FACTORS OF TEACHER INDUCTION WHICH IMPACT JOB SATISFACTION AND ATTRITION IN TEACHERS

By

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High quality induction for novice teachers has reduced the attrition rates for many states. The methods of implementation, components of the induction, and quality of the induction vary from district to district.

The purpose of this research was to examine the components of novice teacher induction which may have a positive impact on novice teachers’ intentions to stay in that teaching position and to determine which aspects of induction will increase teacher job satisfaction by examining the commonalities among their perceptions of their induction.

There is current and past research concerning the effectiveness of new teacher induction and the link between job satisfaction and participation in new teacher induction. However, the previous research does not address specific components of teacher induction which increase teacher job satisfaction. This research addresses that gap.

This study addresses two research questions: (a) are there specific aspects of teacher induction which increase job satisfaction in novice teachers and (b) do those
specific factors of teacher induction which increase job satisfaction have a positive impact on new teachers’ intentions to stay in the teaching profession?

The independent variables for this study were determined by current research and by the induction plans of the three participating districts. 8 variables were identified for this study. The independent variables are new teacher orientation, presence of a mentor, participation in team lesson planning, regular meetings, observations of novice teacher by mentor, observations of veteran teachers by novice teacher, specific activities to be completed each month, and personal reflection by the novice teacher. In accordance with previous research, the researcher will be using intention to leave as a measure of teacher attrition.

The initial population for this study consisted of all novice teachers participating in induction in three Mississippi school districts during the 2008/2009 school year. There are 61 novice teachers. A sample of 40 was randomly selected.

The data was gathered through the use of the survey “Novice Teacher Survey”. The research indicated that 7 of the variables were reported by novice teachers as increasing job satisfaction. The same 7 independent variables were linked to intention to stay.

Key words: induction, mentoring
DEDICATION

I dedicate this work to my husband, Terry Larabee, who has been my rock and my inspiration through the writing process. He has believed in me and my abilities when I was discouraged. He has provided support and, at times, a necessary push. Also, I dedicate this work to my mother, Juanita Sutton. She recognized the value of education and was determined that I would graduate from college. She has loved, supported, and encouraged me throughout both my educational and personal experiences. Words cannot explain how much I appreciate her.

Finally, I dedicate this work to the faculty and students of Weir Elementary and High Schools. When I began teaching at Weir immediately following college, I thought I knew everything. I soon realized that I had a lot to learn. Weir was a safe place for me to learn and grow. Everything I believe about teaching and learning and students, I learned at Weir. You have been a family, a home, and at times a refuge for me. You have dreamed impossible dreams and made them a reality. From the faculty and students at Weir, I learned the value of hard work and dedication. Finally, you all taught me to be more than anyone’s preconceived notion of me by doing so yourselves. You made me who I am as an educator. I spent nine years with you, and a piece of my heart will forever remain in a small school in Weir, Mississippi.
I want to take this opportunity to express my gratitude to Dr. Gary Benton, Dr. George Thomas, Dr. Matt Boggan, and Dr. Ed Davis for serving as my dissertation committee. These men spent hours reading, advising, and encouraging me during this process. I have valued their opinions, knowledge, and suggestions, even when it may have seemed otherwise.

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Finally, thanks to all the survey participants for your willingness to participate and your honesty. I hope that I have been able to share your experiences in a way that honors the struggles new teachers face each year and the professionalism with which you face them.
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CHAPTER I
INTRODUCTION

Many new teachers enter classrooms each year full of idealism. They love students, learning, and teaching and believe that they can make the world a better place for their students. They dream of giving all students an opportunity to actively participate in a democratic society where the students can be successful and contributing members. However, all the idealistic notions new teachers possess may not be enough to sustain them through the challenges they face during their first year of teaching. Novice teachers often run headlong into the demands of a wide variety of students, the complex demands of education today, and a feeling of isolation due to being the new person on campus (Cochran-Smith, 2004).

The traditional “sink or swim” approach to novice teachers joins new teachers who may be nervous and are sometimes unsupported in a classroom with students who have family problems, economic problems, and diverse learning abilities (Gardner, 2006; Kelley, 2004). These challenges are exacerbated by students who are English language learners and the focus on high stakes testing. Since nothing can fully prepare pre-service teachers for the challenges of teaching in a classroom, novice teachers are in a vulnerable position from the moment they sign their contracts (Bartell, 1995; Carver & Katz, 2004). The “sink or swim” mentality for inducting novice teachers into the profession leads to disillusionment with teaching when they are unable to cope with the stresses of daily life
in a school, and as a result, premature burnout (Kelley). The result is a revolving classroom door which has a negative impact on student achievement and school morale (Gardner).

Novice teachers need to begin teaching in an environment where they feel successful and supported. Rather than being isolated, they should be inducted into professional learning communities where there is dedication by all staff members to their initial and continued success (Cochran-Smith, 2004). Receiving higher levels of support during their first year is vital to novice teachers’ immediate success and to their long-term dedication to the teaching profession (Carter & Francis, 2001). The success of new teachers is vitally important now as a severe teacher shortage is predicted (Cochran-Smith).

Shortages in qualified teachers are not new problems (Cochran-Smith, 2004). However, one important variable has changed in the last decade. *No Child Left Behind* requires a “highly qualified” teacher in each classroom. The mandate puts pressure on schools to find teachers considered “highly qualified” to teach several subjects (Cochran-Smith; Fletcher & Barrett, 2004). This mandate has created a new challenge in maintaining a stable and qualified population of teachers in many school districts (Alliance for Excellent Education, n.d.; Billingsley, 2004; Wang, Odell, & Schwille, 2008).

Since recruitment in teacher preparation programs has not decreased, the potential teacher shortage appears to be a problem retaining new teachers (Alliance for Excellent Education; Billingsley, Carlson, & Klein, 2004; Cochran-Smith, 2004; Greiner & Smith, 2006; Hammer, 2005). New teachers leaving the profession exceed college graduates in
education by 23% (Hammer). In 2003, The National Commission on Teaching and America’s Future stated that teacher attrition was a national crisis (Cochran-Smith, 2004). As a professional group, educators can only solve the problem of teacher supply and demand by increasing teacher retention (Cochran-Smith).

In order to retain novice teachers, schools and districts must induct them into the teaching profession in a meaningful and supportive manner (Kelley, 2004). This is the goal of teacher induction – to develop quality teachers, retain them, and help them acquire new skills by providing professional development opportunities (Carver & Katz, 2004; McGlamery & Edick, 2004). Beginning teachers need to be inducted into a supportive learning community where they feel a sense of success and accomplishment (Alliance for Excellent Education, n.d.; Inman & Marlow, 2004).

As a result of the impending teacher shortage and an increased commitment to retaining novice teachers, the number of schools and school districts offering induction is increasing (Carter & Francis, 2001; Carver & Katz, 2004). Such induction encourages novice teachers to collaborate with other teachers, observe veteran teachers, be observed by mentors, and reflect about their practice. Induction is aimed at reducing the isolation and increasing the job satisfaction of novice teachers which theoretically will increase new teacher retention.

The cost of replacing a teacher exceeds the cost of new teacher induction (Kelley, 2004; Millinger, 2004). Since it costs a school system approximately $50,000 to replace a teacher, retention saves the school money (Breaux & Wong, 2003). In addition, an increase in teacher retention adds stability to the teaching force of a school. It is important to understand which components of induction have a positive impact on job
satisfaction so that those planning for induction can focus on decreasing the teacher attrition rate (Strong, 2005).

Statement of the Problem

The goal of this research is to locate positive statistical correlations among novice teachers who are currently participating in a formal district-led new teacher induction. The purpose of this research is to determine which aspects of induction will increase teacher job satisfaction and lead to lower teacher attrition rates. The study uses intention to leave as a measure of teacher attrition since it has been used in previous research (Johnsrud & Rosser, 2002; Millinger, 2004; Stockard & Lehman, 1997). Eight variables have been identified as being components of induction which may increase the job satisfaction of novice teachers. This research will attempt to determine which of those variables are most strongly correlated to novice teacher job satisfaction and novice teacher intention to stay in the school for the following year.

Significance of the Problem

Statistics related to teacher attrition rates are alarming. Almost 10% of new teachers leave their teaching assignment before they complete their first year (Rosenow, 2005). One-fourth of new teachers leave after two years, and one-third leave after three years (Ingersoll, 2002; Millinger, 2004; Rosenow). Almost half of all teachers leave the teaching profession after five years (Greiner & Smith, 2006; Ingersoll; Kelley, 2004; Singer, 1992; Wise, Darling-Hammond, & Berry, 1987).

Teachers who leave the profession report a variety of reasons for their decisions to abandon teaching. During the 1999/2000 school year, half a million public and private
school teachers left the teaching profession (Ingersoll, 2002). Almost one-fourth of them reported a lack of support as their reason for leaving (Ingersoll). Others reported job dissatisfaction or the desire to pursue a better job outside of education as their reason for leaving the teaching profession (Ingersoll; Kelly, 2004).

It is the goal of state, district, and local personnel to insure that novice teachers survive their first year and plan to stay in their current positions for upcoming school years. While there may be some benefits to teacher turnover like the loss of less qualified teachers, costs of teacher turnover like lower morale, high costs of replacing teachers, and decreased teacher quality outweigh the benefits (Stockard & Lehman, 2004).

A 2004 study of first year teachers, the researchers attempted to identify job related factors that lead to higher new teacher job satisfaction and higher retention rates (Arnold-Rogers, Arnett, & Harris, 2008; Stockard & Lehman, 2004). The study focused on first year teachers since attrition rates are highest during the earliest years of employment (Stockard & Lehman). The researchers found that new teachers who perceived their administrators and colleagues as providing support were more satisfied with their jobs (Stockard & Lehman). This perception of job satisfaction strongly influenced their intentions concerning employment for the following year (Stockard & Lehman). Those novice teachers with higher job satisfaction ratings were more likely to plan continued employment with that school or district (Stockard & Lehman).

A study conducted by researchers in the United Kingdom invited new teachers who did not participate in induction to rate job-related factors as satisfying and dissatisfying (Rhodes, Nevill, & Allen, 2004). The researchers asked new teachers to express which facets of their jobs were most likely to cause them to leave the teaching
profession within the next five year (Rhodes et al.). The novice teachers in the study identified support of colleagues as a “deeply satisfying” aspect of their professional lives (Rhodes et al., p. 71). They identified “recognition of my efforts” and “sharing work experiences with one another” as “satisfying” to “deeply satisfying” (Rhodes et al., p. 72). The results lead to the conclusion that support provided through formal induction might have alleviated some of the stress novice teachers feel and reduced the attrition rate.

While induction is the formal plan or program in which the mentor and novice teacher participate, mentoring is a component of induction that encourages relationship between a veteran teacher and novice teacher. Both induction and mentoring provide novice teachers with support. Novice teachers also receive support from other new teachers, administrators, and other members of the school staff. Support is a natural extension of induction and mentoring.

Some studies have found that induction and mentoring have a positive impact on job satisfaction and teacher retention (Arnold-Rogers et al., 2008; Billingsley et al., 2004; Kelley, 2004; McGlamery & Edick, 2004). Other researchers have found induction and mentoring to have no impact on job satisfaction and retention (Greiner & Smith, 2006). Still other research indicates a negative impact of induction job satisfaction (Bullough, Jr., 2004; Bullough, Jr., & Draper, 2004; Rhodes et al., 2004). The conflicting research seems to point to differences in perceptions of induction by teachers and differences in the induction in which they participated.

Earlier research points to aspects of induction that have both a positive and a negative impact. Because that research has not been conducted for the purpose of
determining which characteristics of induction are perceived positively and which are perceived negatively, it is important to determine which characteristics of induction are most effective in increasing job satisfaction and decreasing teacher attrition.

Need for the Study

In 2008, Governor Haley Barbour signed an amendment proposed by the Mississippi Senate to Mississippi Code of 1972 §37-19-7 which provides funds to compensate veteran teachers who mentor novice teachers as part of a district level formal induction plan approved by the Mississippi Department of Education. The “Mississippi Beginning Teacher Support Program” is overseen by the Mississippi Teacher Center (H. M. Bounds, personal communication, August 15, 2008). This action by the Mississippi Senate, the Governor, and Mississippi Department of Education signifies a commitment to the induction and retention of novice teachers in Mississippi.

That commitment needs to be coupled with a commitment to the quality of the induction provided. High quality induction for novice teachers has reduced the attrition rates for many states. The State of Mississippi is currently encouraging districts to implement induction. However, the methods of implementation, components of the induction, and quality of the induction vary from district to district. Simply authorizing funds to compensate mentors and encouraging induction may not be sufficient to decrease the attrition rate.

In states where induction has been in place and data on retention has been collected, high retention rates are noted (Kelley, 2004). In Thibodaux, Louisiana, the Lafourche Parish School System had a decrease in the new teacher attrition rate from
51% to 7% following the implementation of formal induction (Wong, 2002). An induction program in New Mexico reported 96% of its inductees are still teaching after four years (Kelley). New York, Ohio, and Washington reported higher retention rates after the implementation of formal induction (Kelley). Of the teachers participating in California’s Beginning Teacher Support and Assessment Program, 94% were still employed by the state after 7 years (Kelley). Nationally, an average of 40% of new teachers leaves the profession after four years. In contrast, Colorado reported only 4% of its new teachers leaving after a statewide push toward induction for new teachers.

In 2004, almost 50% of novice teachers nationally participated in some type of teacher induction or mentoring (Kelley, 2004). However, novice teachers reported that induction does not always address the real needs or concerns of new teachers (Kelley). It is important to identify the specific components of teacher induction which are perceived by novice teachers to increase their job satisfaction and increase the likelihood that they will continue employment with the district the following year.

Assumptions

The following assumptions were made in conducting this study:

1. Novice teachers who are employed by Meridian Public School District, Newton County Schools, and Lauderdale County Schools and are participating in the districts’ induction activities are typical of novice teachers in Mississippi.

2. Subjects of the study are typical of the novice teacher population of Mississippi during the 2008/2009 school year.
Limitations

The following limitations for this study were identified:

1. Variables such as mentor quality and administrator support could not be controlled for the group.

2. Quality of induction activities which took place at the school site could not be controlled for the group.

3. Self-reported data was the only data gathered to link common variables.

4. No instrument could be identified to measure the variables of this study.

Definition of Terms

1. Induction/Mentoring – A form of professional support for novice teachers that “mitigates teacher isolation, promotes the concept of an educative workplace, and that leads to the creation or understanding of consensual norms in a school, faculty, or grade team” (Carter & Francis, 2001; Wong, Britton, & Gasner, 2005)

2. Novice/New/BEGINNING Teacher – As defined by the Mississippi Teacher Center, a new teacher is one who has less than one year of teaching experience in a kindergarten through twelfth grade school setting (Mississippi Code of 1972 § 37-19-7, 2008).

