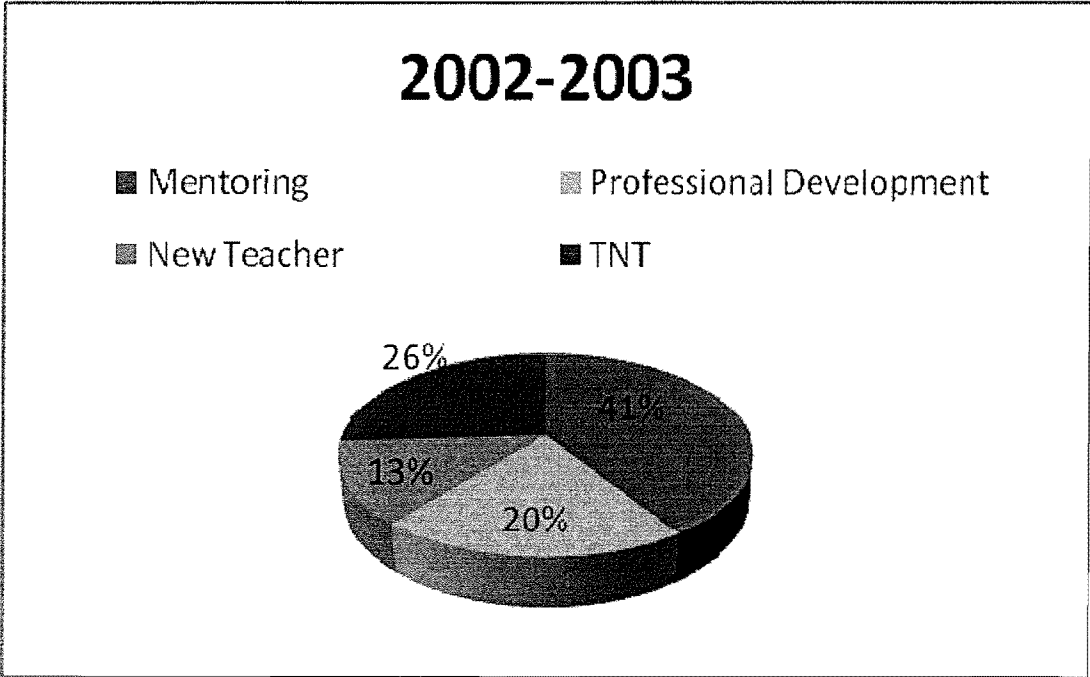
APPENDIX L

2003-2004 Teacher Survey Results

Was the New Teacher Orientation (at the beginning of the year)

2003-2004

■ Very Beneficial   ▨ Somewhat Beneficial

▨ Unsure   ■ Not Beneficial

0%   0%

45%

55%
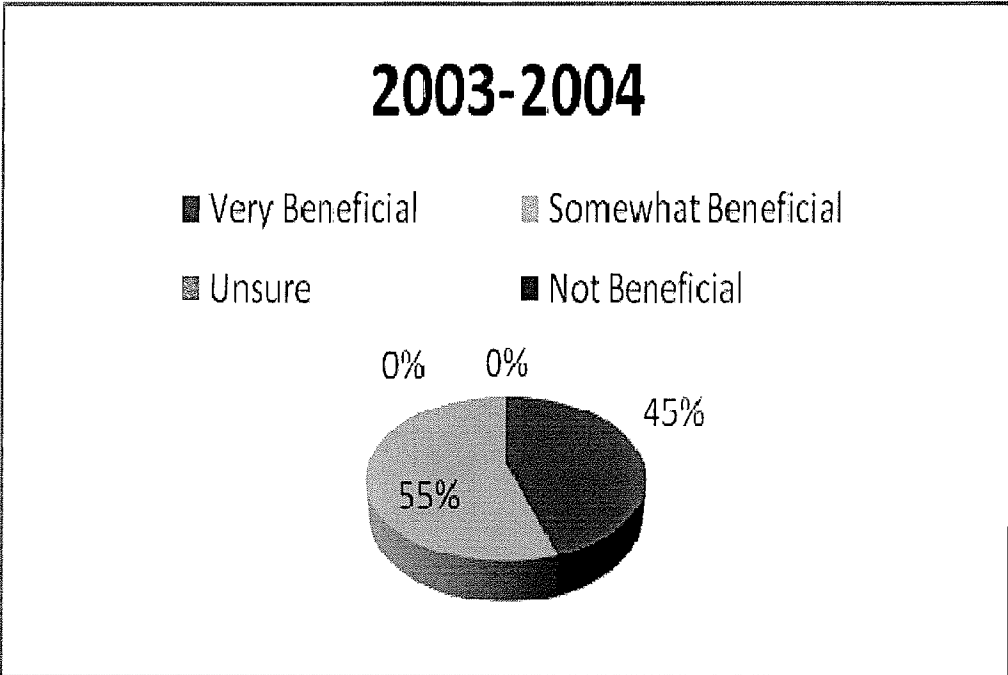
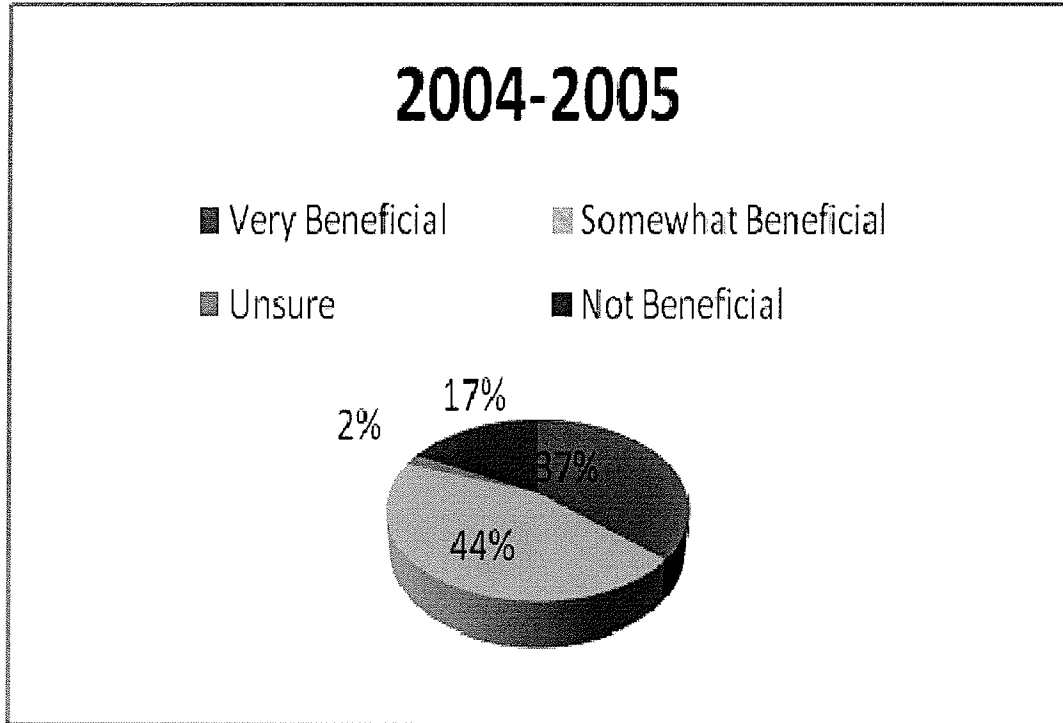APPENDIX M

