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Retention of Beginning Teachers Through Comprehensive Induction Programs

Debora L. Easterday
Regis University

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RETENTION OF BEGINNING TEACHERS
THROUGH COMPREHENSIVE INDUCTION PROGRAMS

by

Debora L. Easterday

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

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ABSTRACT

Retention of Beginning Teachers Through Comprehensive Induction Programs

Student achievement has become a critical concern in education since the passage of the No Child Left Behind Legislation of 2002. At the same time, the retention rate of beginning teachers is 50% within the first five years. This low retention rate affects student achievement, building initiatives and districts' finances. Research indicates that comprehensive induction programs can raise the rate of retention of beginning teachers. One component of a comprehensive induction program is site based professional development. This project, with the use of a PowerPoint presentation, is an introduction to site based staff development for beginning teachers. The target audience for this presentation is administrators and instructional coaches.

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Chapter 1

INTRODUCTION

The attainment of student achievement is the focus of educators nationwide. The current focus on student achievement is complicated by administrators' concern with the retention of high quality beginning teachers. Researchers, such as Fulton, Yoon, and Lee (2005), Ingersoll and Smith (2004), and Wong (2003), have reported that administrators' concern about the retention and development of high quality teachers should be addressed with a comprehensive induction program. Comprehensive induction programs are comprised of as many as six components. Participation in a comprehensive induction program, as indicated by research, leads to higher retention rates of beginning teachers and the development of high quality teachers. High quality educators, who are retained in the field of education, lead to student achievement.

Statement of the Problem

Since the passage of the No Child Left Behind Act (2002), school administrators have been more focused on the retention of high quality beginning teachers. Ingersoll and Smith (2004) found that participation in comprehensive induction programs increase the retention rate of newly hired teachers. Also, they found that participation in quality induction programs had an effect on the quality of the educators who participated in those programs. In addition, there is documentation of the correlation between teacher quality and student achievement. In spite of this research, in only a small percentage of school districts nationwide, are comprehensive induction programs utilized.

Purpose of the Project

The purpose of this project will be to present instructional coaches and administrators with an overview of the site based professional development that is needed by a beginning teacher. Included in this overview are: (a) monthly topics for professional development, and (b) a brief outline of the content to be covered within those topics. This author is employed in a school district that currently does not have site based professional development specifically for the beginning teacher. The induction coordinator in this school district envisions the addition of this element to a comprehensive induction program in the district induction process. The overview, presented in PowerPoint format, will be delivered as an introduction to site based professional development specific to beginning teachers.

Chapter Summary

In summary, it is this researcher's position that school administrators should provide support to beginning teachers in the form of a comprehensive induction program. An induction program of this nature would increase the retention of beginning teachers and support these teachers as they develop into high quality educators. High quality educators have a direct impact on increased student achievement.

In Chapter 2, a review of literature is presented to support the position that comprehensive induction programs are needed to support the development and retention of beginning teachers. In Chapter 3, Method, the project, which will introduce administrators to one component of a comprehensive induction program, will be outlined.

Chapter 2

REVIEW OF LITERATURE

The purpose of this project will be to develop a PowerPoint presentation to introduce administrators to site based professional development as an important component in a comprehensive induction program. Specific topics to be included in site based professional development will be outlined in the PowerPoint presentation. This literature review is focused on induction: (a) its historical use, (b) its effects upon achievement and teacher retention, and (c) the components included in a comprehensive induction program.

There has been heightened concern over student achievement as the result of the No Child Left Behind Act of 2002. Simultaneously, administrators have been concerned with the high attrition rates among beginning teachers. Ingersoll and Smith (2004) noted that, at a time in education when the highest quality educators were needed, administrators were faced with the reality that 50% of new teachers left within the first 5 years. Researchers, such as Fulton, Yoon, and Lee (2005), Ingersoll and Smith, and Wong (2004), suggested that both student achievement and retention of quality teachers could be attained with the use of comprehensive induction programs. Comprehensive induction programs include many components. Even though researchers, like Wong, have recommended comprehensive induction programs, 56% of new teachers (Kardos & Liu, 2003, as cited in Wong, 2004) reported that no support was given to them during their first year of teaching.