3. Highly Qualified – when used with respect to (i) an elementary school teacher who is new to the profession, means that the teacher — (I) holds at least a bachelor's degree; and(II) has demonstrated, by passing a rigorous
State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by — (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and (C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and — (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or (ii) demonstrates competence in all the academic subjects in which the
teacher teaches based on a high objective uniform State standard of
evaluation that — (I) is set by the State for both grade appropriate
academic subject matter knowledge and teaching skills; (II) is
aligned with challenging State academic content and student
academic achievement standards and developed in consultation
with core content specialists, teachers, principals, and school
administrators; (III) provides objective, coherent information about
the teacher's attainment of core content knowledge in the academic
subjects in which a teacher teaches; (IV) is applied uniformly to all
teachers in the same academic subject and the same grade level
throughout the State; (V) takes into consideration, but not be based
primarily on, the time the teacher has been teaching in the
academic subject; (VI) is made available to the public upon
request; and (VII) may involve multiple, objective measures of
teacher competency (No Child Left Behind Act, 2001, p. 535)

4. Attrition – rate at which teachers leave the teaching profession

5. Job satisfaction – liking one’s job (Lui & Meyer, 2005)

6. Mentoring – a process to nurture new teachers with a veteran teacher
acting as a role model to teach, sponsor, or support the novice teacher’s
professional growth (Lee, Theoharis, Fitzpatrick, Kim, Liss, Nix-
Williams, et al., 2006)
Summary

The rationale for this research study is defined in Chapter I. The problem being studied, assumptions, and limitations of the study were identified. The definitions of key terminology used in this study were provided. In Chapter II, research and literature related to the eight variables of this study are presented. Literature related to the selection of the sample is discussed. Chapter III provides the sampling techniques, procedures, instrumentation, and statistical analysis utilized for this research. Chapter IV presents the data and its analysis which was used to accept or reject the null hypotheses. Chapter V provides a summary of the research, conclusions drawn by the researcher from the study, implications of the study and its conclusions, and recommendations for further research on the topic of teacher induction.
CHAPTER II
REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

This study examines facets of teacher induction which lead to increased job satisfaction as perceived by novice teachers. A large body of research exists which indicating that teacher induction is an effective means for bridging the gap between teacher education and first year teaching (Killeavy, 2006). However, little research exists to support which features of induction are perceived by new teachers as being most effective (Strong, 2005). This chapter provides a detailed review of current research and literature concerning the reasons novice teachers provide for leaving the teaching profession, the need for comprehensive teacher induction, and the link between job satisfaction and teacher attrition.

The researcher provides a detailed description of current literature pertaining to each of eight features of teacher induction addressed in this study. The eight variables are divided into two broad categories: components of induction which battle the isolation reported by new teachers and components of induction which improve the instruction provided by new teachers. Those variables directed at alleviating the isolation felt by novice teachers are presence of a mentor, regular meetings, reflection, and new teacher orientation. Those variables directed at improving instruction provided by new teachers are presence of a mentor, new teacher orientation, team lesson planning, observation of
veteran teachers, observation by veteran teachers, reflection, regular meetings and a schedule of activities based on relevance.

Why Novice Teachers Leave the Profession

New teachers who leave the teaching profession report a variety of reasons for their decisions. Mostly, they leave because they are frustrated with the process of becoming an effective teacher (Billingsley et al., 2004). They are frustrated with grading procedures, discipline, lack of time, and stress over being evaluated (Arnold-Rogers et al., 2008). They have stepped into a classroom and assumed the same responsibilities as veteran teachers, but they have limited classroom experience (Wang et al., 2008). They are expected to teach all students with national standards while improving student achievement and preparing those students to compete in a global market (Killeavy, 2006).

Research indicates two categories of reasons novice teacher give for leaving the profession: working conditions and personal factors (Strong, 2005). One working condition related to teacher attrition is a lack of administrative support concerning student discipline and parent relations (Cochran-Smith, 2004; Millinger, 2004). Another working condition strongly correlated to high attrition rates is a perceived lack of input into school decisions (Killeavy, 2006). However, the personal factors seem to be more strongly related to teacher attrition.

Some of the personal factors are related to the personal life of the new teachers like pregnancy, but most are related to how the novice teacher feels about the school in general (Strong, 2005). Many new teachers report a sense of isolation from the remainder of the school (Millinger, 2004; Ponticell & Zepeda, 1997; Renard, 2003; Wong et al.,
They feel ignored by the established staff and alone (Briggs & Richardson, 1992; Renard). They report being overwhelmed with the professional expectations of their new jobs (Renard; Wisniewski & Gargiulo, 1997). Novice teachers report feeling that no one understands what they are experiencing as they become acculturated to their new setting (Mandel, 2006). This sense of a lack of collegiality linked with the overwhelming expectations may lead to disillusionment and burnout in beginning teachers which is linked to higher attrition rates (Billingsley et al., 2004; Killeavy, 2006; Inman & Marlow, 2004). Induction is a tool used by many school districts to combat all the above listed reasons for beginning teacher attrition.

Need for Novice Teacher Induction

Induction has been shown to assist new teachers in adapting to the challenges of teaching (Fletcher & Barrett, 2004). Those teachers who participate in induction have a lower attrition rate than the national rate (Strong, 2005). Teachers who participate in induction are better prepared, and almost twice as likely to stay in the teaching profession (Gardner, 2006). Such induction appears to be the best way to express to novice teachers that the school or district has a vested interest in their success and supports their growth (Wong, 2002).

Research shows that the single most important factor in predicting student achievement at high levels is the presence of an effective teacher (Wong et al., 2005). School staffing problems caused by high rates of teacher turnover can lead to below average instruction and poor student achievement (Lui & Meyer, 2005). In addition to the impact turnover has on student achievement, it is costly for school districts to replace and
train new teachers (Strong, 2005). According to Wong (2002), it is better to train new teachers to meet the expectations of today’s classroom successfully than to continually hire new teachers each year. Induction decreases turnover from school to school and district to district (Strong). Induction creates learning communities, heightens new teachers’ sense of success, and improves instructional practices by constantly exposing new teachers to best practices (Billingsley, 2004; Cochran-Smith, 2004).

Induction is based on the idea that no matter how well-prepared novice teachers believe they are, they still need support to be successful in the classroom (Billingsley et al., 2004). Induction developed to help novice teachers become lifelong learners must be comprehensive in scope (Wong, 2002). It is not enough to give each new teacher a mentor to call when they get in trouble (Wong).

Successful induction is multifaceted, comprehensive, and structured (Billingsley, 2004; Billingsley et al., 2004; Wong et al., 2005). Induction includes both psychological support and instructional support (Billingsley et al.). By addressing psychological needs, induction assists new teachers in dealing with everyday teaching stresses and becoming less dependent on their mentors (Billingsley et al.). According to Fagan and Walker (1982), mentoring and induction helped 74% of survey participants to gain self-confidence.

Induction meets psychological needs of novice teachers by providing them the opportunity to share ideas and concerns with their colleagues which alleviates the sense of isolation many beginning teachers report feeling (Killeavy, 2006). Induction fosters a collaborative and collective approach to problem solving and decision making within the school and the classroom (Killeavy; Wong et al., 2005). Induction facilitates teacher
learning and growth which increases job satisfaction and fosters commitment to the teaching profession (Billingsley, 2004; Billingsley et al., 2004). Through induction and the presence of a one-on-one mentor, novice teachers receive personal support and encouragement making their first experiences in the classroom more satisfying (Billingsley; Billingsley et al; Inman & Marlow, 2004; Wong et al.).

Instructional support is the second broad area of induction. Instructional support is necessary to assist new teachers in development of the skills necessary for effective instruction (Billingsley et al., 2004). Components of induction included in instruction support are feedback concerning teaching, strategies to improve student achievement, curriculum development assistance, and lesson planning guidance (Billingsley et al.; Inman & Marlow, 2004). Since a link exists between teacher induction and teaching practice, induction may have a positive impact on teaching practice and student achievement (Wang et al., 2008). According to research, new teachers who participate in induction improve achievement in their students at a faster pace than those who do not participate in induction (Strong, 2006).

By providing a mentor, each novice teacher has differentiated induction which targets his or her needs and those of students (Wood, 2005). Novice teacher support provided through formal induction improves job satisfaction (Billingsley, 2004; Billingsley et al., 2004; Evans, 1992; Inman & Marlow, 2004; Lui & Meyer, 2005; Millinger, 2004; Renard, 2003; Stockard & Lehman, 2004). Increased job satisfaction increases career commitment and reduces the likelihood of attrition (Billingsley; Billingsley et al.; Evans; Inman & Marlow; Lui & Meyer; Millinger; Renard; Stockard & Lehman).
Novice Teacher Retention in Economically Depressed or Urban Schools

Retaining novice teachers once they are hired is a particularly large challenge in economically depressed or urban schools. Students in poor, urban, minority communities are recognized as the highest need students as a result of an ever widening achievement gap (Gardner, 2006). Schools with the highest need students often have the least experienced teachers (Cochran-Smith, 2004; Gardner; Stockard & Lehman, 2004). Urban schools often have the most difficulty attracting applicants for teaching positions based on their location and student population (Strong, 2005). Once hired, up to 50% of novice teachers in urban school districts leave that district each year (Sachs, 2004). Research estimates that up to 17% of new teachers in an urban school will resign their positions before the end of their first year (Hammer, 2005). The revolving employment door in urban schools adds extra cost for districts to locate, attract, and hire new teachers (Strong). The continual change means that students with the greatest need are instructed by a constant string of new, inexperienced teachers (Strong). It is vitally important that urban districts focus on training and retaining novice teachers (Cochran-Smith). California has earmarked $300 million for induction of new teachers in order to address this growing instructional and achievement gap (Sausner, 2005).

Link Between Job Satisfaction and Teacher Attrition

Howe (2006) found that induction has the benefit of improving job satisfaction in novice teachers and reducing the teacher attrition rate. This relationship is based on the improved perception of the work environment by novice teachers (Strong, 2005). Literature in organizational psychology indicates a strong relationship between job
satisfaction and turnover (Lui & Meyer, 2005). Job satisfaction is identified by research as an indicator of intention to leave which is the precursor to actually leaving a job (Currivan, 2000). Turnover is often attributed to low morale or low job satisfaction (Briggs & Richardson, 1992).

Individuals who are happy with their employment are less likely to leave that position (Millinger, 2004). In order to decrease teacher attrition rates, job satisfaction should be increased (Strong, 2005). Research indicates that induction is one way to increase job satisfaction in novice teachers (Fagan & Walker, 1982; Strong). By increasing satisfaction, induction helps to increase the retention rate of beginning teachers (Lee et al., 2006).

Components of Induction which Battle Isolation

Certain components of induction are directed at alleviating the isolation new teachers feel during their first year (Millinger, 2004; Ponticell & Zepeda, 1997; Renard, 2003; Wong et al., 2005). Current literature and research will be reviewed concerning four of these components: presence of a mentor, regular meetings, reflection, and school or district level new teacher orientation in the following section. The review will discuss reactions of novice teachers to these components of induction.

Presence of a Mentor

Providing a mentor is the most common element of induction (Arnold-Rogers et al., 2008; Fulton, Yoon, & Lee, 2005; Hammer, 2005; Wong et al., 2005). Mentoring is not only a common element of induction in the United States; it is a common component of induction in France, Japan, Shanghai, New Zealand, and Switzerland (Howe, 2006;
Generally, the mentor assigned to a new teacher has several years of teaching experience and works in a one-on-one relationship with a novice teacher while teaching a full or reduced schedule (Arnold-Rogers et al.; Bearden, 2005; O’Brien & Christie, 2005; Wong et al.).

The mentor/novice teacher relationship serves many purposes in induction. Mentors facilitate socialization with other staff members and professional growth of novice teachers (Killeavy, 2006). Mentors assist novice teachers by providing feedback and helping novice teachers acquire necessary skills for successful classroom practice (Billingsley, 2004). This type of support has been reported as being important to novice teachers in several studies (Carter & Francis, 2001; Howe, 2006; Lee et al., 2006; Mandel, 2006).

Studies have revealed higher job satisfaction in novice teachers who were assigned mentors (Fagan & Walter, 1982). Novice teachers indicated that the presence of a mentor was significant to their success (August & Waltman, 2004). Novice teachers who worked with mentors reported greater satisfaction with teaching and a stronger commitment to their teaching careers (Billingsley, 2004). Novice teachers reported that positive relationships with their mentors benefited them professionally and personally and contributed to retaining them in the teaching profession (Arnold-Rogers et al., 2008).

In Chicago, novice elementary school teachers who received mentoring were 25% more likely to plan to remain in the same school (Maciejewski, 2007). In Connecticut, new teachers reported that having a mentor reduced the likelihood that they would leave teaching by 32% (Youngs, 2007). Strong (2006) reported that novice teachers who received induction support from a full-time mentor for two years had better student
achievement than those who only had a mentor for one year or did not have a mentor at all.

One of the purposes of assigning mentors to novices is to alleviate the isolation new teachers experience in a new setting (Carter & Francis, 2001). The feeling of isolation is alleviated through two means. First, novice teachers learn to work collaboratively with their new colleagues. Second, they are allowed to grow as teachers and to make mistakes in a supportive, nonjudgmental environment.

With the support of mentors who are active in the school setting, novice teachers build relationships with their colleagues (Billingsley et al., 2004; Conway, 2006; Howe, 2006; Killeavy, 2006; Wang et al., 2008). They build a support system that consists of other teachers in the school, administrators, and school support staff members (Lee et al., 2006). Additionally, mentor teachers guide novice teachers to interact with other novice teachers (Fletcher & Barrett, 2004). Through these relationships, novice teachers learn to be part of learning communities.

Research indicates that novice teachers respond positively to mentors and credit them with helping them assimilate into the school setting. More than 70% of novice teachers in one study felt that their mentors helped them work collaboratively with the other staff members (Fletcher & Barrett, 2004). In a later study, novice teachers reported that their relationships with their mentors and colleagues were the most useful support in their first years of teaching (Wang et al., 2008).

The second aspect of mentoring that alleviates isolation in novice teachers is the support provided by the mentor (Billingsley et al., 2004; Howe, 2006; Wang et al., 2008). That support allows novice teachers to be honest with themselves and with their mentors.
concerning their strengths and weaknesses (O’Brien & Christie, 2005). In this environment, novice teachers can analyze and evaluate their own practice, discuss their progress with a veteran teacher without fear of repercussions, and seek assistance when it is needed (Killeavy, 2006). Mentors provide constructive and supportive feedback to novice teachers without fear of damaging the relationship (Killeavy). The process facilitates growth, professionalism, and reflection in novice teachers (Wong et al., 2005). Relationships with mentors promote job satisfaction and a stronger commitment to the school in novice teachers (Billingsley, 2004).

Regular Meetings

Another common aspect of induction is regularly scheduled meetings (Arnold-Rogers et al., 2008; Bearden, 2005; Billingsley, 2004; Billingsley et al., 2004; Conway, 2006; Hammer, 2005; Kelley, 2004; Mandel, 2006; Maciejewski, 2007 Millinger, 2004; Ponticell & Zepeda, 1997; Renard, 2003; Wayne, Young, & Fleischman, 2005; Wong, 2002). These meetings may be between the mentor and novice teacher, school level meetings, or district level meetings. Regular meeting are common both in the United States and abroad. Regular meeting are a component of induction in New Zealand, France, China, and Switzerland (Howe, 2006; Wong et al., 2005). In Lafourche Parish, Louisiana and Port Huron, Michigan, monthly support group meetings and seminars are requires for both mentors and novice teachers participating in induction (Wong). Most districts plan these meetings during instructional time and provide a substitute teacher so that both the mentor and the novice can attend (Renard). Novice teachers who have
regular meetings report being 50% more likely to remain in the teaching profession than those who do not (Maciejewski).

Regular meetings for novice teachers help to alleviate isolation because mentors and novice teachers are forced to interact with one another. Also, novice teachers are encouraged to interact with other novice teachers and with veteran teachers who are not their mentors. Regular meetings help alleviate stress and burnout by allowing novice teachers a safe environment to discuss their problems and express their frustration (Bearden, 2005; Mandel, 2006).

In Lafourche Parish, Louisiana, mentors and novice teachers attend support group meetings monthly (Wong, 2002). At the meetings, the novice teachers build relationships with other novice teachers to increase their support system (Kelley, 2004; Maciejewski, 2007; Millinger, 2004). These relationships open communication and build trust which is reported by novice teachers as being an important aspect of induction (Billingsley, 2004). They also lead to greater collaboration among novice teachers by providing time for that collaboration (Kelley).