2003-2004 Teacher Survey Results

Was the Formal Mentoring Program
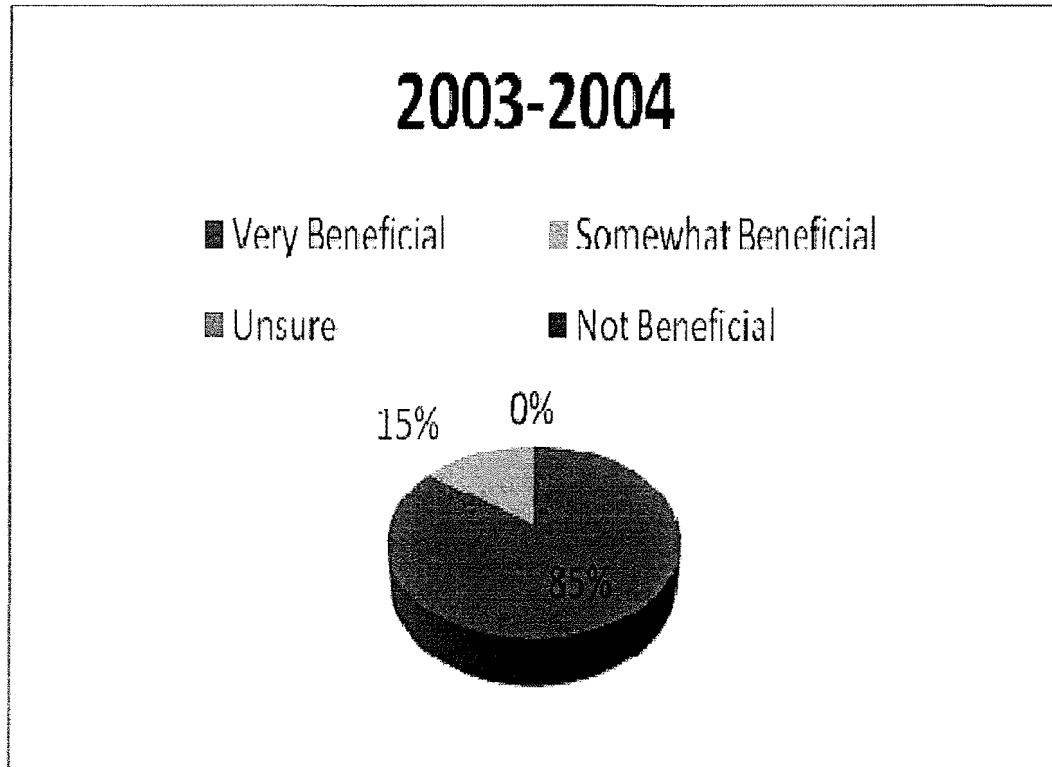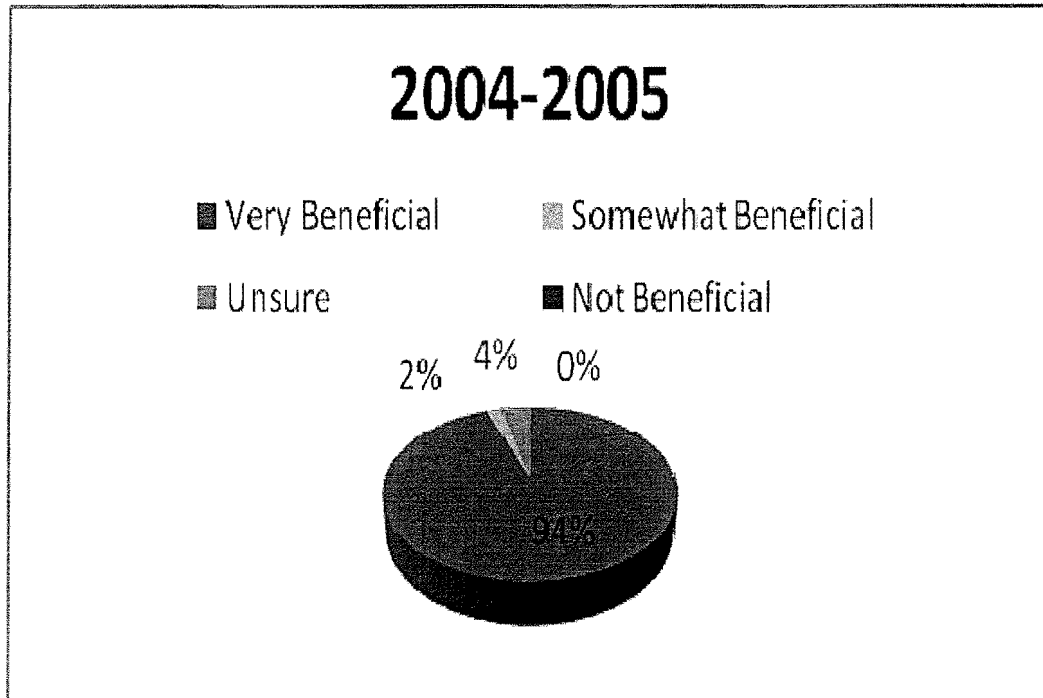
APPENDIX N