Definition of Induction

Induction, as defined by Wong (2005), is a comprehensive professional development process designed to support the beginning teacher when he or she enters the profession and continues through the first several years. Ingersoll and Smith (2004) stated that induction should be “conceived as a bridge from [the] student of teaching to [the] teacher of students” (p. 29). An induction program provides the training and support necessary for the retention and success of a beginning teacher. Mentoring, often considered to be induction, is a strong component of an induction program, but, it is not an induction program by itself. According to Fulton et al. (2005), the integration of the beginning teacher into the profession and the incorporation of that teacher into the professional learning community of the school are aspects of induction as well.

An Historical Look at Induction

According to researchers, such as Ganser (2005), Ingersoll and Smith (2004), and Rowley (2006), induction, in the form of mentoring, has been in existence for the past 20 years. Interest in induction, predominantly in the form of mentoring, has increased over the past 8 years as indicated by the following data. Ingersoll and Smith utilized data from the National Center for Education Statistics (NCES) Schools and Staffing Survey (SASS) and the Teacher Follow Up Survey (TFS) in their research. These researchers reviewed data from 4 cycles of the SASS, these were: (a) 1987-1988, (b) 1990-1991, (c) 1993-1994, and (d) 1999-2000. When Ingersoll and Smith reviewed the SASS and the TFS data, it was found that only 4 of 10 beginning teachers had participated in an induction program during the 1990-1991 school year. Ganser reported that, in 1996-1997, the members of the National Commission of Teaching and America’s Future found that only

seven states had state induction programs in place. In 1999, the members of the National Commission of Teaching and America's Future (as cited in Ganser) recommended changes in the preparation and professional development of teachers; the establishment of mentoring was among those changes. Ingersoll and Smith, used the SASS and the TFS data to report that 8 of 10 beginning teachers in the 1999-2000 school year participated in some type of induction. Ganser noted that by 2002, the number of states with state wide induction programs had risen to 33. Also, Ingersoll and Smith noted that, within the No Child Left Behind Act (2002), new teacher induction was emphasized. Jones and Pauley (2003) reported that, "60% of states now have legislation on the books with regard to teacher mentoring" (p. 2). The members of the Alliance for Excellent Education (2004, as cited in Wong, 2005) stated that despite the increased interest in induction, "only 1% of beginning teachers currently receive the ongoing support that constitutes comprehensive induction when they enter the profession" (p. 42).

The Impacts of Low Retention Rates

Researchers, such as Fulton et al. (2005) and Ingersoll and Smith (2004), noted that low retention rates among beginning teachers have many impacts upon the educational system. Included was a decrease in the effectiveness of the system and a loss of growth through reform measures. The inability to retain teachers was translated to high costs to the school district. Finally, the loss of quality educators directly affected student achievement.

Impacts to the Educational Organization

Fulton et al. (2005) indicated that, within 5 years, 50% of beginning teachers will leave the profession. Ingersoll and Smith (2004) looked at the literature focused on

employee turnover, in general, and stated that the “finding in this literature is that high levels of employee turnover are both [the] cause and effect of ineffectiveness and low performance in organizations” (p. 31). Education was one of these organizations. Fulton et al. indicated that high attrition rates in education translated to the slowing down of reform initiatives. Ingersoll and Smith suggested that turnover could: (a) impede the development of professional learning communities, (b) affect morale, and (c) weaken the cohesiveness of a school.

Impacts to Student Achievement

Ingersoll and Smith (2005), reported that, since the passage of the No Child Left Behind Act of 2002, administrators have been concerned about low retention rates, and the best and brightest beginning teachers were the ones who left. Also, they found that the higher a beginning teacher’s SAT score, the greater the chance that he or she would leave the profession. Concern among educators was related to the retention of teachers, especially excellent teachers. Sanders and Rivers (1996) suggested “that the residual effects of relatively ineffective teachers from prior years can be measured in subsequent student achievement scores” (p. 4). Further, these researchers found that, if a student has three ineffective teachers in a row, that the student’s achievement would be lowered by 50 percentile points. Conversely, effective teachers were of most benefit to the student who struggles. The most effective teachers showed excellent achievement gains for all students. Wong (2005) stated, “ Just as it is an indisputable fact that students learn best from teachers who are effective, it is also an indisputable fact that effective teachers are produced from comprehensive, coherent and sustained professional development

programs” (p. 52). Such professional development programs are found in comprehensive induction programs.