Reflection

Teacher induction facilitates reflection in novice teachers (Arnold-Rogers et al., 2008; Howe, 2006; Killeavy, 2006). Both the novice teachers and mentors reflect on the induction process, either together or separately (Arnold-Rogers et al.; Howe). Through the guidance of mentors, novice teachers can better understand teaching practice and learn to be reflective practitioners (Howe; Killeavy).
Reflection guided by mentors may help to relieve novice teachers’ isolation in several ways. Novice teachers self-assess and share their reflections with mentor teachers to receive constructive feedback (Wood, 2005). Novice teachers in some induction settings are instructed to keep weekly journals which are analyzed and discussed with their mentors at specified dates (Kelley, 2004; Wang et al., 2008). Another district requires novice teachers to videotape their classroom instruction throughout their first year and produce a 15 minute video reflecting their philosophy of teaching and learning (Kelley).

While the manner of reflection may vary, induction which contains a reflection component requires mentor teachers and novice teachers to reflect on their practice together, analyze their teaching, and share their thoughts (Conway, 2006; Kelley, 2004; Ponticell & Zepeda, 1997; Wang et al., 2008). Through the mutual reflection process, new teachers and mentors are co-thinking, collaborating, and respectful of one another’s thoughts and feelings (Conway; Howe, 2006; Wang et al.). By virtue of the reflective process being a collaborative process, the sense of isolation often reported by novice teachers is somewhat diminished.

New Teacher Orientation

Many successful induction programs implement new teacher orientation as a component (Billingsley et al., 2004; Howe, 2006; Millinger, 2004; Ponticell & Zepeda, 1997; Wong, 2002). New teacher orientation is offered in New Zealand and China as part of formal induction (Howe; Wong et al., 2005). It is also offered as a component of
induction in several school districts with successful novice teacher induction (Ponticell & Zepeda; Wong).

In Flowing Wells School District in Tucson, Arizona, novice teachers participate in a bus tour with the superintendent as the tour guide (Wong, 2002). At Lafourche Parish School in Thibodaux, Louisiana, novice teachers participate in a four day training session prior to the beginning of school (Wong). Novice teachers in Port Huron, Michigan participate in a four-day orientation program (Wong). The goal of orientation is to introduce the novice teachers to district and school administrators, discuss classroom management, share the professional standards of the district, share the vision and mission of the district, and instruct the novice teacher concerning what to expect for the first days and weeks of school (Wong).

Novice teachers who participated in some type of orientation meeting reported a positive response and felt that it helped them become acculturated to their new school setting (Ponticell & Zepeda, 1997). New teacher orientation programs help new teachers to meet the other new teachers in their district, their mentors, and the administrators (Wong, 2002). Through orientation, novice teachers become acquainted with their new schools and faculties (Arnold-Rogers et al., 2008). Orientation assists novice teachers in making the transition from student to teacher by providing them with information for teachers only (Arnold-Rogers et al.). Orientation programs set the tone for the school year, express the district’s commitment to the novice teachers’ success, and facilitate professional growth and lifelong learning in novice teachers before they meet their students (Wong). They alleviate isolation by making the novice teachers feel like a part of the school family (Ponticell & Zepeda, 1997).
Components of Induction which Improve Instruction

Certain components of induction are directed at improving the instruction novice teachers provide during their first year of teaching (Arnold-Rogers et al., 2008; Billingsley et al., 2004; Carter and Francis, 2001; Fletcher & Barrett, 2004; Killeavy, 2006; Wang et al., 2008; Wayne et al., 2005; Wong et al., 2005). Current literature is reviewed concerning several of these components: presence of a mentor, team planning, reflection, new teacher orientation, observations of and by veteran teachers, regular meetings, and a schedule of induction activities for mentors and novice teachers to follow. The review discusses reactions of novice teachers to these components of induction.

Presence of a Mentor

Mentors are asked to provide more than just moral support; they should provide instructional support (Wayne et al., 2005) Novice teachers find that the assistance provided by mentors during their first year of teaching helps to improve their teaching practice (Fletcher & Barrett, 2004). The mentors provide additional information concerning instruction and curriculum (Fletcher & Barrett). Beginning teachers also report the having a mentor who is knowledgeable and supportive improves their professional development (Wang et al., 2008). Studies have shown that the structured support provided by a mentor has a positive impact on student achievement (Wang et al.).

One-on-one mentoring for novice teachers is a practice in most induction experiences (Wong et al., 2005). In Switzerland, novice teachers receive one-on-one mentoring related to classroom practice (Wong et al.). In France, mentors observe novice
teachers during a lesson and provide feedback (Wong et al.). Also, mentors supervise the writing of a professional memoir by novice teachers (Wong et al.). In Japan, novice teachers teach lessons that are observed by their mentors who provide corrective feedback for instructional improvement (Wong et al.). In New Zealand, novice teachers are assigned “buddy teachers” who observe them teaching (Wong et al.). In China, novice teachers are assigned district mentors who observe lessons, complete reports on the lessons, and give comments, criticisms, and suggestions concerning instruction (Wong et al.).

Ideally, mentor teachers and novice teachers are paired based on similar grade level or similar subject matter (Arnold-Rogers et al., 2008). This type of pairing assists both parties in building and maintaining a productive relationship. Mentors provide novice teachers with enriching learning and teaching experiences (Killeavy, 2006). Inside this protective environment, novice teachers and mentors can engage in critical dialogue with one another to improve the teaching practices of both (Killeavy).

Mentors provide novice teachers with written materials concerning effective instruction and classroom practices (Billingsley et al., 2004). Mentors provide novice teachers with constructive and corrective feedback to help them grow professionally (Billingsley, 2004; Wong et al., 2005). Novice teachers are guided by mentors to evaluate their own practice and make necessary changes (Killeavy, 2006). Novice teachers and mentors engage in discussions about potential improvements to be made (Killeavy). The mentoring process places emphasis on classroom management, analyzing student work, lesson planning, curriculum development, and development of differentiation instruction strategies (Arnold-Rogers et al., 2008; Fletcher & Barrett, 2004). Mentor teachers guide
novice teachers to develop positive communication skills and instruct them concerning professional behavior (Arnold-Rogers et al.). Mentors seek to motivate novice teachers, help them build rapport with students and parents, and teach them about the influence they have as teachers (Arnold-Rogers et al.).

For novice teachers, the perceived outcome of working with a mentor is overwhelmingly positive. Of the novice teachers participating in one survey, 98.6% reported that mentor teachers helped them to improve their instructional practices (Fletcher & Barrett, 2004). In the same study, 88.6% of novice teachers indicated that mentor teachers assisted them with lesson planning (Fletcher & Barrett). Novice teachers reported appreciating the assistance and support of their mentors and placing great value in the practical knowledge and specific solutions they were provided by their mentors (Carter & Francis). Research shows that novice teachers had more satisfying careers and a deepened commitment to teaching as a result of being provided with a qualified mentor as part of induction (Arnold-Rogers et al., 2008).

*Team Planning*

Many mentor/novice teacher teams engage in team lesson planning (Arnold-Rogers et al., 2008; Carver & Katz, 2004; Conway, 2006; Inman and Marlow, 2004; Killeavy, 2006; Lee et al., 2006; Millinger, 2004; Renard, 2003; Wong et al., 2005; Youngs, 2007). Both novice teachers and mentors should be provided additional time or common planning time to engage in this activity (Arnold-Rogers et al.; Carver & Katz; Killeavy; Renard).
Team lesson planning with mentors is important because lesson planning has been identified as an area of concern for beginning teachers (Conway, 2006). New teachers want to know how to teach five hours of material in three hours (Mandel, 2006). They need assistance choosing literature and classroom activities (Conway). Novice teachers have questions about how to plan effective lessons and units of instruction (Kelley, 2004; Lee et al., 2006; Youngs, 2007). Some are unsure of the curriculum they are teaching and how to differentiate instruction for diverse learners (Inman & Marlow, 2004; Kelley; Killeavy, 2006; Mandel; Youngs, 2007). Some novice teachers want and need assistance with time management, classroom management, standards-based instruction, and assessment (Conway; Kelley; Lee et al.; Mandel).

As mentors guide the lesson planning process, respond to questions, and provide constructive feedback, novice teachers begin to learn to effectively plan instruction for their students (Millinger, 2004). They learn to plan instruction that focuses on student abilities and student needs (Youngs, 2007). As a result, productivity of novice teachers is increased (Arnold-Rogers et al., 2008).

Novice teachers report positive responses to team lesson planning (Youngs). Novice teachers rated mentors more highly based on their perceived understanding of instruction, strategies, and objectives (Youngs). Induction was rated higher by novice teachers when mentors assisted novice teachers in acquiring necessary knowledge of curriculum, instructional planning, and reflecting on instructional practices (Youngs). The result is that instruction provided by novice teachers is improved by participating in team lesson planning.
Reflection

Novice teachers engage in active reflection in order to improve their instructional practices and become reflective practitioners (Killeavy, 2006). Through reflection, they grow in knowledge concerning effective instruction (Howe, 2006). Reflective novice teachers are in a constant cycle of self-assessment and self-improvement (Wood, 2005). Through the reflection process, novice teachers internalize new ideas and teaching strategies and begin to practice them (Wang et al., 2008).

Reflection is utilized in different manners in various induction experiences. In Connecticut, mentor teachers guide novice teachers to reflect on their lessons and make appropriate adjustments (Youngs, 2007). Novice teachers in Connecticut are required to videotape their teaching and reflect on their practice (Youngs). New teachers viewed this practice as productive because they gained a new perspective of their teaching practices (Youngs). Mentor-guided reflection helped novice teachers analyze their practices and make changes directed at improving student performance (Youngs). All of the teachers interviewed reported that reflection activities were productive and useful (Youngs).

Reflection is a component of induction abroad as well (Wong et al., 2005). In France, novice teachers write a professional memoir under the direction of their mentors (Wong et al.). In this memoir, they reflect on the growth they have experienced during the first year of teaching from an instructional standpoint (Wong et al.). In Japan, novice teachers present at least two demonstration lessons which are critiqued by administrators, other novice teachers, and mentors (Wong et al.). This helps Japanese novice teachers to reflect on the impact of their instruction (Wong et al.). In Shanghai, novice teachers are members of teacher research groups (Wong et al.). As group members, they conduct
active research in their classrooms, reflect on the results, change instruction, and
document failures and successes (Wong et al.). In Switzerland, novice teachers are
guided through a process of self-evaluation during their first year (Wong et al.). In this
process, they evaluate their own teaching, change their practice when appropriate, and
reflect on the results (Wong et al.).

In order to become reflective practitioners, novice teachers need time to analyze
their teaching, reflect on their strengths and weaknesses, and share what they have
learned (Conway, 2006; Kelley, 2006). This process is often forced through observations
by mentor teachers or videotaped lessons (Kelley; Ponticell & Zepeda, 1997). Instructional practices of novice teachers seem to improve as a result of reflecting on the
impact of those practices on their students (Wong et al., 2005).

**New Teacher Orientation**

One function of new teacher orientation is to help teachers become acquainted
with the culture of the school. However, the more important purpose of new teacher
orientation is to prepare novice teachers for the classroom (Bearden, 2005; Conway,
2006; Kelley, 2004; Killeavy, 2006; Mandel, 2006; Wong, 2002). Orientation may focus
on reviewing pertinent policies and procedures of the school and the district (Killeavy).
At this time, administrators review the student and teacher handbooks, distribute a photo
directory of building personnel, and provide a list of education acronyms for novice
teachers (Bearden). New teachers learn about their administrative duties and evaluation
procedures (Conway; Mandel).
Novice teachers are told how to set up their classrooms and what to teach during the first days and weeks of school (Mandel, 2006). They learn how to arrange their classrooms to reduce student discipline problems (Mandel). Discussions are held about homework, assignments, and assessment (Mandel). Mini-workshops are conducted on parent interaction, classroom management, and discipline (Conway, 2006; Mandel; Wong, 2002). Appropriate instructional practices are presented along with bulletin board ideas and instructions for getting necessary supplies (Mandel; Wong).

Novice teachers in Port Huron, Michigan attend a four day orientation workshop (Wong, 2002). At the workshop, the new teachers are introduced to district personnel given detailed instruction concerning professional standards and district expectations for teachers (Wong). They learn about the principles of classroom management and discipline (Wong). They are provided with specific instruction concerning effective preparation for the first day and the first week of school (Wong).

During this time, it is suggested that mentors help with new teacher orientation (Kelley, 2004). Mentors assist novice teachers in setting up their classrooms for the first day of school and review the curriculum with the novice teachers (Kelley). They help novice teachers develop classroom routines to be implemented immediately and discuss methods for forming relationships with parents (Kelley). The orientation provided by mentors, the school, and the district is partly directed at improving initial instruction.

**Observations of Veteran Teachers**

Observations of veteran teachers is a common component of novice teacher induction (Billingsley et al., 2004; Fletcher & Barrett, 2004; Howe, 2006; Kelley, 2004;
Killeavy, 2006; Millinger, 2004; Ponticell & Zepeda, 1997; Renard, 2003; Wang et al., 2008; Wayne et al., 2005; Wong, 2002; Wong et al., 2005; Wood, 2005). Specifically, some districts provide substitute teachers so that novice teachers can observe their mentors or other veteran teachers (Killeavy; Renard). Novice teachers need time to observe their colleagues in order to learn new instructional strategies and to see lessons from a different perspective (Kelley; Millinger).

These opportunities to watch colleagues teach allow novice teachers to reflect on their own teaching and on how instructional practices impact student learning (Wang et al., 2008). The observations are structured as a learning experience for the beginning teachers. Post-observation conferences are often held with mentor teachers to discuss what was observed (Wayne et al., 2005). The visits may be required once per semester and may be scheduled by mentor teachers based on the needs of the novice teacher (Kelley, 2004; Ponticell & Zepeda, 1997).

In France, novice teachers observe in their mentor’s classroom as well as the classrooms of other novice teachers (Wong et al., 2005). After the visits, they participate in post-observation discussions (Wong et al.). In Tucson, Arizona, novice teachers and mentor teachers in the Flowing Wells School District participate in “Special Professional Assistance Day” (Wong et al.). On this day, they observe in one another’s classrooms and are treated to lunch together to debrief about the observations (Wong et al.). Since the opportunity to observe others’ teaching is highly valued by novice teachers, this practice is valuable in the induction process and helps beginning teachers to improve classroom instructional practices (Wang et al., 2008).
As a component of induction, novice teachers may observed by veteran teachers who may or may not be their mentors (Arnold-Rogers et al., 2008; Carver & Katz, 2004; Howe, 2006; Kelley, 2004; Lee et al., 2006; Maciejewski, 2007; Millinger, 2004; Ponticell & Zepeda, 1997; Renard, 2003; Wang et al., 2008; Wayne et al., 2005; Wong, 2002; Wong et al., 2005; Wood, 2005). In some cases, the observations are conducted by university tutors (Wang et al.). In other cases, other teachers, administrators, and other novice teachers observe the beginning teachers (Wong et al.).

In many cases, the observations of novice teachers are conducted by their mentor teachers who later provide feedback (Howe, 2006; Inman & Marlow, 2004; Kelley, 2004; Wood, 2005). Such visits may take place as often as weekly or as infrequently as once per semester (Carver & Katz; 2004; Ponticell & Zepeda, 1997). After the observations, the mentors and novice teachers participate in post-observation conferences where mentors help the novice teachers reflect on their teaching practices and the impact of the instruction on student performance (Kelley; Renard, 2003; Wang et al., 2008; Wayne et al., 2005). Novice teachers are provided with written and verbal feedback on the lessons observed by the mentors (Lee et al., 2006).

Observations of novice teachers are handled in wide variety of ways. In France, new teachers observe one another and debrief on the lessons (Wong et al., 2005). In Japan, novice teacher present two or more demonstration lessons which are viewed by mentor teachers (Wong et al.). In China, novice teachers present report lessons and receive comments, criticism, and suggestions concerning the lessons (Wong et al.). In Flowing Wells School District, mentor teachers observe novice teachers and then eat
lunch together to debrief concerning the lesson (Wong). New teachers in Lafourche Parish Schools are observed by curriculum facilitators and provided with feedback (Wong).