2003-2004 Teacher Survey Results

Was the Formal Professional Development Plan
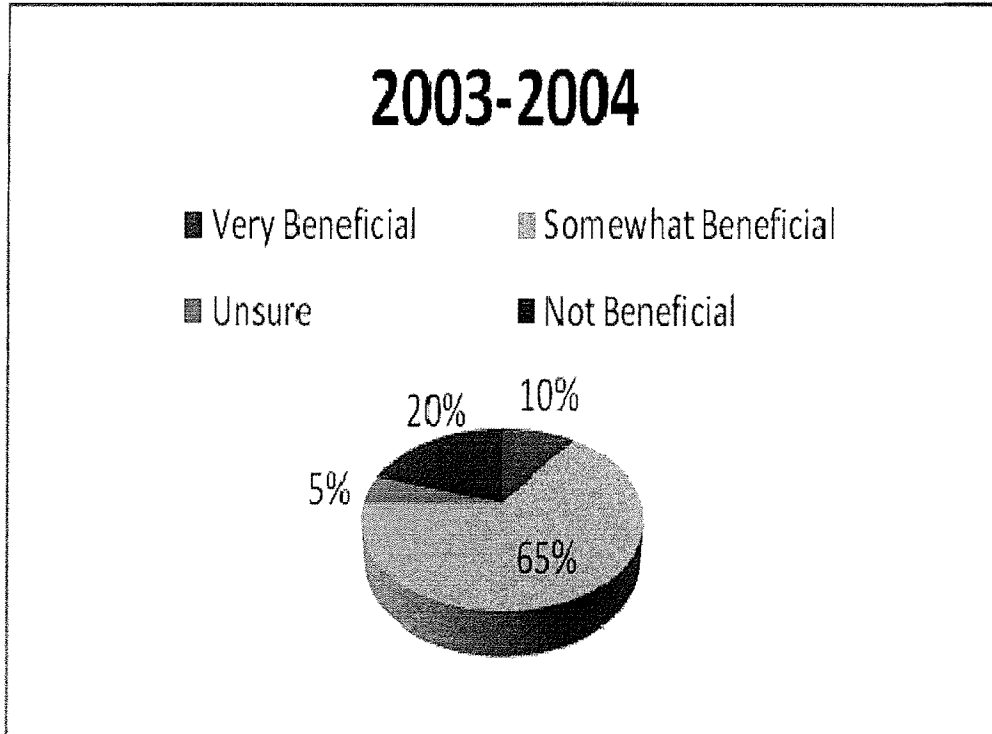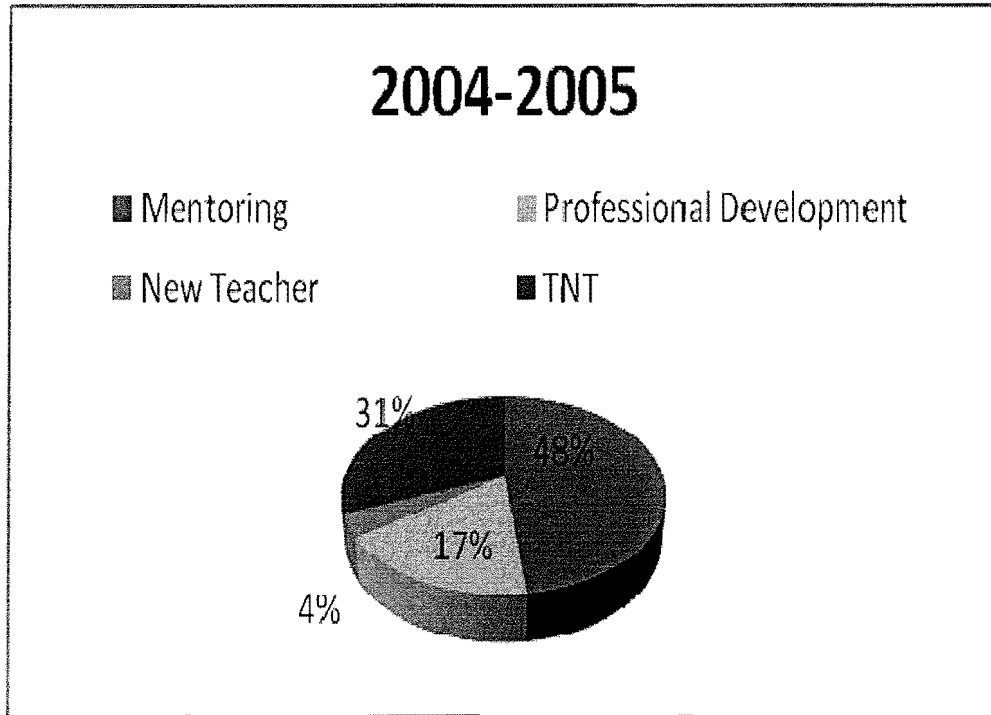
APPENDIX O