The Cost of Low Retention

The estimated costs of high teacher turnover to a school district are highly variable. Fulton et al. (2005) reported that the members of the National Commission on Teaching and America’s Future (2003, as cited in Fulton et al.) estimated the cost of attrition for non-retirement reasons to be \$2.6 billion a year. The \$2.6 billion was a figure obtained from the U.S. Department of Commerce estimate of \$12,500 for each lost teacher in the nation on an annual basis. Moir (2005) suggested that the costs to school districts were dependent upon the recruitment costs for that district. In wealthier schools, the cost could be 15% of the teacher’s salary. In urban school districts, the costs could be as much as 50%-200% of a beginning teacher’s salary. According to Ingersoll and Smith (2004), in Texas, it was reported that that state incurred costs into the hundreds of millions of dollars each year due to teacher turnover. In contrast, Moir reported that the California induction program, the Beginning Teacher Support and Assessment program, cost \$5,700 per teacher and increased retention rates to 84%. Fulton et al. reported that beginning teachers, who participated in a comprehensive induction program, were “half as likely to leave” (p. 8).

The Impact of Induction on the Retention of Beginning Teachers

Ingersoll and Smith (2004) analyzed data from the National Center for Education Statistic (NCES) School and Staffing Surveys (SASS) dated: (a) 1987-1988, (b) 1990-1991, (c) 1993-1994, and (d) 1999-2000, along with the Teacher Follow Up (TFS) survey to address the question of whether induction programs affected teacher retention.

The analysis revealed a correlation between participation in an induction program and retention. The correlation was strongest when multiple induction components were received by the beginning teacher. The analysis further revealed that, in 1999-2000, 16% of beginning teachers did not receive any form of induction, and the retention for this group of teachers was 60%. In 1999-2000, it was reported that 22% of the beginning teachers received three components of an induction program; of those teachers, the retention rate was 72%. Of the beginning teachers in 1999-2000, 13% were reported to have received six components of induction; of those teachers, the retention rate was 76%. Lopez, Lash, Schaffner, Shields, and Wagner (2004) cited the New York City Board of Education (1993) report about its Mentor Teacher Internship Program, which showed a retention rate of 64% among participants vs. 55% for those not in the program. Further, the members of the Board of Education found that, if mentors were assigned at the beginning of the year in New York, the retention rate increased to 84%. Wong (2004) reported the following retention rates for school districts with induction programs in the 2001-2002 school year:

1. Lafourche Parish Schools in Louisiana lost 1 teacher out of 46 hired,
2. Islip Public Schools in New York lost 3 teachers out of 68 hired,
3. Leyden High School District in Illinois lost 4 teachers out of 90 hired,
4. Geneva Community school in New York lost 5 teachers out of 67 hired, and
5. Newport-Mesa School District in California lost 5 teachers out of 148 hired, (p. 47)

All of these school districts represented by these retention rates had “comprehensive, coherent, and sustained induction programs” (p. 47). Fulton et al. (2005) reported on the retention rates for three different induction programs: (a) the New Teacher Center (NTC), (b) the California Beginning Teacher Support and Assessment

(BTSA), and (c) the Connecticut Beginning Educator Support and Training (BEST).

Fulton et al. reported that the retention rates were: (a) 89% for the NTC, (b) 84% for the BTSA, and (c) 94.3% for the BEST. These retention rates were a vast improvement over the statistics in which Fulton et al. reported retention rates of close to 50% within 5 years for all beginning teachers.