Observations by other teachers through induction place the emphasis on assistance for the beginning teachers rather than assessment of the beginning teacher (Howe, 2006). Many new teachers begin to view the observation process as an opportunity to research and reflect in their own classrooms (Millinger, 2004). They stop looking at the observers as threatening outsiders and begin to see them as resources to facilitate improvement (Millinger). This type of formative assessment helps the observers monitor the growth of novice teachers without placing their jobs in jeopardy (Maciejewski, 2007).

Beginning teachers who have regularly scheduled observations by veteran teachers reported being 50% more likely to stay in the teaching profession (Maciejewski, 2007). Novice teachers report valuing the opportunity to be observed by and receive constructive feedback from colleagues (Wang et al., 2008). In one study, induction satisfaction ratings increased along with the number of times beginning teachers were observed by veteran teachers (Wang et al.). Studies indicate that novice teachers highly regard induction which focuses on observations by veteran due to the opportunity to reflect on their teaching and on constructive feedback helps them to improve the instruction they provide (Wang et al.).
Regular Meetings

Regular meetings between mentors and novice teachers at the school level or district level are a common component of induction (Bearden, 2005; Billingsley, 2004; Billingsley et al., 2004; Conway, 2006; Maciejewski, 2007; Mandel, 2006; Millinger, 2004; Ponticell & Zepeda, 1997). They are usually scheduled on a monthly basis and are based on the needs of novice teachers at that time during the school year (Bearden; Billingsley; Billingsley et al.; Conway; Maciejewski; Mandel; Millinger; Ponticell & Zepeda). During these meetings, novice teachers share instructional concerns and receive possible solutions to their problems (Billingsley; Maciejewski). Regularly scheduled meetings provide novice teachers with direction and guidance (Bearden).

As novice teachers begin working with students, questions arise. Regular meetings are planned and conducted based on difficulties or concerns that have arisen in the classroom and may be based on feedback from novice teachers or mentors (Billingsley, 20040. The topics of the professional development provided in the meetings are content and timely (Conway, 2006; Mandel, 2006). For example, the topic of a meeting that occurs just before report cards are distributed is conducting a parent conference (Mandel). Regularly scheduled meetings and the professional development provided are directed at improving instruction provided by novice teachers (Bearden; Billingsley, 2004; Billingsley et al., 2004; Conway; Maciejewski, 2007; Mandel; Millinger, 2004; Ponticell & Zepeda, 1997). However, an added bonus is that novice teachers feel more comfortable in the classroom and are more likely to continue teaching (Millinger).
Schedule of Induction Activities

Induction coordinators in many districts provide mentors with a schedule of induction activities to conduct each month (Bearden, 2005; Billingsley, 2004; Conway, 2006; Howe, 2006; Maciejewski, 2007; Ponticell & Zepeda, 1997). Like the regularly scheduled meetings, the scheduled activities relate to the school calendar and focuses on timely topics (Bearden). Mentors may provide guidance concerning grading procedures just before grades are required to be turned in (Conway). Mentors may assist new teachers in setting up their classrooms prior to the first day of school (Kelley, 2004). Mentors may also provide support for parent conferences just prior to report cards being sent home (Mandel, 2006; Ponticell & Zepeda). This differs from the regularly scheduled monthly meetings in that mentors provide one-on-one support and the topics are more closely aligned with individual school calendars and individual new teacher needs. The purpose of the schedule of induction activities is to provide novice teachers with timely support to improve the instructional practices of novice teachers.

Summary

The review of research and literature demonstrates that there are many common components of induction. These components, as well as induction as a whole, are shown by research to have a positive impact on the job satisfaction of novice teachers. In turn, increased job satisfaction reduces the teacher attrition rate in schools. Regardless of the particular method of induction employed, novice teacher retention is a significant issue that is addressed in educational research, district policies, and state law. Novice teacher
attrition is a problem that could have serious repercussions for the American educational system and its students.
CHAPTER III

METHODS AND MATERIALS

The purpose of this research study is to examine the components of novice teacher induction which may be positively correlated with novice teachers’ intentions to stay in that teaching position. The purpose of this research is to determine which aspects of induction increase new teacher job satisfaction by examining the commonalities among perceptions of induction. The goal of the researcher is to determine which aspects of teacher induction lead to lower teacher attrition rates.

There is research concerning the effectiveness of new teacher induction. There is research indicating a link between job satisfaction and participation in new teacher induction. However, the previous research does not address the identification of specific components of teacher induction which increase new teacher job satisfaction. This research addresses that gap by attempting to identify components of teacher induction which create a positive impact on the job satisfaction of new teachers.

This chapter describes the methodology and the procedures used in this research study. Research design, study variables, population and sample, instrumentation, data collection, and data analysis are addressed in this chapter.
Research Design

The design utilized in this study is a correlative ex post facto design. The purpose of a correlational study is to determine or verify relationships between or among two or more variables (Fraenkel & Wallen, 2003). Correlational studies compare the variables present in a specific group of participants and attempt to locate manners in which the variables are related or vary together (Creswell, 2002). Correlational studies are quantitative studies in which the researcher uses statistical techniques to measure the degree of relationship among data sets (Creswell). This study seeks to determine the degree of relationship among eight independent variables in a group of new teachers in three public schools districts in Mississippi who are participating in district-led teacher induction.

This study addresses two research questions: (a) are there specific aspects of teacher induction which increase job satisfaction in novice teachers and (b) do those specific factors of teacher induction which increase job satisfaction have a positive impact on new teachers’ intention to stay in the teaching profession?

Variables of the Study

The dependent variable in this study is participation in formal district-led teacher induction. Participants were selected based on their participation in induction through Meridian Public School District, Newton County School District, or Lauderdale County School District during the 2008/2009 school year. Employment in any of these schools means that the teachers are teaching in an urban or low socio-economic setting. While the setting was not relevant in the selection this group of new teacher, research indicates that
new teachers in a low income or urban setting are more likely to leave after the first few years than those in high income areas (Cochran-Smith, 2004; Gardner, 2006; Stockard & Lehman, 2004).

The independent variables for this study were determined based current research and the induction plans of the three participating districts. Eight variables were identified as being components of induction in all three participating districts and were identified in research as potentially increasing the job satisfaction novice teachers (August & Waltman, 2004; Carver & Katz, 2004; Conway, 2006; Kelley, 2004; Mandel, 2006; Millinger, 2004; Ponitcell & Zepeda, 1997; Renard, 2003; Wong, 2002). The independent variables are presence of new teacher orientation (district and/or school level), presence of a mentor, participation in team lesson planning, regular meetings (with mentors and/or other novice teachers), observations of novice teacher by mentor, observations of veteran teachers by novice teacher, specific activities to be completed each month, and personal reflection by the novice teacher.

This study uses intention to stay as a measure of teacher attrition since it has been used in previous research (Johnsrud & Rosser, 2002; Millinger, 2004; Stockard & Lehman, 1997). This research attempts to determine which of the independent variables are positively correlated to novice teacher job satisfaction and novice teacher intention to stay in the school for the following year.

Population and Sample

The initial population for this study consists of all novice teachers participating in induction through Meridian Public School District, Newton County School District, or
Lauderdale County School District during the 2008/2009 school year. There are 61
teachers who have less than one year of classroom teaching experience. The entire
population will be asked to complete the survey. A sample of 40 surveys will be
randomly selected.

Instrumentation

No current instrument was identified as measuring all the independent variables
sought by the researcher. The information collected from the Induction Coordinators for
Meridian Public Schools, Newton County Schools, and Lauderdale County Schools and
from the review of related literature indicated that the variables are appropriate for the
study. An instrument was created by the researcher and piloted on a small group of
novice teachers for the purpose of determining variables as related to job satisfaction in
those teachers.

In order to strengthen the reliability and validity of a self-created instrument, the
researcher adapted instrument items from a previously used instrument which is valid and
reliable. The items and the variables on the instrument were adapted from the National
Center for Education Statistics Schools and Staffing Survey, 2003-2004 School Year and
the Teacher Follow-up Survey, 2004-2005 School Year.

The 25-item “Novice Teacher Survey” sought information concerning each of the
eight independent variables as well as intention to stay (Appendix B). Each of the
independent variables was addressed with three separate questions to insure consistency
of answers concerning each variable. Each of the three questions varied slightly from the
other two. One question addressed the overall intention of new teachers concerning
employment for the following year. Participants were asked to respond to the 25 items by selecting either “yes” or “no” to indicate the positive or negative impact of that particular component of induction on job satisfaction.

In order to check for consistency among the three items addressing each of the independent variables, a pilot study was conducted. The pilot study was a trial run for the instrument prior to conducting the actual study (Gay & Airasian, 2000). The goal was to identify any unexpected problems with the instrument and address them prior to conducting the study with the sample (Gay & Airasian). The pilot study served as an early indicator for successful implementation.

In order to conduct the pilot, seven new teachers from another school district were identified. They received a copy of the survey and a brief explanation of the study being conducted. They were asked to complete the survey and return it to the researcher. Their participation was voluntary since the results were not included in the study results. It took the pilot study participants 15 to 20 minutes to read the explanation of the study and complete the 25-item survey.

Once the surveys were returned to the researcher, they were analyzed to determine if the three items addressing each of the eight independent variables were answered consistently. For example, did the participant rate the presence of a mentor as a positive aspect of their induction on all three questions addressing the presence of a mentor? There were no contradictions among the pilot study participants’ answers to the survey questions.

Each participant in the pilot study was interviewed by the researcher individually. They were asked to identify any portion of the explanation of the study that was unclear.
They were also asked to identify any items on the survey that were confusing. Finally, they were asked to analyze the clarity of the survey directions. This information was used to clarify information in the explanation of the study, directions of the survey, and survey items. Based on analysis of their answers to the interview questions, the researcher found no corrections or clarifications to the instrument, instructions, or explanation of the study to be necessary.

Data Collection

The researcher sought permission from the Mississippi State University Institutional Review Board for the Protection of Human Subjects in Research and the superintendents of Meridian Public Schools, Newton County Schools, and Lauderdale County Schools to obtain the information needed to determine the population and sample for the study (Appendices A, C, D, & E). Permission was granted from all institutions. A list of novice teachers during the 2008/2009 school year was obtained from the District Induction Coordinator of each district. The list contained the novice teacher’s name and the school where the novice was employed. No personal information or contact information was included.

The population was all teachers participating in new teacher induction. All identifying information was removed from the completed surveys. A number was assigned to each survey. From the completed surveys, a random sample of 40 surveys was selected using Statistical Package for Social Sciences (SPSS) 11.0 Statistical Software Package.
The novice teachers and mentors meet once monthly with the District Induction Coordinators in each district. The researcher attended a meeting to distribute the letter of explanation, explain the purpose of the study, and explain that participation was voluntary and that there would be no penalties within or outside their school district if any novice teacher chose not to participate. The researcher provided a copy of the consent/participation document to each participant to retain for their records (Appendix B). Since no identifying information was requested, participants did not have to sign an informed consent document.

The consent/participation document indicated an interest in the impact of specific components of teacher induction on job satisfaction and teachers’ intent to stay in their present position for the upcoming year. It indicated that the researcher valued any information they would be willing to share on the subject. It indicated that participation was voluntary. Finally, it indicated that if they chose to participate, they could discontinue participation at any time or chose not to answer any questions that caused them discomfort without penalty or repercussions.

Once the consent/participation document was explained to the members of the population, the researcher administered the instrument those willing to participate in the study. The participants needed approximately 15 to 20 minutes to read the consent/participation document and complete the survey. As the surveys were returned to the researcher, the researcher marked each of them with a number that was not linked in any way to the participant, their school or district, or the order in which the surveys were returned to the researcher. Once data analysis began, the participants were not linked in any manner to the surveys.
Data Analysis

The data from this study was analyzed using Statistical Package for Social Sciences (SPSS) 11.0 Statistical Software Package. First, a descriptive analysis was conducted using frequencies, means, and standard deviation to analyze the frequency at which each independent variable was reported. To address the research questions, the researcher used binomial distribution and Chi-square procedures.

Binomial distribution was an appropriate statistical analysis method for use with nominal data (Boersman, 2008). Each response to each independent variable had a 50% probability. Approximately one-half the respondents should report positive responses to each independent variable by chance alone. Statistical significance was determined by the number of participants above 50% reporting positive responses to each of the independent variables and whether or not the difference between the percentages and 50% is large enough not to be attributed to chance. A binomial distribution was conducted on each of the independent variables. Significance for any of those variables indicates that a particular component of the induction is likely related to job satisfaction in the novice teachers who participated in the study.

The relationships between the independent variables were analyzed using chi-square procedures. The chi-square procedure compares frequencies of two variables being reported together to what the frequency would be if the two variables were independent of one another (Shannon & Davenport, 2001). Each of the eight independent variables was paired with the other seven independent variables and analyzed using chi-square procedures. The researcher analyzed the results to determine if the frequencies at which they are reported together are higher than if the two variables were independent of
one another. A significant chi-square result indicates linkages between two seemingly independent variables which would void the null hypothesis.
CHAPTER IV

RESULTS

The purpose of this research is to examine the components of novice teacher induction which may have a positive impact on novice teachers’ intentions to stay in that teaching position. This researcher hopes to determine which specific aspects of teacher induction increase novice teacher job satisfaction and are positively linked with novice teacher intention to stay in the teaching profession.

Research concerning the topic of novice teacher induction indicates a link between participation in new teacher induction and new teacher job satisfaction. Research indicates a link between new teacher job satisfaction and new teacher intention to stay in the teaching profession. The previous research does not indicate which specific aspects of new teacher induction increase job satisfaction in new teachers or positively impact their intention to stay in the teaching profession. This research addresses that gap by utilizing an ex post facto design to identify components of teacher induction which create a positive impact on the job satisfaction of new teachers and their intention to remain in the teaching profession.

This chapter describes the results of statistical analyses of survey data on the eight independent variables. The eight independent variables common to the three district induction plans were presence of new teacher orientation (district and/or school level), presence of a mentor, participation in team lesson planning, regular meetings (with
mentors and/or other novice teachers), observations of novice teacher by mentor, observations of veteran teachers by novice teacher, specific activities to be completed each month, and personal reflection by the novice teacher.

The researcher uses intention to stay as a measure of teacher attrition since it has been used in previous research (Johnsrud & Rosser, 2002; Millinger, 2004; Stockard & Lehman, 1997). This chapter will describe the statistical analyses indicating which of independent variables are most strongly correlated to novice teacher job satisfaction and novice teacher intention to stay in the profession for the upcoming school year.

Descriptive Statistics of Independent Variables

This study had several control variables which were shared by all study participants. All participants were first year teachers in a public school in Mississippi. All novice teachers participated in Mississippi Department of Education mandated novice teacher induction during the 2008-2009 school year. All participants shared the dependent variable of participating in induction during their first year of teaching. No statistical analysis was conducted on these variables since they were common to all study participants.

The independent variables in this study were examined by means of a survey completed by study participants during the spring semester of their first year of teaching. Information concerning the independent variables was gathered from the “Novice Teacher Survey” (Appendix B). Data was collected from 61 participants in the three induction programs (N = 61). A sample of 40 surveys was randomly selected from the population (n = 40).
The survey did not address participation in the eight components of new teacher induction. It was determined by a review of the induction plans of the three participating school districts that all participants experienced each of the eight independent variables. The survey only addressed the impact of each of the independent variables on the job satisfaction of the novice teachers.