2003-2004 Teacher Survey Results

The TNT Workshops were

2003-2004

■ Very Beneficial   ▨ Somewhat Beneficial

▨ Unsure   ■ Not Beneficial

5%   0%   0%

95%
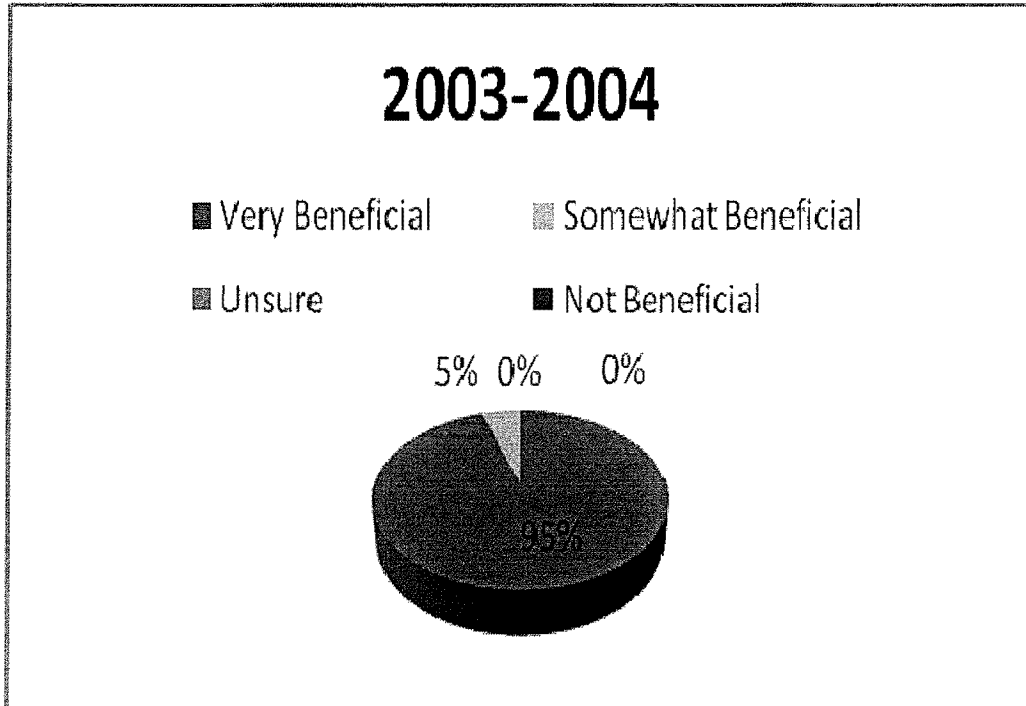
APPENDIX P

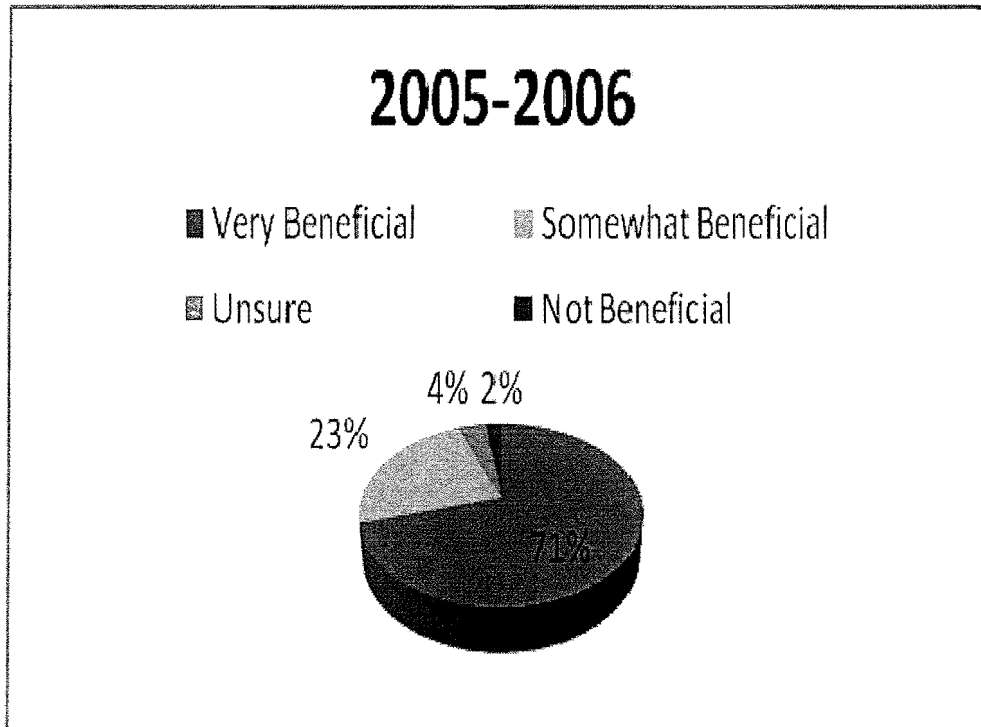*2003-2004 Teacher Survey Results*

The Most Effective Component of the New Teacher Induction Program was
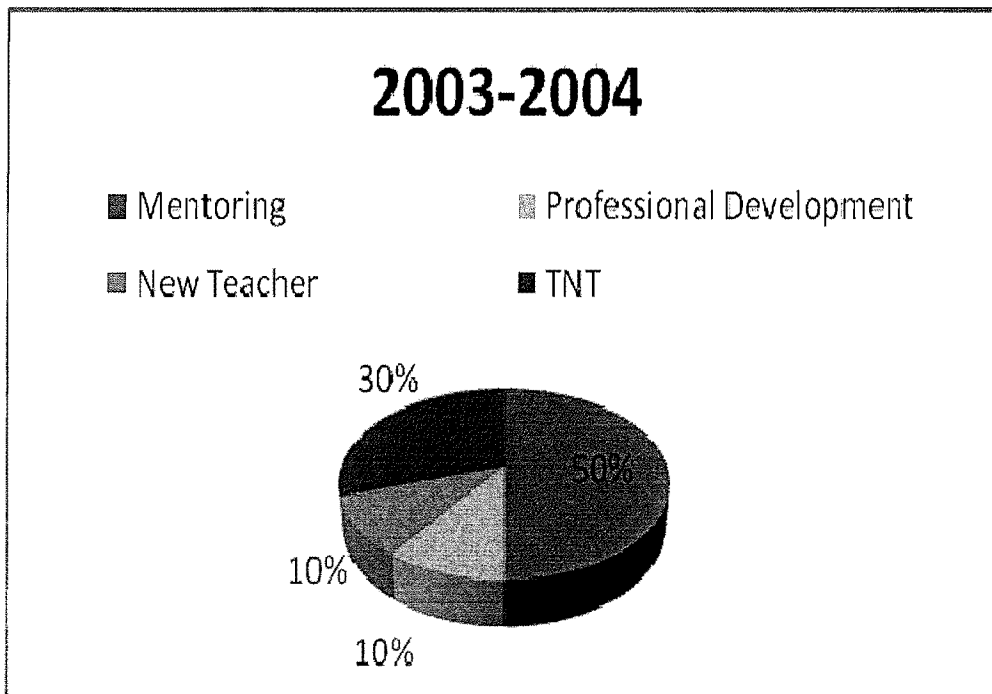
APPENDIX Q

2004-2005 Teacher Survey Results

Was the New Teacher Orientation (at the beginning of the year)