Elements of a Comprehensive Induction Program

A comprehensive induction program is a process of systematic professional development conducted over a period of several years. Paine, Pimm, Britton, Raizen, and Wilson (2003) referred to induction as a phase in a teacher's career when one "is learning to teach" (p. 3). Also, they stated that induction is "an essential tool that supports the learning and growth of new teachers" (p. 5). Wong (2004) indicated that successful induction programs addressed three major areas: (a) they were comprehensive, (b) professional learning was the focus, and (c) collaboration with other professionals was expected. Brock and Grady (1997) reported that the goals of induction programs must include: (a) the retention of quality teachers, (b) the growth in knowledge and skill of the beginning teacher, (c) support through the transition from preservice through the first years of service, (d) the development of an attitude of continued professional learning through professional development, and (e) the increased self-efficacy of the beginning teacher. According to Brewer (2004), Darling-Hammond (1998), Fulton et al.(2005), Ingersoll and Smith (2004), Muir (2005), Paine et al., and Wong (2004, 2005), there were several approaches to induction; however, common elements were identified in successful programs. The common components of successful induction programs were:

(a) initial orientation training; (b) multiyear, systematic professional development; (c) professional study groups; (d) administrative support; (f) observation; and (g) mentoring.

Initial Orientation Training

Initial orientation training begun prior to the start of the school year was a common component in many induction programs. Wong (2005) reported that, in the Albion Central School District, new teachers attended a 7 day training program. In the Lafourche Parish Schools in Louisiana, new teachers were required to meet 4 days in August. At the Goldfarb Elementary School in Nevada, attendance was required for 3 days. The orientation training was focused on district and school policies as well as expectations. In the Framework for Inducting, Retaining, and Supporting Teachers (FIRST), orientation was provided prior to the school year to welcome new teachers to the district where they were “made to feel part of the district ‘family’” (p. 2). Also, the new teachers were allowed to prepare classrooms and lessons for the first week. Wong noted that, at the El Reno School District in Oklahoma, new teachers were taught how to script their first day of school.

Multiyear, Systematic Professional Development

Fulton et al. (2005) reported about the time commitment required in five existing induction models in the U.S.. The models reviewed were the: (a) New Teacher Center at the University of California, (b) California Beginning Teacher Support and Assessment, (c) Connecticut Beginning Educator Support and Training, (d) Louisiana Teacher Assistance and Assessment Program, and (e) the Toledo Plan. Of these five models, all, with the exception of the Toledo Plan, required a 2 year induction program. Wong (2004) reported a 3 year induction program that was utilized in the Islip Public Schools in New

York. Paine et al. (2003) reported that, in Zurich, 2 years of induction are required and, in Shanghai, 100 hours are required during the first year.

Wong (2004) stated, “To produce effective teachers, there must be a professional development program that improves professional skills for educators at every point in their careers” (p. 48). Participation in site based systematic professional development provided those skills to beginning teachers. Brock and Grady (1997) reported on the needs of adult learners and that adult learners, specifically beginning teachers, need to have their problems and concerns addressed in a timely, concrete manner. These researchers specified that the best induction programs provided beginning teachers with the information they need for success in their classrooms. Mandel (2006) suggested the use of monthly workshops to address timely matters. Darling-Hammond (1998) identified several professional development strategies that improved teaching practices which supported those of Brock and Grady. The strategies of effective staff development: (a) addressed the needs of the participants, (b) was based upon professional research, (c) was connected to the work of teaching, and (d) was collaborative. Researchers, such as Canter and Associates (1998), Kronowitz (1996), Mandel (2006), and Wong and Wong (1991), reported that site based professional development should address such issues as: (a) classroom management, (b) parent/teacher conferences, (c) the required curriculum, (d) cooperative learning, (e) differentiation, (f) administration of student assessments, (g) record keeping, (h) grading policies and issues, (i) effective communication with parents, (j) location of materials and resources, (k) engagement and motivation of students, and (l) writing lesson plans to name a few.

Collaboration, Networking, and Study Groups

Ingersoll and Smith (2004) stated that “having regularly scheduled collaboration with other teachers, and being part of an eternal network of teachers” (p. 35) were two of the three most influential factors in the retention of teachers. Fulton et al. (2005) noted that the transformation of schools into the 21st Century required new teachers to become members of learning communities. Fulton et al. maintained that education must move beyond teaching in isolated classrooms into an atmosphere of “shared inquiry into effective practices to improve student achievement” (p. 3). Paine et al. (2003) found that the induction programs used in New Zealand, China, France, and Switzerland provided opportunities for beginning teachers to network. Wong (2004) stated that:

successful induction programs: (a) have networks that create learning communities, (b) treat every colleague a potential valuable contributor, (c) turn ownership of learning over to the learners in study groups, (d) create learning communities where everyone, new teachers as well as veteran teachers, gains knowledge, and (e) demonstrate that quality teaching becomes not just an individual responsibility, but a group responsibility as well. (p. 51)

As indicated by these researchers, it was critical that beginning teachers experienced the support found in collaboration, networking, and study groups. Also, it was critical that beginning teachers experienced entry into the profession of education as members of collegial learning communities which were focused on student achievement.