The independent variables common to the three district induction plans and utilized in this study were presence of new teacher orientation (district and/or school level), presence of a mentor, participation in team lesson planning, regular meetings (with mentors and/or other novice teachers), observations of novice teacher by mentor, observations of veteran teachers by novice teacher, specific activities to be completed each month, and personal reflection by the novice teacher. The results of the surveys were entered into SPSS for statistical analysis. The percentage of study participants reporting increased job satisfaction as a result of each aspect of induction was analyzed and is reported in Table 1.
Table 1
Descriptive Statistics of Independent Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Percent “yes”</th>
<th>Percent “no”</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of New Teacher Orientation</td>
<td>85%</td>
<td>15%</td>
<td>1.15</td>
<td>.362</td>
</tr>
<tr>
<td>Participation in Team Planning</td>
<td>83%</td>
<td>17%</td>
<td>1.18</td>
<td>.385</td>
</tr>
<tr>
<td>Regular Meetings with Mentor and/or Other Novice Teachers</td>
<td>80%</td>
<td>20%</td>
<td>1.20</td>
<td>.405</td>
</tr>
<tr>
<td>Observations of Novice Teacher by Mentor</td>
<td>73%</td>
<td>27%</td>
<td>1.28</td>
<td>.452</td>
</tr>
<tr>
<td>Observations of Mentor Teachers by Novice Teacher</td>
<td>83%</td>
<td>17%</td>
<td>1.18</td>
<td>.385</td>
</tr>
<tr>
<td>Specific Activities to be Completed Each Month</td>
<td>60%</td>
<td>40%</td>
<td>1.40</td>
<td>.496</td>
</tr>
<tr>
<td>Presence of a Mentor</td>
<td>83%</td>
<td>17%</td>
<td>1.18</td>
<td>.385</td>
</tr>
<tr>
<td>Personal Reflection by the Novice Teacher</td>
<td>88%</td>
<td>12%</td>
<td>1.13</td>
<td>.335</td>
</tr>
</tbody>
</table>

Current Sample (n=40)

More than half the participants in the study reported increased job satisfaction as a result of each of the independent variables in the study. Eighty-eight percent (n = 35) of participants reported increased job satisfaction as a result of participating in reflection. Participation in either a district or school level orientation meeting was reported to improve job satisfaction by 85% (n = 34) of participants. Being assigned a mentor, team planning with a mentor, and observing while a mentor is teaching were variables reported to increase job satisfaction by 83% (n = 33) of the study participants. Participating in regular meetings with mentor or other new teachers was reported to increase job satisfaction by 80% (n = 32) of study participants. Being observed by a mentor while
teaching a lesson was reported to increase job satisfaction by 73% (n = 29) of novice teachers. Only 60% (n=24) of participants reported increased job satisfaction as a result of having a schedule of mentoring activities to complete each month with their mentors. This variable had the lowest number of participants to report it as having a positive impact on job satisfaction.

Results of Binomial Distribution of Independent Variables

When there are two mutually exclusive outcomes for the independent variables, binomial distribution is a commonly used nonparametric statistical test (Gravetter, & Wallnau, 2004; Howell, 2002). The two mutually exclusive outcomes in this study were responses of “yes” or “no” to the survey items concerning the eight independent variables. Results of the binomial distribution indicated whether the number of participants reporting increased job satisfaction as a result of each of the independent variables is too high or too low to have occurred by chance. Fifty percent reporting “yes” or “no” was the expected outcome for the binomial distribution of each independent variable. Twenty participants should report increased job satisfaction as a result of each of the independent variables. Twenty participants should not report increased job satisfaction as a result of each of the independent variables. The significance level was set as .05 ($p < 0.05$) for the tests. The results of the binomial distribution can be found in Table 2.

Of the eight independent variables, seven were found to have statistical significance. Seven of the eight independent variables were reported to have resulted in increased job satisfaction at a rate too high to be expected by chance. The seven variables
reported to have increased job satisfaction in novice teachers at statistically significant levels were participation in a district or school level orientation meeting, participating in team planning with a mentor, having regular meetings with a mentor or other novice teachers, having a mentor observe while teaching, observing a mentor while teaching, being assigned a mentor, and participating in personal reflection. Having a schedule of activities to complete with a mentor each month (60%) was not reported to increase job satisfaction at a statistically significant rate.

Table 2

<table>
<thead>
<tr>
<th>Variable</th>
<th>Observed Probability of “yes”</th>
<th>Observed Probability of “no”</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of New Teacher Orientation</td>
<td>.85</td>
<td>.15</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Team Planning</td>
<td>.83</td>
<td>.17</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Regular Meetings</td>
<td>.80</td>
<td>.20</td>
<td>.000</td>
</tr>
<tr>
<td>Observations of Novice Teacher by Mentor</td>
<td>.73</td>
<td>.27</td>
<td>.007</td>
</tr>
<tr>
<td>Observations of Mentor Teachers by Novice</td>
<td>.83</td>
<td>.17</td>
<td>.000</td>
</tr>
<tr>
<td>Specific Activities to be Completed Each Month</td>
<td>.60</td>
<td>.40</td>
<td>.268</td>
</tr>
<tr>
<td>Presence of a Mentor</td>
<td>.83</td>
<td>.17</td>
<td>.000</td>
</tr>
<tr>
<td>Personal Reflection by the Novice Teacher</td>
<td>.88</td>
<td>.12</td>
<td>.000</td>
</tr>
</tbody>
</table>

Test Probability = 0.50 $p < 0.05$
Results of Chi-square of Independent Variables

To determine which independent variables that increase job satisfaction are positively linked with one another, the seven independent variables reported as increasing job satisfaction at statistically significant levels were analyzed using the chi-square test for independence. Chi-square is nonparametric tests used to determine whether independent variables are reported together too often to be occurring together by chance (Gravetter & Wallnau, 2004). For the chi-square test of independence, the significance level was set at .05 \((p < 0.05)\).

The results for participation in district or school level orientation and all other independent variables can be found in Table 3. The analysis between participation in an orientation program and participation in team planning with a mentor yielded statistical significance, \(\chi^2(1, N = 40) = .000, p < 0.05\). The results indicated a correlation between participation in novice teacher orientation and team planning with a mentor. The analysis between participation in an orientation program and participation in regular meetings with a mentor or other novice teachers yielded statistical significance, \(\chi^2(1, N = 40) = .000, p < 0.05\). The results indicated a correlation between participation in novice teacher orientation and regular meeting with a mentor or other novice teachers. The analysis between participation in an orientation program and being observed by a mentor while teaching a lesson yielded statistical significance, \(\chi^2(1, N = 40) = .004, p < 0.05\). The results indicated a correlation between participation in novice teacher orientation and being observed by a mentor. The analysis between participation in an orientation program and observing a mentor while a lesson is being taught yielded statistical significance,
The results indicated a correlation between participation in novice teacher orientation and observing a mentor. The analysis between participation in an orientation program and being assigned a mentor yielded statistical significance, $\chi^2(1, N = 40) = .000$, $p < 0.05$. The results indicated a correlation between participation in novice teacher orientation and having an assigned mentor. The analysis between participation in an orientation program and participation in personal reflection yielded statistical significance, $\chi^2(1, N = 40) = .000$, $p < 0.05$. The results indicated a correlation between participation in novice teacher orientation and participating in personal reflection as part of new teacher induction.

Table 3

Chi-Square Analyses between Orientation and Other Independent Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Team Planning</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Regular Meetings</td>
<td>.000</td>
</tr>
<tr>
<td>Observations of Novice Teacher by Mentor</td>
<td>.004</td>
</tr>
<tr>
<td>Observations of Mentor Teachers by Novice Teacher</td>
<td>.000</td>
</tr>
<tr>
<td>Presence of a Mentor</td>
<td>.000</td>
</tr>
<tr>
<td>Personal Reflection by the Novice Teacher</td>
<td>.000</td>
</tr>
</tbody>
</table>

$p < 0.05$

The results of the chi-square analyses for participation in team planning with a mentor and all other independent variables can be found in Table 4. The analysis between
participation in team planning and participation in regular meetings with a mentor or other novice teachers yielded statistical significance, $\chi^2(1, N = 40) = 0.000, p < 0.05$. The results indicated a correlation between participation in team planning and having regular meetings with a mentor or other new teachers. The analysis between participation in team planning and being observed by a mentor while teaching a lesson yielded statistical significance, $\chi^2(1, N = 40) = 0.004, p < 0.05$. The results indicated a correlation between participation in team planning and having regular meetings with a mentor or other new teachers.

The analysis between participation in team planning and being observed by a mentor while teaching a lesson yielded statistical significance, $\chi^2(1, N = 40) = 0.004, p < 0.05$. The results indicated a correlation between participation in team planning and being observed by a mentor during instruction. The analysis between participation in team planning and being assigned a mentor yielded statistical significance, $\chi^2(1, N = 40) = 0.000, p < 0.05$. The results indicated a correlation between participation in team planning and having an assigned mentor. The analysis between participation in team planning and participation in personal reflection yielded statistical significance, $\chi^2(1, N = 40) = 0.000, p < 0.05$. The results indicated a correlation between participation in team planning and personal reflection by novice teachers as part of new teacher induction.
Table 4
Chi-Square Analyses between Team Planning and Other Independent Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Orientation</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Regular Meetings</td>
<td>.000</td>
</tr>
<tr>
<td>Observations of Novice Teacher by Mentor</td>
<td>.004</td>
</tr>
<tr>
<td>Observations of Mentor Teachers by Novice Teacher</td>
<td>.000</td>
</tr>
<tr>
<td>Presence of a Mentor</td>
<td>.000</td>
</tr>
<tr>
<td>Personal Reflection by the Novice Teacher</td>
<td>.000</td>
</tr>
</tbody>
</table>

$p < 0.05$

The results of the chi-square analyses for participation in regular meetings with a mentor or other novice teacher and all other independent variables can be found in Table 5. The analysis between participation in regular meetings and observing a mentor while teaching yielded statistical significance, $\chi^2(1, N = 40) = .000, p < 0.05$. The results indicated a correlation between participation in regular meetings and observing a mentor teacher during classroom instruction. The analysis between participation in regular meetings and being observed by a mentor while teaching yielded statistical significance, $\chi^2(1, N = 40) = .004, p < 0.05$. The results indicated a correlation between participation in regular meetings and being observed by a mentor teacher during classroom instruction. The analysis between participation in regular meetings and having an assigned mentor yielded statistical significance, $\chi^2(1, N = 40) = .004, p < 0.05$. The results indicated a correlation between participation in regular meetings and having a mentor assigned to a novice teacher.
teacher. The analysis between participation regular meetings and personal reflection by a new teacher yielded statistical significance, $\chi^2(1, N = 40) = 0.004, p < 0.05$. The results indicated a correlation between participation in regular meetings and a novice teacher participating in personal reflection.

Table 5
Chi-Square Analyses between Regular Meetings and Other Independent Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Orientation</td>
<td>0.000</td>
</tr>
<tr>
<td>Participation in Team Planning</td>
<td>0.000</td>
</tr>
<tr>
<td>Observations of Novice Teacher by Mentor</td>
<td>0.004</td>
</tr>
<tr>
<td>Observations of Mentor Teachers by Novice Teacher</td>
<td>0.000</td>
</tr>
<tr>
<td>Presence of a Mentor</td>
<td>0.000</td>
</tr>
<tr>
<td>Personal Reflection by the Novice Teacher</td>
<td>0.000</td>
</tr>
</tbody>
</table>

$p < 0.05$

The results of the chi-square analyses for participation in being observed by a mentor teacher while teaching a lesson and all other independent variables can be found in Table 6. The analysis between being observed by a mentor teacher during instruction and observing a mentor while teaching yielded statistical significance, $\chi^2(1, N = 40) = 0.000, p < 0.05$. The results indicated a correlation between being observed by a mentor while teaching a lesson and observing a mentor teacher during classroom instruction. The analysis between being observed by a mentor teacher during instruction and being
assigned a mentor yielded statistical significance, $\chi^2(1, N = 40) = .000, p < 0.05$. The results indicated a correlation between being observed by a mentor while teaching a lesson and having an assigned mentor. The analysis between being observed by a mentor teacher during instruction and participation in personal reflection yielded statistical significance, $\chi^2(1, N = 40) = .000, p < 0.05$. The results indicated a correlation between being observed by a mentor while teaching a lesson and participating in personal reflection.

Table 6

Chi-Square Analyses between Observations of Novice Teachers by Mentor and Other Independent Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Orientation</td>
<td>.004</td>
</tr>
<tr>
<td>Participation in Team Planning</td>
<td>.004</td>
</tr>
<tr>
<td>Participation in Regular Meetings</td>
<td>.004</td>
</tr>
<tr>
<td>Observations of Mentor Teachers by Novice Teacher</td>
<td>.000</td>
</tr>
<tr>
<td>Presence of a Mentor</td>
<td>.000</td>
</tr>
<tr>
<td>Personal Reflection by the Novice Teacher</td>
<td>.000</td>
</tr>
</tbody>
</table>

$p < 0.05$

The results of the chi-square analyses for participation in observation by a mentor teacher while teaching a lesson and all other independent variables can be found in Table 7. The analysis between observation by a mentor teacher during instruction and being assigned a mentor yielded statistical significance, $\chi^2(1, N = 40) = .000, p < 0.05$. The
results indicated a correlation between observation by a mentor while a lesson is being taught and having an assigned mentor teacher. The analysis between observation by a mentor teacher during instruction and participation in personal reflection yielded statistical significance, \( \chi^2(1, N = 40) = .000, p < 0.05 \). The results indicated a correlation between observation by a mentor while a lesson is being taught and reflection during the first year of teaching.

Table 7

<table>
<thead>
<tr>
<th>Variable</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Orientation</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Team Planning</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Regular Meetings</td>
<td>.000</td>
</tr>
<tr>
<td>Observations of Novice Teacher by Mentor</td>
<td>.000</td>
</tr>
<tr>
<td>Presence of a Mentor</td>
<td>.000</td>
</tr>
<tr>
<td>Personal Reflection by the Novice Teacher</td>
<td>.000</td>
</tr>
</tbody>
</table>

The results of the chi-square analyses for having an assigned mentor and all other independent variables can be found in Table 8. The analysis between having an assigned mentor and participation in personal reflection yielded statistical significance, \( \chi^2(1, N = 40) = .000, p < 0.05 \). The results indicated a correlation between being assigned a mentor teacher and personal reflection during the first year of teaching.
Table 8
Chi-Square Analyses between Presence of a Mentor and Other Independent Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Orientation</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Team Planning</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Regular Meetings</td>
<td>.000</td>
</tr>
<tr>
<td>Observations of Novice Teacher by Mentor</td>
<td>.000</td>
</tr>
<tr>
<td>Observations of Mentor Teachers by Novice Teacher</td>
<td>.000</td>
</tr>
<tr>
<td>Personal Reflection by the Novice Teacher</td>
<td>.000</td>
</tr>
</tbody>
</table>

\[ p < 0.05 \]

The results of the chi-square analyses for reflection and all other independent variables can be found in Table 9. The independent variable chi-square analyses results have been discussed in the analyses of the other independent variables.
Table 9
Chi-Square Analyses between Reflection and Other Independent Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Orientation</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Team Planning</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Regular Meetings</td>
<td>.000</td>
</tr>
<tr>
<td>Observations of Novice Teacher by Mentor</td>
<td>.000</td>
</tr>
<tr>
<td>Observations of Mentor Teachers by Novice Teacher</td>
<td>.000</td>
</tr>
<tr>
<td>Presence of a Mentor</td>
<td>.000</td>
</tr>
</tbody>
</table>

$p < 0.05$

Results of Binomial Distribution of Intent to Stay

A binomial distribution of intent to stay was performed separate from the binomial distributions of the independent variables. This was done to determine if more of the study participants reported intending to stay in the teaching profession than would normally occur by chance. The significance level was set as .05 ($p < 0.05$) for the test. Of the forty participants, 98% (n = 39) reported an intention to stay in the teaching profession. This is a statistically significant result.

Results of Chi-square for Intent to Stay

Since the result of the binomial distribution of intent to stay is greater than would be expected by chance, there was an indication that there was some correlation between participation in certain aspects of induction and intent to stay. A chi-square test of
independence was conducted on all the independent variables and intent to stay as reported by study participants. The results are located in Table 10.