2004-2005

▪ Very Beneficial   ▪ Somewhat Beneficial

▪ Unsure   ▪ Not Beneficial

4% 0%

38%

58%
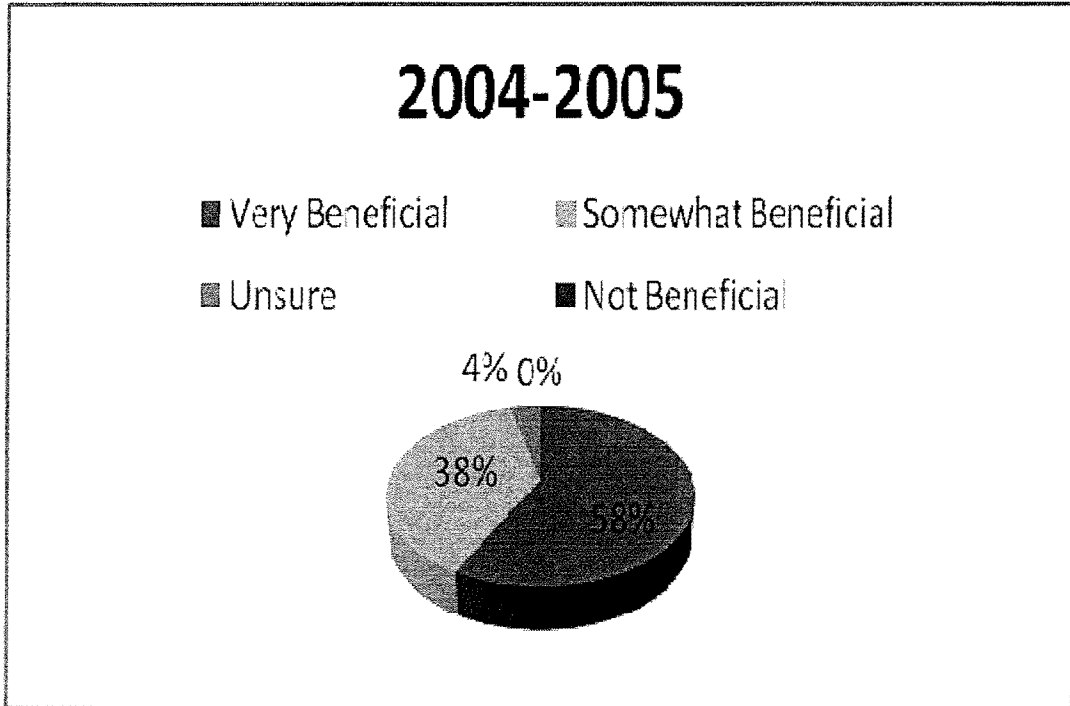
APPENDIX R

2004-2005 Teacher Survey Results

Was the Formal Mentoring Program
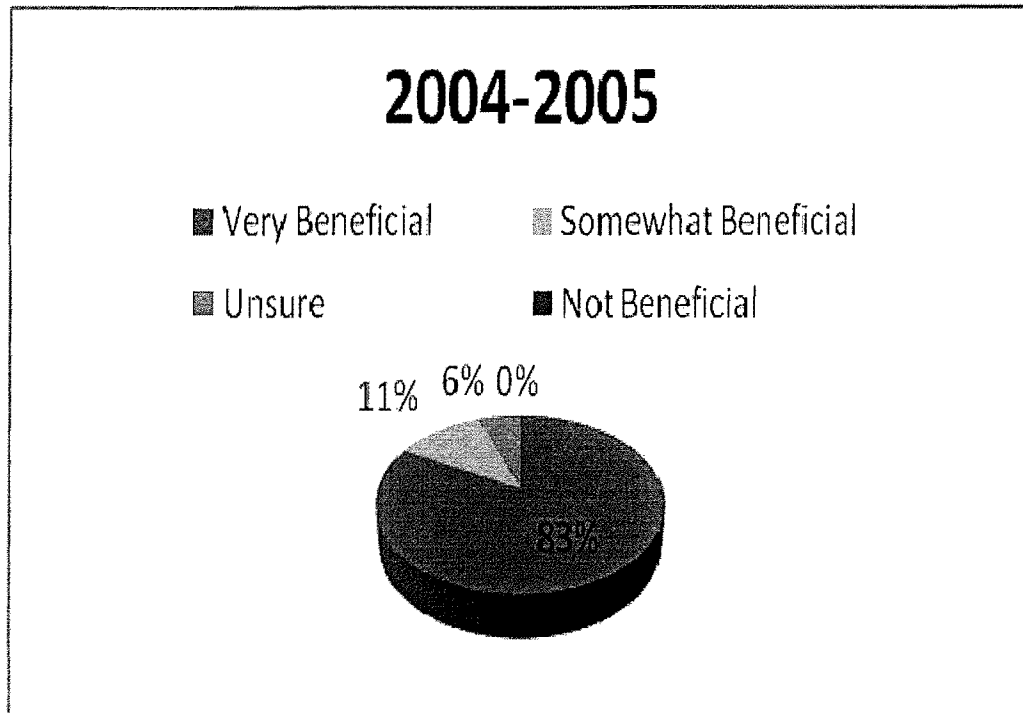
APPENDIX S

2004-2005 Teacher Survey Results

Was the Formal Professional Development Plan

APPENDIX T

2004-2005 Teacher Survey Results

The TNT Workshops were

2004-2005

■ Very Beneficial   ▓ Somewhat Beneficial

▓ Unsure   ■ Not Beneficial

2%   4%   0%

94%

APPENDIX U

2004-2005 Teacher Survey Results

The Most Effective Component of the New Teacher Induction Program was
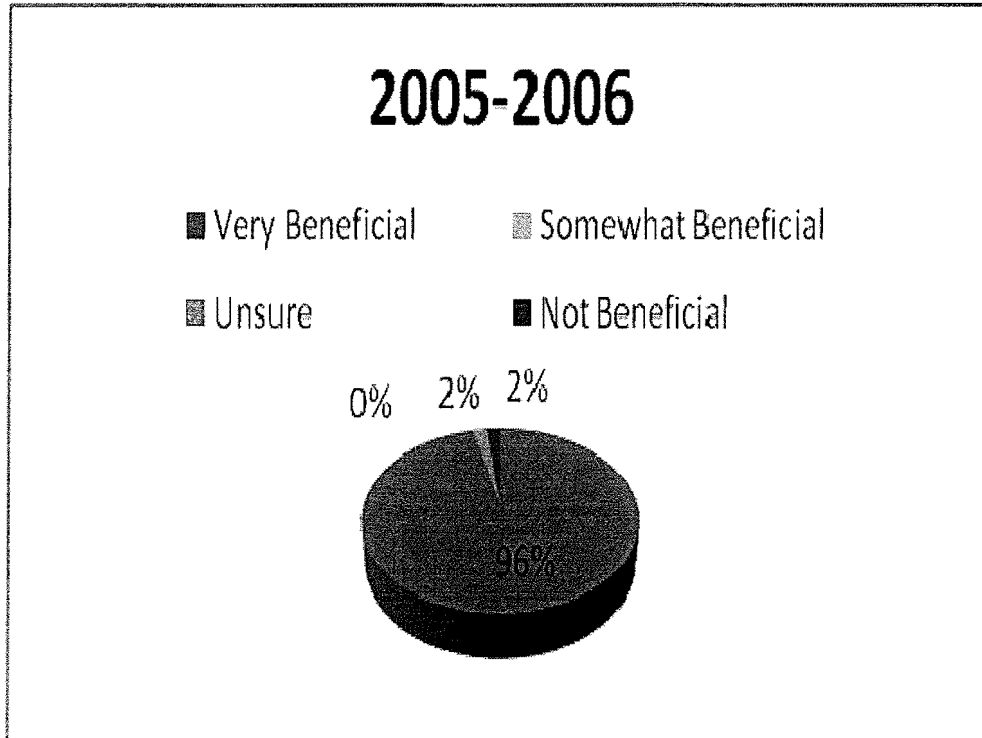
APPENDIX V