The analysis between participation in a district or school level orientation program and novice teacher intent to stay yielded statistical significance, $\chi^2(1, N = 40) = .000, p < 0.05$. The results indicated a correlation between participation in novice teacher orientation and new teacher intention to stay in the teaching profession. The analysis between participation in team planning with a mentor teacher and novice teacher intent to stay yielded statistical significance, $\chi^2(1, N = 40) = .000, p < 0.05$. The results indicated a correlation between participation in team planning and new teacher intention to stay in the teaching profession. The analysis between participation in regular meetings with a mentor teacher or other novice teachers and novice teacher intent to stay yielded statistical significance, $\chi^2(1, N = 40) = .000, p < 0.05$. The results indicated a correlation between participation regular meetings and new teacher intention to stay in the teaching profession. The analysis between being observed by a mentor teacher while teaching a lesson and novice teacher intent to stay yielded statistical significance, $\chi^2(1, N = 40) = .004, p < 0.05$. The results indicated a correlation between being observed during instruction by a mentor and new teacher intention to stay in the teaching profession. The analysis between observing a mentor during instruction and novice teacher intent to stay yielded statistical significance, $\chi^2(1, N = 40) = .000, p < 0.05$. The results indicated a correlation between observing a mentor while a lesson is taught and new teacher intention to stay in the teaching profession. The analysis between having a schedule of activities to be completed by the mentor teacher and novice teacher each month and novice teacher intent to stay did not yield statistical significance, $\chi^2(1, N = 40) = .206, p <
The results indicated no correlation between the presence of a schedule of mentor activities and new teacher intention to stay in the teaching profession. The analysis between having an assigned mentor and novice teacher intent to stay yielded statistical significance, $\chi^2(1, N = 40) = .000, p < 0.05$. The results indicated a correlation between being assigned a mentor teacher and new teacher intention to stay in the teaching profession. The analysis between participation in personal reflection and novice teacher intent to stay yielded statistical significance, $\chi^2(1, N = 40) = .000, p < 0.05$. The results indicated a correlation between reflection and new teacher intention to stay in the teaching profession.

Table 10

<table>
<thead>
<tr>
<th>Variable</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Orientation</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Team Planning</td>
<td>.000</td>
</tr>
<tr>
<td>Participation in Regular Meetings</td>
<td>.000</td>
</tr>
<tr>
<td>Observations of Novice Teacher by Mentor</td>
<td>.004</td>
</tr>
<tr>
<td>Observations of Mentor Teachers by Novice Teacher</td>
<td>.000</td>
</tr>
<tr>
<td>Regular Schedule of Activities</td>
<td>.206</td>
</tr>
<tr>
<td>Presence of a Mentor</td>
<td>.000</td>
</tr>
<tr>
<td>Personal Reflection by the Novice Teacher</td>
<td>.000</td>
</tr>
</tbody>
</table>

$p < 0.05$
Analyses of Research Questions

Research Question One

This study addresses two research questions: (a) are there specific aspects of teacher induction which increase job satisfaction in novice teachers and (b) do those specific factors of teacher induction which increase job satisfaction have a positive impact on new teachers’ intentions to stay in the teaching profession? In order to answer the first research question, data were obtained from participants from a survey, “Novice Teacher Survey” (Appendix B). Frequency data and binomial distribution data were used to determine which, if any, specific aspects of teach induction increase job satisfaction among novice teachers. Observed frequencies were compared to an expected frequency (50%) for each of the independent variables. The researcher used binomial distribution to determine if any of the independent variables were reported at high enough frequencies to indicate that the results were greater than would be expected by chance. Those independent variables reported at frequencies greater than expected by chance were determined to be statistically significant. The results of the analysis of frequencies are located in Figure 1.

The analysis of binomial distribution revealed that seven of the eight independent variables were reported at frequencies indicating statistical significance. The seven statistically significant independent variables are participation in a district or school level orientation meeting, participating in team planning with a mentor, having regular meetings with a mentor or other novice teachers, having a mentor observe while teaching, observing a mentor while teaching, being assigned a mentor, and participating in personal
reflection. The results indicated that these seven independent variables are aspects of novice teacher induction which positively impact job satisfaction.

The presence of a monthly schedule of induction activities to be completed by the mentor and novice teachers was not found to increase job satisfaction. Having a schedule of activities to complete with a mentor each month (60%) was not reported to increase job satisfaction in novice teachers at a statistically significant frequency.

![Figure 1: Independent Variable Frequencies](image-url)
Research Question Two

Research question two is “Do those specific factors of teacher induction which increase job satisfaction have a positive impact on new teacher’ intentions to stay in the teaching profession?” In order to answer the second research question, the researcher used chi-square test of independence. If the results of the chi-square are statistically significant, the independent variable and new teachers’ intention to stay are not independent of each other. Significant chi-square values indicate a correlation between the two variables. However, significant chi-square values do not indicate a causal relationship. The significance level for the chi-square test of independence was set at \( p < 0.05 \). Statistically significant chi-square values indicate that there is a less than 5% chance that the two variables are independent of one another and were reported together by chance.

The chi-square values indicated a relationship between seven of the independent variables and intention to stay. There was a statistically significant correlation between participation in a district or school level new teacher orientation program and new teacher intention to stay. Chi-square values indicated a correlation between participation in team planning and intention to stay. There was a correlation between participation in regular meetings with a mentor or other new teachers and intention to stay. Chi-square values indicated a correlation between being observed by a mentor while teaching and new teacher intention to stay. There was correlation between observing a mentor or veteran teacher during instruction and new teacher intention to stay. Chi-square values indicated a relationship between having an assigned mentor and new teacher intention to stay.
There was a correlation between participation in personal reflection by a novice teacher and intention to stay.

These correlations indicate a positive response to research question two. Seven of the independent variables both increase job satisfaction and have a positive impact on new teachers’ intentions to stay.

Summary of Results

The purpose of this study was to determine if certain aspects of teacher induction among eight independent variables common to three induction programs increase job satisfaction among novice teachers. Data was gathered through the use of the survey “Novice Teacher Survey” (Appendix B). The statistical results indicate that seven of the eight variables were reported by novice teachers as increasing their job satisfaction. The researcher also sought to determine whether those seven aspects of induction were positively correlated to novice teacher intention to stay. The same seven independent variables were link to intention to stay. Chapter V will summarize the findings and make recommendations for further research.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a summary of the study, a discussion of the findings of the study, conclusions drawn from the study, and recommendations for future research on the topic of induction.

Summary

With the passage of Mississippi Code §37-19-7, funds were allocated to compensate veteran teachers for serving as mentors for novice teachers as part of state-mandated teacher induction. Each district was charged with creating an induction plan and having it approved by the Mississippi Department of Education. The induction plan was a formal commitment on the parts of the Mississippi Department of Education and the local school districts to support novice teachers during their first year of employment.

However, there is a great deal of variety in the induction plans from district to district. Other than a requirement for 90 contact hours between novice teachers and their mentors, the Mississippi Department of Education did not set any plan requirements. Each district determined which components of induction to include in the plan.

Current research can be used to determine common components of induction. However, there is no consensus in current research to indicate which specific components of induction lead to higher job satisfaction. Research does indicate that increased job
satisfaction has a positive impact on teacher retention. Novice teachers who are more satisfied with their jobs are more likely to remain in the teaching profession. Current research and a review of the induction plans of the three participating districts indicated eight independent variables for this study: participation in a district or school level orientation meeting, participating in team planning with a mentor, having regular meetings with a mentor or other novice teachers, having a mentor observe while teaching, observing a mentor while teaching, having a schedule of induction activities to be completed each month, being assigned a mentor, and participating in personal reflection. Current research indicates that each of the eight independent variables are common components of induction programs that may be related to job satisfaction in novice teachers.

Teacher attrition is commonly measured by school districts, state departments of education, and the federal department of education at the end of each school year. Unfortunately, once novice teachers have left the teaching profession, it is difficult to locate them to complete surveys about the causes of job dissatisfaction. Therefore, this research looked at components of induction that increase job satisfaction among novice teachers. Attrition was measured by intention to stay in the teaching profession as it has been in previous research studies (Johnsrud & Rosser, 2002; Millinger, 2004; Stockard & Lehman, 1997).

The purpose of this study was to determine which of the eight independent variables increase job satisfaction in new teachers. Additionally, the researcher sought to determine if the increased job satisfaction was linked to higher retention rates in novice teachers.
Data was gathered from 61 novice teachers employed by three public school districts in Mississippi. All the participants were part of a formal induction process in their respective school districts. The participants completed the “Novice Teacher Survey” during the spring semester of the 2008-2009 school year. (Appendix B). Of the 61 participants, forty surveys were randomly selected for statistical analysis. The statistical analysis was conducted using SPSS version 11.0. Frequencies, binomial distributions, and chi-square values were computed and analyzed for the independent variables and intention to stay in the teaching profession.

The frequencies and binomial distributions indicated statistically significant reporting frequencies for seven of the eight independent variables. The seven independent variables which were reported by novice teachers as increasing job satisfaction at statistically significant frequencies were participation in a district or school level orientation meeting, participation in team planning with a mentor, having regular meetings with a mentor or other novice teachers, having a mentor observe while teaching, observing a mentor while teaching, being assigned a mentor, and participation in personal reflection. The variable that was not reported at a significant level was scheduled induction activities for each month.

Further analysis was done for intention to remain in the teaching profession. Binomial distribution and chi-square values were calculated. The binomial distribution of intention to stay indicated that 98% of the new teachers who participated in the survey intended to remain in the teaching profession. This frequency of reporting “yes” was too high to have been attributed to chance. It was also a higher value than the 90% of novice
teacher who normally remain in the teaching profession after one year of teaching (Rosenow, 2005).

Chi-square values were calculated pairing intention to stay with all the independent values to determine if intention to stay and the independent variables were independent of one another. Statistical significance was found between intention to stay and seven of the eight independent variables. This indicated that not only do participation in a district or school level orientation meeting, participating in team planning with a mentor, having regular meetings with a mentor or other novice teachers, having a mentor observe while teaching, observing a mentor while teaching, being assigned a mentor, and participating in personal reflection increase job satisfaction, they had a positive impact a novice teacher’s intention to remain in the teaching profession.

Conclusions

Retaining high quality new teachers once they have entered the teaching profession has become increasingly important. Since a large group teachers have reached retirement age and other professions offer greater benefits and salaries, many educational research organizations predict a teacher shortage. Some districts in Mississippi are already feeling the effects of a teacher shortage. Districts are hiring new teachers each year to replace the new teachers they hired the previous year. It seems to be a vicious cycle.

In this cycle, instruction suffers which means students suffer. Novice teacher induction is a solution offered by educational research to help schools and districts retain qualified new teachers once they are hired. However, current educational research does
not indicate which components of induction should be included in an induction plan to maximize the benefits of induction. Also, research does not indicate which components of induction are linked to greater job satisfaction and intention to stay in the teaching profession.

Eighty-five percent of participants reported that participation in a district or school level orientation program geared toward preparing new teachers for their first year of teacher had a positive impact on their job satisfaction. Eighty-three percent of the study participants indicated that participation in team planning with a mentor teacher positively impacted their job satisfaction. Eighty percent of novice teachers surveyed reported increased job satisfaction as a result of attending regular meetings with mentor teachers or other novice teachers. Seventy-three percent of survey participants indicated increased job satisfaction as a result of having a mentor observe them teaching a lesson and providing feedback. Eighty-three percent of participants reported increased job satisfaction as a result of being able to observe a mentor teacher while teaching. Eighty-three percent of participants reported that having an assigned mentor increased their job satisfaction. Eighty-eight percent of novice teachers reported reflection as having a positive impact on their job satisfaction.

These frequencies indicate that these components of induction increase the job satisfaction of novice teachers. This indicates that it would be prudent for schools or school districts to include participation in a district or school level orientation meeting, participation in team planning with a mentor, regular meetings with a mentor or other novice teachers, observation by a mentor while teaching, observing a mentor while
teaching, being assigned a mentor, and participation in personal reflection when creating an induction plan for upcoming school years.

The chi-square analyses indicated correlations between seven of the independent variables and novice teacher intention to stay in the teaching profession. The seven independent variables linked to new teacher intention to stay by statistically significant chi-square values are participation in a district or school level orientation meeting, participation in team planning with a mentor, having regular meetings with a mentor or other novice teachers, having a mentor observe while teaching, observing a mentor while teaching, being assigned a mentor, and participation in personal reflection. The same seven independent variables were reported to increase job satisfaction in novice teachers at statistically significant frequencies.

The similarity of the results of the two statistical tests indicates that these seven independent variables increase job satisfaction and positively impact intention to stay in novice teachers. As many of these seven variables as possible should be included in induction plans in the future to increase job satisfaction and retention of novice teachers.

The data analyses of the surveys indicated a positive response to both research questions. Data indicate that seven of the eight independent variables have a positive impact on the job satisfaction. Furthermore, the data analyses of chi-square values indicate that certain aspects of teacher induction are linked to novice teacher intention to remain in the teaching profession. Due to the random sampling of teacher from three school districts which shared the same induction characteristics, the conclusion can be drawn that data is consistent from district to district and is not related to a single district’s induction plan or induction coordinator.
Recommendations

Based on the results of the study, several areas for future research are suggested. The results of this study indicate that certain aspects of teacher induction do have a positive impact on novice teacher job satisfaction. However, the list of independent variables was drawn from commonalities among the induction plans of three districts.

1. It is recommended that this study be replicated with a greater number of independent variables.

2. It is recommended that this study be replicated with a greater number of school district.

3. It is recommended that the study be replicated with only elementary school novice teachers.

4. It is recommended that the study be replicated with only high school novice teachers.

5. The study did not address the impact of the effectiveness of the school administrator on the job satisfaction of novice teachers. It is recommended that the impact of administrator effectiveness on novice teacher job satisfaction be studied.

6. It is recommended that the study be replicated comparing the differences in job satisfaction of traditional route teachers and alternate route teachers.

7. The study should be replicated with a larger population and sample.
REFERENCES


APPENDIX A

IRB APPROVAL
February 10, 2009

Michelle Larabee
107 Meagan Street
Philadelphia, MS 39350

RE: IRB Study #09-024: Aspects of New Teacher Induction Which Positively Impact Job Satisfaction and Teacher Attrition

Dear Mrs. Larabee:

The above referenced project was reviewed and approved via administrative review on 2/10/2009 in accordance with 45 CFR 46.101(b)(2). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please note that the MSU IRB is in the process of seeking accreditation for our human subjects protection program. As a result of these efforts, you will likely notice many changes in the IRB’s policies and procedures in the coming months. These changes will be posted online at http://www.orc.msstate.edu/human/ahrrpp.php. The first of these changes is the implementation of an approval stamp for consent forms. The approval stamp will assist in ensuring the IRB approved version of the consent form is used in the actual conduct of research.

Please refer to your IRB number (#09-024) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at cwilliams@research.msstate.edu or call 662-325-9220.

Sincerely,

Christine Williams
IRB Compliance Administrator

cc: James Ed Davis
APPENDIX B

NOVICE TEACHER SURVEY
A Statement for Participants

Dear Participant,

As a result of you being employed as a first year teacher during the 2008-2009 school year, you have been selected to participate in a research project designed to identify specific aspects of teacher induction that lead to high rates of job satisfaction in beginning teachers.

The high rate at which new teachers are leaving the teaching profession is a major issue in education at this time. I am conducting a research project on this subject as a requirement of the Doctoral Program in Educational Administration. Rather than looking at the reasons that beginning teachers leave the profession, I want to look at the aspects of teacher induction that make beginning teachers more comfortable and satisfied with their jobs during that first year. In this survey, I am trying to learn which aspects of teacher induction you felt were most helpful to you and therefore improved your job satisfaction. The information you provide to me will be used to create induction programs which help new teachers to have a successful and fulfilling first year and help schools and school districts to retain good teachers.

If you participate in this research study, you will be asked to complete a twenty-five item survey. They survey will take twenty to thirty minutes of your time. The data gathered through the survey will be used to identify common aspects of teacher induction among beginning teachers which made them more satisfied with their job during their first year of teaching.