2005-2006 Teacher Survey Results

Was the New Teacher Orientation (at the beginning of the year)
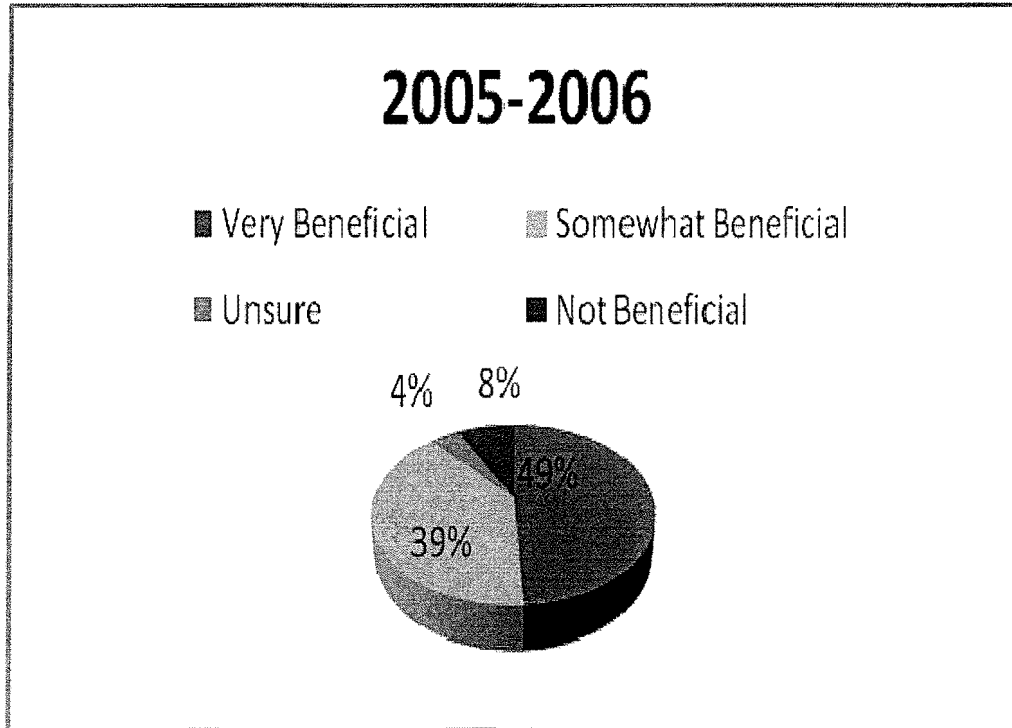
APPENDIX W

2005-2006 Teacher Survey Results

Was the Formal Mentoring Program

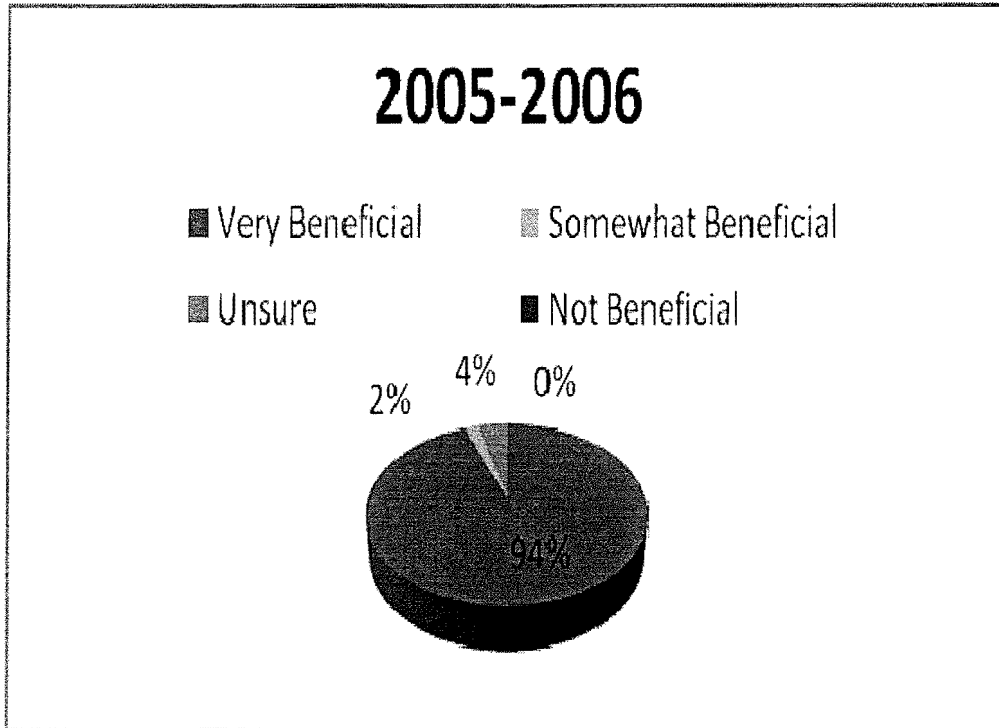APPENDIX X

2005-2006 Teacher Survey Results

*Was the Formal Professional Development Plan*

2005-2006

■ Very Beneficial   ▧ Somewhat Beneficial

▨ Unsure   ■ Not Beneficial

4%   8%

49%

39%

APPENDIX Y

2005-2006 Teacher Survey Results

The TNT Workshops were

2005-2006

■ Very Beneficial   ▒ Somewhat Beneficial

▒ Unsure   ■ Not Beneficial

2%   4%   0%

94%

APPENDIX Z

2005-2006 Teacher Survey Results

The Most Effective Component of the New Teacher Induction Program was

2005-2006

■ Mentoring   ▨ Professional Development

▨ New Teacher   ■ TNT

35%   51%

6%

8%
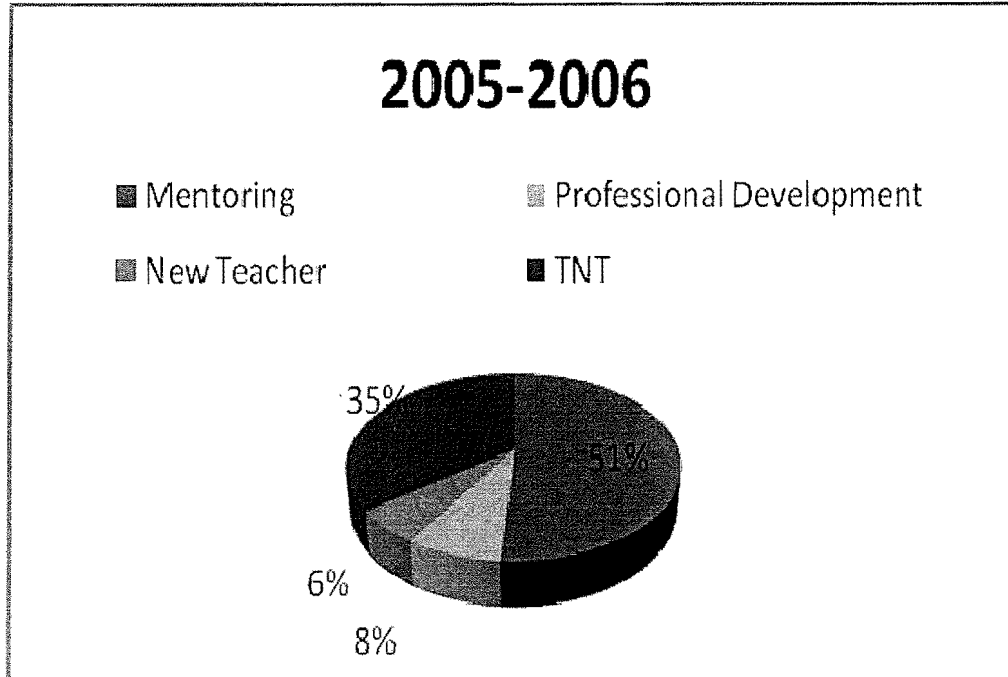
APPENDIX AA

2006-2007 Teacher Survey Results

Was the New Teacher Orientation (at the beginning of the year)

2006-2007

■ Very Beneficial   ▓ Somewhat Beneficial
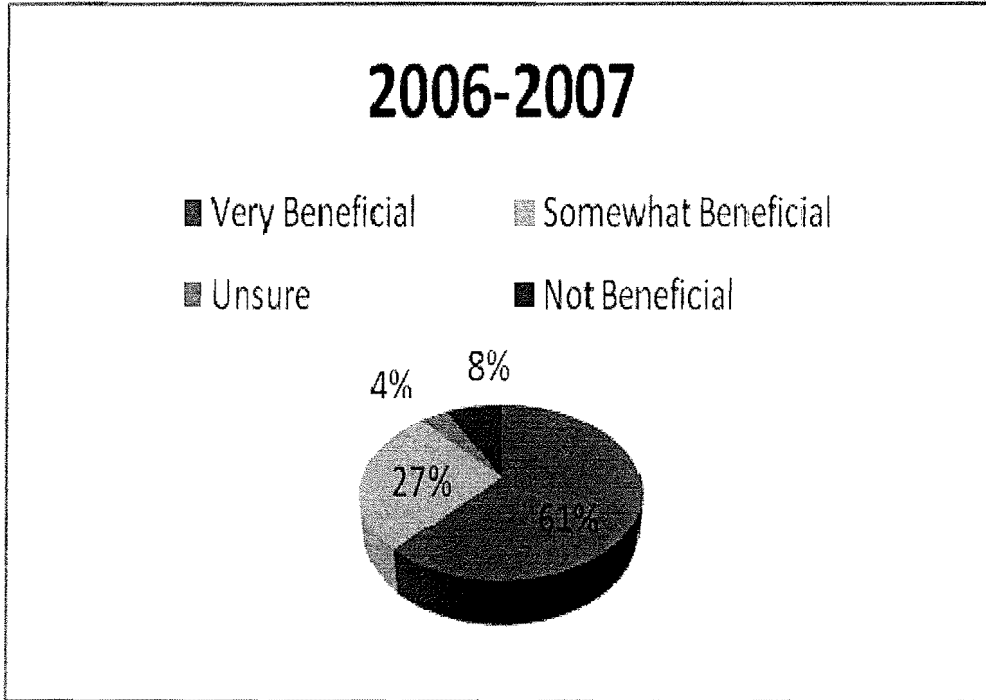
▓ Unsure   ■ Not Beneficial