There will be no anticipated risks associated with participating in this research project. Your survey will be used by Michelle Larabee and Dr. Ed Davis as part of a research project at Mississippi State University.

Do not write your name on this survey. The answers you provide will be held in confidence. No one will know how you respond to the survey items. There will be nothing that links your name or identity to the responses that you give. Please respond to each item based on your experiences in your novice teacher induction.

Participation in this study is completely voluntary. You may refuse to participate or withdraw from the study at any time. Your participation, or lack of participation, will have no positive or negative impact on you personally or professionally. If answering a specific question makes you uncomfortable, feel free to leave it unanswered. You may decline to answer any specific question(s) that is asked of you.

If you should have any questions about this project, please feel free to contact Mrs. Michelle Larabee at (662) 341-4985 or by e-mail at michellelarabee@coetaw.k12.ms.us or Dr. Ed Davis at (662) 325-9258 or by e-mail at jed11@coetaw.msstate.edu. For more information about human participation in research, please feel free to contact the Mississippi State University Regulatory Compliance Office at (662) 325-3294.

Please retain a copy of this form for your records.

Thank you so much for your assistance with this research project.

Sincerely,

Michelle A. Larabee
Novice Teacher Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think that beginning of the year orientation for new teachers made your first days of school easier?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you think that team lesson planning with your mentor helps you to better understand what and how to plan for instruction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you think that regular meetings with other new teachers were a positive aspect of your induction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did it help you to have your mentor observe you and make suggestions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did observing your mentor in his/her classroom give you a more positive outlook on teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did having a schedule of activities to perform with your mentor increase you job satisfaction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do you think having a mentor assigned to you has made your transition into the classroom easier?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you think that reflecting was beneficial to you during your first year of teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do you think that beginning of the year orientation for new teachers increased your initial job satisfaction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Did watching veteran teachers as they conducted a lesson assisted you in your classroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Did it help you to have your mentor teacher observe you and share positive comments?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Do you think that team lesson planning with your mentor helps you feel more comfortable with the lesson planning process?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Do you think that having a colleague as a mentor is a valuable part of the induction program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Did having a structured induction program with a monthly checklist of activities help you as a new teacher?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Do you think that reflecting had a positive impact on your job satisfaction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Do you think that regular meetings with your mentor were a positive aspect of your induction program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Did having your mentor observe you in the classroom help to increase your comfort as a new classroom teacher?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Did the schedule of activities that were provided by the district as part of the induction program help you to view you teaching position in a positive manner?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Do you think that team lesson planning with your mentor has increased your job satisfaction this year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Do you think that reflection was an important aspect of your induction program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Did observing your mentor and other veteran teachers as they taught increase your outlook on your teaching position?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Do you think that regular meetings with other new teachers and with your mentor increased your satisfaction with your teaching position?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Do you think that beginning of the year orientation for new teachers was beneficial to you during the first few weeks of school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Do you think that having a mentor improved your job satisfaction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Do you intend to remain in the teaching profession at the end of this school year?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
October 20, 2008

IRB Committee
Mississippi State University

To Whom It May Concern:

Michelle A. Larabee has my permission to conduct a research project entitled “Aspects of New Teacher Induction which Positively Impact Job Satisfaction and Teacher Attrition” in Meridian Public School District. The purpose of the study is to determine the specific aspects of teacher induction programs that lead to higher satisfaction levels in novice teachers. Higher teacher satisfaction rates have been shown to decrease teacher attrition rates. I understand that Meridian Public School district will be releasing the names and contact information of new teachers to Mrs. Larabee. All novice teachers in Meridian Public School District will be participants in her study.

Please let me know if I can be of further assistance.

Sincerely,

[Signature]
Charlie T. Kent, Jr.
Superintendent
Meridian Public Schools
APPENDIX D

NEWTON COUNTY SCHOOLS PERMISSION LETTER
November 20, 2008

IRB Committee
Mississippi State University

To Whom It May Concern:

Michelle A. Larabee has my permission to conduct a research project entitled “Aspects of New Teacher Induction which Positively Impact Job Satisfaction and Teacher Attrition” in Newton County School District. The purpose of the study is to determine the specific aspects of teacher induction that lead to higher satisfaction levels in novice teachers. Higher teacher satisfaction rates have been shown to decrease teacher attrition rates. I understand that Newton County School District will be releasing the names and contact information of new teachers to Mrs. Larabee. All novice teachers in Newton School District will be participants in her study.

Please let me know if I can be of further assistance.

Sincerely,

Pat Ross
Superintendent
Newton County School District
APPENDIX E

LAUDERDALE COUNTY SCHOOLS PERMISSION LETTER
November 20, 2008

IRB Committee
Mississippi State University

To Whom It May Concern:

Michelle A. Larabee has my permission to conduct a research project entitled “Aspects of New Teacher Induction which Positively Impact Job Satisfaction and Teacher Attrition” in Lauderdale County School District. The purpose of the study is to determine the specific aspects of teacher induction that lead to higher satisfaction levels in novice teachers. Higher teacher satisfaction rates have been shown to decrease teacher attrition rates. I understand that Lauderdale County School District will be releasing the names and contact information of new teachers to Mrs. Larabee. All novice teachers in Lauderdale County School District will be participants in her study.

Please let me know if I can be of further assistance.

Sincerely,

Randy Hodges
Superintendent
Lauderdale County School District

P.O. Box 5498 • Meridian, MS 36302-5498 • Ph. 601-693-1683 • Fax 601-685-1748
APPENDIX F

MERIDIAN PUBLIC SCHOOLS INDUCTION PLAN
I. **Description of Induction Program** - Provide a brief description of the local district induction program. The program should include the following: beginning teacher and mentor teacher consultations and observations, orientation sessions, and professional development training, which should include classroom discipline and/or management training.

<table>
<thead>
<tr>
<th>Activity/Orientation/Professional Development (Program Description)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firm Foundations: A Training and Orientation Initiative for Beginning Teachers in the Meridian Public School District.</td>
<td>Please see attached program description</td>
</tr>
<tr>
<td>Mentor Activities</td>
<td>Each month, beginning teachers will be assigned activities to complete with their mentor teachers. Please see attached copies of examples.</td>
</tr>
<tr>
<td>Mentor Training</td>
<td>Mentors will participate in mandatory monthly training activities based on an appropriate text.</td>
</tr>
<tr>
<td>Peer Coaching</td>
<td>Peer coaching- The mentor teacher will observe the beginning teacher for a full day of instruction. The mentor teacher will then provide the beginning teacher with a summary of his/her observations and recommendations to improve the beginning teacher’s practice.</td>
</tr>
<tr>
<td>Peer Observation</td>
<td>Peer observation – The beginning teacher will</td>
</tr>
</tbody>
</table>
Mentor Consultation

observe an entire day of instructional delivery by his/her mentor teacher. The beginning teacher will then be required to complete a journaling activity to reflect on the best practices exhibited by his/her mentor teacher.

Each week, the mentor teacher and the beginning teacher will confer for a time no less than two hours. Among appropriate topics of conversation will be classroom management, curriculum mapping, instructional planning, or other practice-related issues.

III. Calendar - The program must provide a minimum of ninety (90) hours of direct contact between mentor teachers and beginning teachers, which should include classroom observations and consultations.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities (Observations/Consultations/Trainings)</th>
<th>Number of Contact Hours</th>
<th>Comments/Notes</th>
</tr>
</thead>
</table>
| August | • Mentor Activities  
          • Mentor Consultation  
          • Mentor Luncheon      | • 2 hours  
                            • 6 hours  
                            • 1 hour  
                            • 9 total hours | • Each month beginning teachers are given mentor activities to complete with their mentor.  
                            • Each week, beginning teachers are to spend no less than two hours with their mentors.  
                            • During new teacher orientation, beginning teachers have an opportunity to meet |
<table>
<thead>
<tr>
<th>Month</th>
<th>Mentor Activities</th>
<th>Mentor Consultation</th>
<th>Activities</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Mentor Activities</td>
<td>Mentor Consultation</td>
<td>2 hours</td>
<td>10 total hours</td>
</tr>
<tr>
<td>October</td>
<td>Mentor Activities</td>
<td>Mentor Consultation</td>
<td>2 hours</td>
<td>12 total hours</td>
</tr>
<tr>
<td>November</td>
<td>Mentor Activities</td>
<td>Mentor Consultation</td>
<td>2 hours</td>
<td>18 total hours</td>
</tr>
<tr>
<td>December</td>
<td>Mentor Activities</td>
<td>Mentor Consultation</td>
<td>2 hours</td>
<td>9 total hours</td>
</tr>
<tr>
<td>January</td>
<td>Mentor Activities</td>
<td>Mentor Consultation</td>
<td>2 hours</td>
<td>18 total hours</td>
</tr>
</tbody>
</table>

Peer coaching: The mentor teacher will observe the beginning teacher for a full day of instruction. The mentor teacher will then provide the beginning teacher with a summary of his/her observations and recommendations to improve the beginning teacher’s practice.

Formal evaluation conference: The mentor teacher will attend the first formal evaluation conference of the beginning teacher to hear remarks by the school administrator. The mentor teacher will then help the beginning teacher create a plan for improving his/her practice during the following semester.

Peer observation: The beginning teacher will observe an entire day of instructional delivery by his/her mentor teacher. The beginning teacher will then be required to complete a journaling activity to reflect
on the best practices exhibited by his/her mentor teacher.

<table>
<thead>
<tr>
<th>February</th>
<th>Mentor Activities</th>
<th>2 hours</th>
<th>18 total hours</th>
<th>See above for descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Activities</td>
<td>Mentor Consultation</td>
<td>8 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Consultation</td>
<td>Peer Coaching</td>
<td>8 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Mentor Activities</td>
<td>2 hours</td>
<td>16 total hours</td>
<td>See above for descriptions</td>
</tr>
<tr>
<td>Mentor Activities</td>
<td>Mentor Consultation</td>
<td>6 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Consultation</td>
<td>Peer Observation</td>
<td>8 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Mentor Activities</td>
<td>2 hours</td>
<td>20 total hours</td>
<td>See above for descriptions</td>
</tr>
<tr>
<td>Mentor Activities</td>
<td>Mentor Consultation</td>
<td>10 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Consultation</td>
<td>Peer Observation</td>
<td>8 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Mentor Activities</td>
<td>2 hours</td>
<td>19 total hours</td>
<td>See above for descriptions</td>
</tr>
<tr>
<td>Mentor Activities</td>
<td>Mentor Consultation</td>
<td>8 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Consultation</td>
<td>Peer Coaching</td>
<td>8 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firm Foundations</td>
<td>Formal Evaluation Conference II</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

August – May
149 total contact hours

IV. Professional Development - Provide an overview of beginning teacher professional development opportunities provided by the school district.

<table>
<thead>
<tr>
<th>Professional Development Opportunities</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firm Foundations</td>
<td>Each beginning teacher in the Meridian Public School District is required to attend monthly training sessions. These sessions, facilitated by the Director of Human</td>
</tr>
</tbody>
</table>
All new teachers in the Meridian Public School District are required to attend an orientation session prior to the beginning of the school year. In addition to making these employees aware of district policies and procedures, participants also receive professional development on everything from Creating Positive Parent Relationships to Classroom Management.

Please see attached agendas

Beginning teachers who have shown great potential during their first year of instruction will be invited to attend three professional conferences. Last year, more than 15 new teachers attended the following professional conferences:

- MDE Summer Rising
- Southern Regional Minority Conference
- Mississippi Association of Middle Level Educators

V. Identify the type of training the mentor teacher will receive. The mentor teacher training must be provided by or approved by the Mississippi Teacher Center.
MPSD Institute on Quality Personalized Instruction

MPSD Mentor Teacher Training

All new teachers in the Meridian Public School District are required to attend the Institute on Quality Personalized Instruction prior to the beginning of the school year. Themes of this year’s conference were:

- Creating the Model Classroom
- Differentiated Instruction
- Response to Interventions

Mentor Teachers will receive training based on the book entitled, From First-Year to First-Rate: Principals Guiding Beginning Teachers. Monthly sessions will include the following topics:

- Understanding the Beginning Teacher
- Helping Beginner Teachers Face Problems and Barriers
- Acclimating the Beginning Teacher
- Working with Beginning Teachers
- Helping Beginning Teachers with Common Problems
- Measuring Induction Program Success

VI. Identify additional training to support the beginning teacher and mentor teacher. *(Optional) Local school districts may collaborate and/or partner with local universities and/or Regional Educational Service Agencies (RESAs) to provide training and/or professional development for beginning teachers and mentor teachers.)*

<table>
<thead>
<tr>
<th>Additional Training</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

VII. Mentor Teacher and Beginning Teacher ASSURANCES

Place a check in front of each assurance to indicate that local school district administrators are aware of the compliance issue and that the local school district is in full compliance. **Please note that the local school district Superintendent’s signature is required at the bottom of this page.**
Provide names of the mentor teachers, their grade/subject assignment(s), and licensure number.

Provide names of the beginning teachers, their grade/subject assignment(s), and licensure number.

Provide a description of the content. The following should be included: activities, orientation, professional development and contact hours.

Provide a description of the proposed beginning teacher induction program. The program must include a minimum of ninety (90) hours of direct contact between mentor teachers and beginning teachers, including classroom observation and consultations.

Provide an overview of beginning teacher professional development opportunities.

Identify the type of training the mentor teacher will receive. The training must be provided by or approved by the Mississippi Teacher Center.

(Optional) Identify collaborative partnerships with local universities and/or Regional Educational Service Agencies (RESAs) to provide training and/or professional development for beginning teachers and mentor teachers.

The individual school and/or district’s classroom management program has been approved by the local school board.

---

School District Superintendent’s Name (Print or Type)  
________________________________________

School District Superintendent’s Signature   Date
Firm Foundations:

A Training and Mentor Initiative for New Teachers

Meridian Public School District

Charlie Kent, Jr.  
Superintendent

Jonas Crenshaw, Jr.  
Director of Human Resources
Firm Foundations:
A Training and Mentor Initiative for New Teachers
Meridian Public School District

Purpose:

The Firm Foundations Training and Mentor Institute is designed to ensure that new teachers in the Meridian Public Schools District are equipped with the support mechanisms and intellectual resources necessary to successfully transition into the early years of their educational practice.

Program Overview

The Firm Foundations Training and Mentor Institute will provide novice teachers with practical training and learning experiences that will establish a framework of knowledge needed to create a successful and effective educational practice. Essential to the effectiveness and structure of this program are five key components:

- Professional Development
- Individual Discovery and Reflection
- Seminar on Current Issues in Education
- Instructional Supervision
- Mentor Support

Year I

In the first year, new teachers and second year teachers recommended by their principals will receive intensive professional development. On the first Wednesday of each month, these teachers will gather to be trained on the latest in educational policy, initiatives, and instructional practices. Additionally, they will attend three Enhanced Learning Retreats in the fall, winter, and spring. These retreats will offer in-depth training in the areas of instruction, technology integration, and educational law and policy. As this program will be partnering with the East Mississippi Center for Educational Development (EMCED), participants will receive Continuing Education Units (CEU’s) that can be used toward their license renewal.

Each month, participants in the Firm Foundations Training and Mentor Institute will be required to reflect on a different area of their educational practice. After discussing their experiences, participants will offer each other advice and solutions in a best-practices session.

Each month, participants will investigate current issues in education. Participants will be required to discuss these topics and explain the relative implications to their practice.

A vital component to the success of this program will be the instructional supervision of our beginning teachers. Our novice teachers will receive constant supervision from their building level administrators, mentor teachers, visiting faculty, and visiting administrators. It is our expectation that close supervision will help
create avenues of constructive communication between our new teachers and veterans in the profession.

Each participant in the Firm Foundations Training and Mentor Institute will be assigned a mentor teacher from their school. The mentor teacher will help the new teacher become familiar with the school climate, operational procedures, instructional expectations, and faculty requirements.