4% 0%

31%

65%
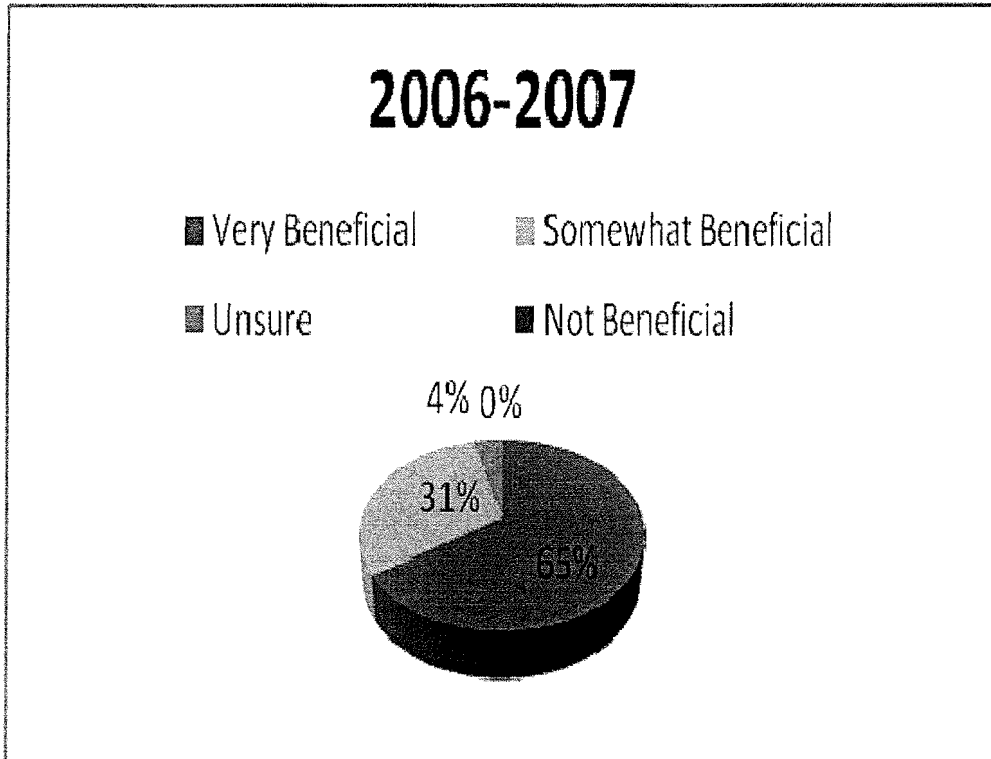
APPENDIX BB

2006-2007 Teacher Survey Results

Was the Formal Mentoring Program

2006-2007

■ Very Beneficial   ▨ Somewhat Beneficial

▨ Unsure   ■ Not Beneficial

12%   0% 0%

88%
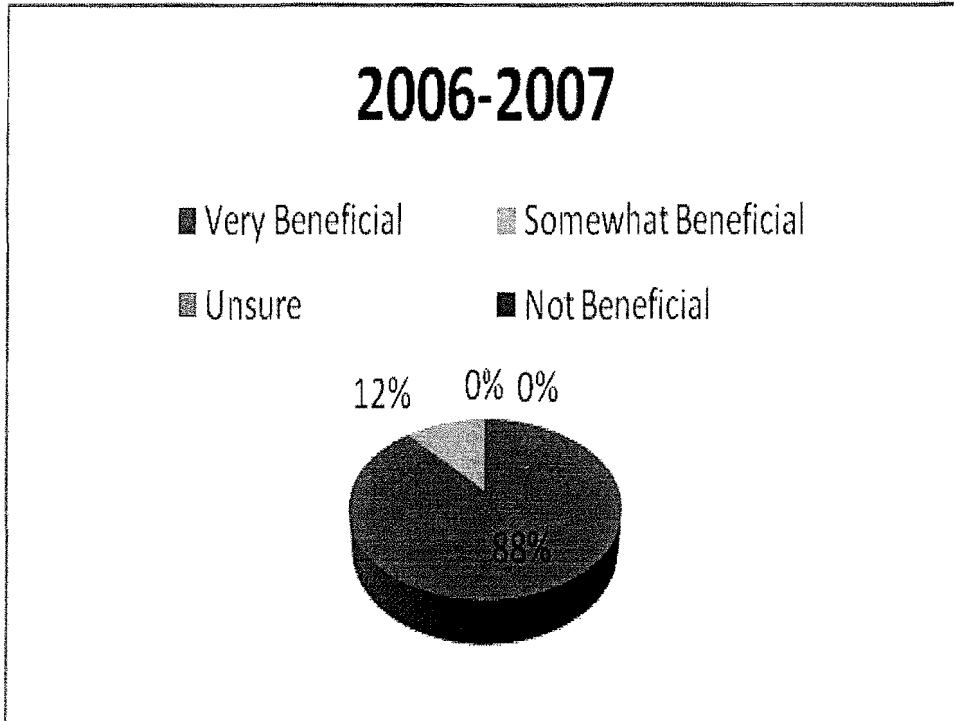
APPENDIX CC

2006-2007 Teacher Survey Results

Was the Formal Professional Development Plan

2006-2007

- Very Beneficial
- Somewhat Beneficial
- Unsure
- Not Beneficial

4%   8%

27%

61%

APPENDIX DD

2006-2007 Teacher Survey Results

The TNT Workshops were
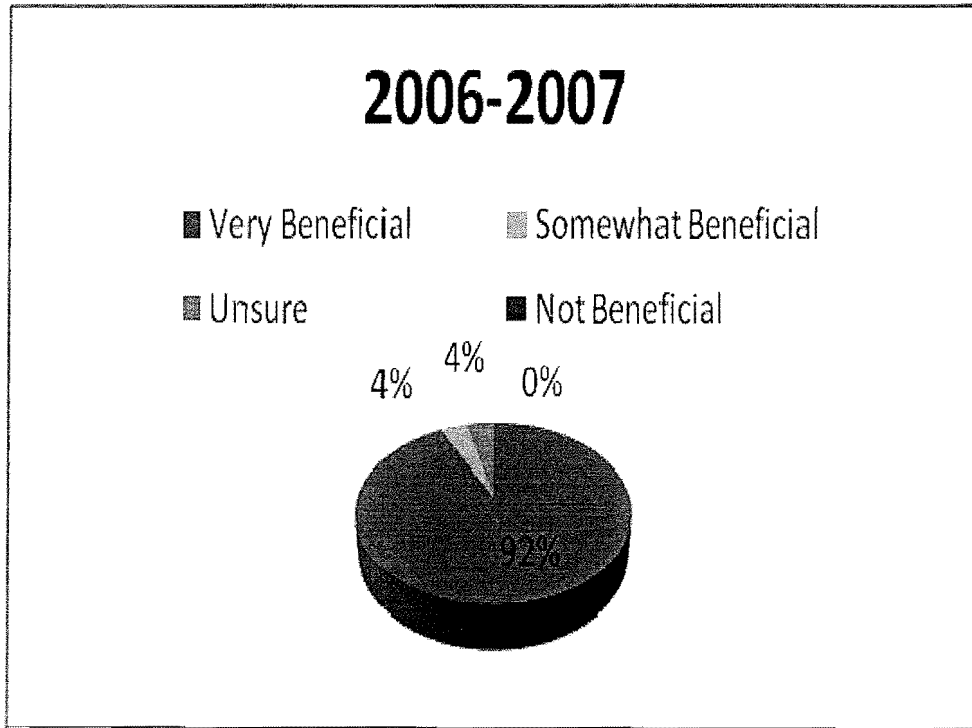
APPENDIX EE

2006-2007 Teacher Survey Results

The Most Effective Component of the New Teacher Induction Program was

2006-2007

■ Mentoring   ■ Professional Development

■ New Teacher   ■ TNT

31%

61%

4%

4%