Upon the end of Year I, we trust that each participant in the Firm Foundations Training and Mentor Institute will be prepared to serve as an informed educator at each of his/her school.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Professional Learning Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 8</td>
<td>2:30 p.m.</td>
<td>Peavey Auditorium</td>
<td>Deciding to Do it Differently: Making the Case for Differentiated Instruction</td>
</tr>
<tr>
<td>October 6</td>
<td>2:30 p.m.</td>
<td>Peavey Auditorium</td>
<td>Managing Multiple Intelligences</td>
</tr>
<tr>
<td>November 3</td>
<td>2:30 p.m.</td>
<td>Peavey Auditorium</td>
<td>Planning for Student Success</td>
</tr>
<tr>
<td>January 12</td>
<td>2:30 p.m.</td>
<td>Peavey Auditorium</td>
<td>Winning with Curriculum</td>
</tr>
<tr>
<td>February 2</td>
<td>2:30 p.m.</td>
<td>Peavey Auditorium</td>
<td>Creating Quality Assessments</td>
</tr>
<tr>
<td>March 2</td>
<td>2:30 p.m.</td>
<td>Peavey Auditorium</td>
<td>Writing to a Rubric</td>
</tr>
<tr>
<td>April 6</td>
<td>2:30 p.m.</td>
<td>Peavey Auditorium</td>
<td>Linking Data, Assessment, and Instruction</td>
</tr>
<tr>
<td>May 4</td>
<td>2:30 p.m.</td>
<td>Peavey Auditorium</td>
<td>Those People: You Know How They Are Cultural Diversity (Joan Wink)</td>
</tr>
</tbody>
</table>

The Meridian Public School District is proud to claim some of the best educators in the nation. Having being recognized at the district, state, and national level, our educators are committed to going far beyond the minimal requirements to ensure the best possible education to our future generations. These professionals
will provide guidance and peer coaching to participants in the Firm Foundations Training and Mentor Institute.
APPENDIX G

NEWTON COUNTY SCHOOLS INDUCTION PLAN
II. **Description of Induction Program** - Provide a brief description of the local district induction program. The program should include the following: beginning teacher and mentor teacher consultations and observations, orientation sessions, and professional development training, which should include classroom discipline and/or management training.

<table>
<thead>
<tr>
<th>Activity/Orientation/Professional Development (Program Description)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Newton County Elementary School- June 2008 New Teacher Orientation</td>
<td></td>
</tr>
<tr>
<td>2. Newton County High School/Middle School- July 31, 2008 New Teacher Orientation</td>
<td></td>
</tr>
<tr>
<td>3. Positive Behavior System- Training NCES, NCMS and NCHS</td>
<td></td>
</tr>
<tr>
<td>4. Little Cougar Expectation NCES</td>
<td>See Attachments</td>
</tr>
<tr>
<td>5. Positive Behavior School Wide Expectations – NCHS/ NCMS</td>
<td></td>
</tr>
<tr>
<td>6. Tim Piceirillo- The Power of Everyone’s Potential- District Wide</td>
<td></td>
</tr>
</tbody>
</table>
Newton County Elementary School

New Teacher Orientation

Agenda

1. Discipline
2. Job Description
3. EZ lesson planner
4. School Calendar
5. Daily Activities
6. Character Education
7. Perfect Attendance
8. Requisitions
9. Cumulative Records
10. Substitutes
July 31, 2008

Newton County High School / Middle School Orientation for New Personnel

High School Library 9:00

1. Welcome and introduce new personnel.

2. Introduce new personnel to their mentor.

3. Ms. Cay Clark-District financial Director-
   Discuss purchasing procedures-requisition process.

4. Discuss EZ Lessonplanner

5. Classroom Management (Suggestions)

6. Classroom environment

7. Discipline plan

8. Questions
Newton County School District Goals
2008-2009 Academic Year

District Goals:

1. Make Literacy King
   - Teach a love for reading
   - I.D. students Lexile levels
   - Provide reading materials at the appropriate Lexile level
   - I.D. reading deficiencies and address them during the first 45 days of school
   - Utilize Fast Forward as a remediation and acceleration tool to develop reading skills
   - Provide middle and high school teachers with training on how to teach reading in the content areas
   - Try to improve individual student Lexile levels an average of 100 Lexiles each year

2. Improve student achievement
   - Google “Rigor and Relevance Framework”

3. Improve communication between our communities and our schools

4. Provide a safe, orderly, and engaging environment for all students

5. Make student-centered decisions at all levels

6. Develop character and leadership in all students
### III. Calendar

The program must provide a minimum of ninety (90) hours of direct contact between mentor teachers and beginning teachers, which should include classroom observations and consultations.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities (Observations/Consultations/Trainings)</th>
<th>Number of Contact Hours</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Nine Weeks</td>
<td>15 hrs</td>
<td>10 hrs</td>
<td>See attachment</td>
</tr>
</tbody>
</table>

...
Newton County School District  
Mississippi Beginning Teacher Support Program  
School Year 2008-2009  

**Fall Semester**

Mentor:  
Beginning Teacher:  

<table>
<thead>
<tr>
<th>Date / Time / Initial</th>
<th>Description of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial meeting, tour building, discuss procedures, and provide general orientation to school.</td>
</tr>
<tr>
<td></td>
<td>Assist beginning teacher with gaining access to information systems, data systems, or grading systems used by school.</td>
</tr>
<tr>
<td></td>
<td>Assist in set-up of GroupWise (e-mail system) and how to navigate for sending and receiving e-mails.</td>
</tr>
<tr>
<td></td>
<td>Establish and carry out regular meetings with beginning teacher.</td>
</tr>
<tr>
<td></td>
<td>Conduct a minimum of three observations in the beginning teacher’s classroom and provide feedback.</td>
</tr>
<tr>
<td></td>
<td>Follow-up after new teacher workshops or trainings. Discuss any activities of strategies that might be implemented of strengthened.</td>
</tr>
<tr>
<td></td>
<td>Assist beginning teacher in conducting at least two observations in mentor’s classroom and hold follow-up conferences during fall semester.</td>
</tr>
</tbody>
</table>
Introduce beginning teacher to school nurse and Special Education Staff. Assist in learning procedures for medical emergencies and IEP’s.

Discuss SATP or MCT2 testing and preparing students for SATP or MCT2.

Assist beginning teacher in securing classroom supplies.

Discuss preparation for Open House and/or Back to School Nights.

Locate teacher’s guides and curriculum guides.

Review curriculum, objectives, grade level expectations.

Assist beginning teacher in planning the first few weeks lesson plans.

Discuss classroom management and discipline strategies.

Help beginning teacher set up substitute folder.

Discuss procedures for requesting substitute.

Discuss emergency procedures.

Discuss library/media resources.

Discuss how to conduct successful parent/teacher conferences.

Discuss grading system and setting up grade book.
**Spring Semester**

Mentor: _________________  Beginning Teacher: ________________

School ________________

<table>
<thead>
<tr>
<th>Date / Time / Initial</th>
<th>Description of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue to carry out regular meetings with beginning teacher.</td>
</tr>
<tr>
<td></td>
<td>Discuss problem solving strategies.</td>
</tr>
<tr>
<td></td>
<td>Discuss time management and organization.</td>
</tr>
<tr>
<td></td>
<td>SATP or MCT2 testing procedures and strategies have been discussed.</td>
</tr>
<tr>
<td></td>
<td>Ensure that beginning teacher has at least two observations in mentor’s classroom and/or career teachers’ classroom, and participates in follow-up.</td>
</tr>
<tr>
<td></td>
<td>Provide support for beginning teacher who might feel overwhelmed. Discuss the importance of maintaining balance between professional and personal life.</td>
</tr>
<tr>
<td></td>
<td>Discuss end-of-year procedures and check-out procedures for your building.</td>
</tr>
</tbody>
</table>
Have your beginning teacher describe two students he/she has in class, one who has already provided a challenge in some way and the other being someone lost in the crowd. Brainstorm ways to “reach” both of these students.

Revisit Curriculum guides.

Revisit classroom management and discipline plans.

Other Activities (describe)
IV. Professional Development - Provide an overview of beginning teacher professional development opportunities provided by the school district.

<table>
<thead>
<tr>
<th>Professional Development Opportunities</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Newton County School District is a member of the East Mississippi Center for Educational Development (EMCED). Professional Development activities for the 2008-2009 school year are available for the beginning and career teachers.</td>
<td>See attachments</td>
</tr>
<tr>
<td>2. District Staff Development</td>
<td></td>
</tr>
<tr>
<td>July 30, 31, August 1, 2008</td>
<td></td>
</tr>
<tr>
<td>January 5, 2009</td>
<td></td>
</tr>
<tr>
<td>February 16, 2009</td>
<td></td>
</tr>
<tr>
<td>May 22, 2009</td>
<td></td>
</tr>
<tr>
<td>3. Newton County High School/Middle School</td>
<td></td>
</tr>
<tr>
<td>Monthly Curriculum meetings</td>
<td></td>
</tr>
<tr>
<td>Newton County Elementary School</td>
<td></td>
</tr>
<tr>
<td>Monthly Grade Level meetings</td>
<td></td>
</tr>
</tbody>
</table>
VII. Mentor Teacher and Beginning Teacher ASSURANCES

Place a check in front of each assurance to indicate that local school district administrators are aware of the compliance issue and that the local school district is in full compliance. **Please note that the local school district Superintendent's signature is required at the bottom of this page.**

☐ Provide names of the mentor teachers, their grade/subject assignment(s), and licensure number.

☐ Provide names of the beginning teachers, their grade/subject assignment(s), and licensure number.

☐ Provide a description of the content. The following should be included: activities, orientation, professional development and contact hours.

☐ Provide a description of the proposed beginning teacher induction program. The program must include a minimum of ninety (90) hours of direct contact between mentor teachers and beginning teachers, including classroom observation and consultations.

☐ Provide an overview of beginning teacher professional development opportunities.

☐ Identify the type of training the mentor teacher will receive. The training must be provided by or approved by the Mississippi Teacher Center.

☐ (Optional) Identify collaborative partnerships with local universities and/or Regional Educational Service Agencies (RESAs) to provide training and/or professional development for beginning teachers and mentor teachers.

☐ The individual school and/or district's classroom management program has been approved by the local school board.

---

Pat Ross  
School District Superintendent's Name (Print or Type)  

☐  

School District Superintendent's Signature  

9-11-2008  
Date
Newton County School District

Professional Development Schedule 2008-2009

June 2008..........................New Teacher Orientation NCES

July 30th, 31st, and August 1st...........Opening of School
   New Teacher Orientation NCHS/NCMS
   Positive Behavior Systems NCHS/NCMS/NCES
   District Goals
   Tim Picciollo / The Power of Everyone's Potential

January 5th..................................Classroom Environment / Curriculum Updates

February 16th..............................Central Mississippi Residential Center
   Mental Illness & Suicide Prevention
   Test Administrator and Test Proctor Training

May 22nd.......................................Closing of School
   Teacher Handbook Updates, Student Handbook – dates for next year’s activities, Verify Final Grades
   End of the Year Surveys
Newton County High School / Middle School
Curriculum Meetings
2008-2009

September 3
October 1
November 5
December 3
January 7
February 4
March 4
April 1
May 6

Please send me a summary of each meeting.

Thanks,
K. Stringer
Newton County Elementary School

Grade Level Meetings

September 3\textsuperscript{rd}

October 1\textsuperscript{st}

November 5\textsuperscript{th}

December 3\textsuperscript{rd}

January 7\textsuperscript{th}

February 4\textsuperscript{th}

March 4\textsuperscript{th}

April 1\textsuperscript{st}

May 6\textsuperscript{th}
V. **Identify the type of training the mentor teacher will receive.** The mentor teacher training must be provided by or approved by the Mississippi Teacher Center.

<table>
<thead>
<tr>
<th>Mentor Teacher Training</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training will be provided through the East Mississippi Center For Educational Development.</td>
<td>Mr. Don Brantley, Director, at EMCED has scheduled teacher mentor training for October 1st, and October 21st at the Meridian location.</td>
</tr>
</tbody>
</table>
APPENDIX H

LAUDERDALE COUNTY SCHOOLS INDUCTION PLAN
II. **Description of Induction Program** - Provide a brief description of the local district induction program. The program should include the following: beginning teacher and mentor teacher consultations and observations, orientation sessions, and professional development training, which should include classroom discipline and/or management training.

<table>
<thead>
<tr>
<th>Activity/Orientation/Professional Development (Program Description)</th>
<th>Notes</th>
</tr>
</thead>
</table>

The Lauderdale County School District provides an orientation workshop for all teachers new to the district. This presentation has an agenda that focuses on these major goals:

- To welcome new teachers to the district
- To inform new teachers about the community, school district, the curriculum, and their school
- To answer all questions to ensure that new teachers feel comfortable about working in our district

In addition, every school that has a new teacher conducts a new teacher orientation, at which time the teachers are assigned a veteran teacher as a mentor. New teachers attend all sessions at the beginning of the school year.
IV. Professional Development - Provide an overview of beginning teacher professional development opportunities provided by the school district.

<table>
<thead>
<tr>
<th>Professional Development Opportunities</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New teachers are required to attend the District’s and School’s ongoing Professional Development Programs throughout the school year. A strong component of the district focus is curricular and instructional needs based on school data. Some of the components of this program are:</td>
<td></td>
</tr>
<tr>
<td>Data Analysis,</td>
<td></td>
</tr>
<tr>
<td>Remediation Needs—Setting the Stage for Intervention,</td>
<td></td>
</tr>
<tr>
<td>Planning for Different Instructional Strategies,</td>
<td></td>
</tr>
<tr>
<td>Differentiated Instruction,</td>
<td></td>
</tr>
<tr>
<td>Team Building,</td>
<td></td>
</tr>
<tr>
<td>Processing/Reflections,</td>
<td></td>
</tr>
<tr>
<td>Content Areas/Grade Levels and Implications for Classroom Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. Identify the type of training the mentor teacher will receive. The mentor teacher training must be provided by or approved by the Mississippi Teacher Center.

<table>
<thead>
<tr>
<th>Mentor Teacher Training</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training will be provided by the PMCED Consortium at MSU, Meridian. The district will request additional training as needed.</td>
<td></td>
</tr>
</tbody>
</table>
VI. Identify additional training to support the beginning teacher and mentor teacher. (Optional) Local school districts may collaborate and/or partner with local universities and/or Regional Educational Service Agencies (RESAs) to provide training and/or professional development for beginning teachers and mentor teachers.

<table>
<thead>
<tr>
<th>Additional Training</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will provide the opportunity for new teachers and mentor teachers to attend trainings at EDCF and other trainings such as those provided by PREPS, MASCID, MNDCC.</td>
<td></td>
</tr>
</tbody>
</table>
VII. Mentor Teacher and Beginning Teacher ASSURANCES

Place a check in front of each assurance to indicate that local school district administrators are aware of the compliance issue and that the local school district is in full compliance. **Please note that the local school district Superintendent's signature is required at the bottom of this page.**

- Provide names of the mentor teachers, their grade/subject assignment(s), and licensure number.
- Provide names of the beginning teachers, their grade/subject assignment(s), and licensure number.
- Provide a description of the content. The following should be included: activities, orientation, professional development and contact hours.
- Provide a description of the proposed beginning teacher induction program. The program must include a minimum of ninety (90) hours of direct contact between mentor teachers and beginning teachers, including classroom observation and consultations.
- Provide an overview of beginning teacher professional development opportunities.
- Identify the type of training the mentor teacher will receive. The training must be provided by or approved by the Mississippi Teacher Center.
- (Optional) Identify collaborative partnerships with local universities and/or Regional Educational Service Agencies (RESAs) to provide training and/or professional development for beginning teachers and mentor teachers.
- The individual school and/or district's classroom management program has been approved by the local school board.

Randy Hodges
School District Superintendent's Name (Print or Type)  

Randy Hodges
School District Superintendent's Signature

9/15/06
Date