Administrative Support

Brock and Grady (1997) emphasized that the administrator’s role in the induction process was critical. Breaux and Wong (2003, as cited in Wong, 2004) found the presence of an instructional leader in more than 30 induction programs. As Brock and Grady described, the administrator played a key role in induction in several ways. It was

the administrator's role as an instructional leader that created a school culture of collaboration focused on the achievement of students. As instructional leaders, administrators set the expectations for the quality of instruction within the school and for the continual growth and learning of the educators within that school. The principal was the role model of professionalism and instructional knowledge and, as such, he or she set the climate, culture, and parameters for the beginning teacher. A principal's feedback was critical to the beginning teacher. To determine whether expectations were being met, the beginning teacher needed feedback, both formal and informal, from the principal. Affirmation and modeling from the principal allowed the beginning teacher to become part of the community of educators within the building. It was the principal to whom the novice looked to learn the values and behaviors that were accepted in the building. In summary, the administrator of a school, as an instructional leader, was responsible for the establishment of the expectations for teacher quality and ongoing professional growth. Also, these administrators were responsible for the development of beginning teachers by their enculturation into the school values and expectations. Finally, beginning teachers highly valued the feedback they received from the principal, whether it was informal input or formal evaluations of classroom performance. The assumption of these roles made an administrator a critical component of induction.

Observation

Comprehensive induction programs must include a component of observation. The results from Brewer's (2004) survey indicated that new teachers had a strong desire to observe a master teacher and to be observed in a nonevaluative way. Researchers of induction in five foreign countries, Paine et al. (2003) learned that all of these countries

had observation as a component of induction. The five countries researched included both observation by mentors and peer observations. Wong (2004) reported that, through Internet communication, beginning teachers expressed the need to see expert teachers as they modeled good instruction. Rowley (2006) suggested that one of the most powerful observation models was that utilized by a mentor. This observation model involved the incorporation of a preobservation conference where the focus of the observation was negotiated, and an observation and a postobservation conference were scheduled. The postobservation conference promoted instructional growth through reflection and discussion with the mentor. If professional growth and collaborative learning are critical to quality induction programs, then observation should be a component. In regard to observation, Darling-Hammond (1998) related the following story, “As one high school teacher who had spent 25 years in the classroom once told me: ‘I have taught 20,000 classes; I have been ‘evaluated’ 30 times; but I have never seen another teacher teach’” (p. 9).

Mentoring

According to Ingersoll and Smith (2004), mentoring has been the predominant form of teacher induction for the past 20 years. Current researchers, such as Wong (2004), noted that, although mentoring was perhaps the most critical of the induction components, it was not induction in and of itself. Moir (2005) defined a mentor as the “teacher of teachers” (p. 62). According to Gagen and Bowie (2005), the huge demands of teaching, combined with a lack of support, has been the cause of the failure of so many beginning teachers. The high attrition rates for beginning teachers were an indication of this failure. The lack of support from other professionals and from parents was cited

often as the reason beginning teachers left the profession. Mandel (2006) stated that, “Help from a trained, caring mentor is a crucial ingredient in helping new teachers survive their first year” (p. 2). Gagen and Bowie noted that the mentor position is one of many different types of support. Initially, the support may be in the form of a friend who is willing to listen, understand, and provide needed emotional support to the beginning teacher. As the relationship takes on a more professional tone, the mentor must maintain the mutual support and confidentiality needed for the development of a trusting, risk free relationship. Such a relationship allows the beginning teacher to feel supported constantly and take on risks inherent in the transition from student to teacher of students. Ward (2005) pointed out that, since the early 1980s, various commissions, such as the Commission on Excellence in Education (1983, as cited in Ward) have supported and encouraged the use of mentors for beginning teachers. In addition, Rowley (2006) stated that school district administrators “took few meaningful steps to provide systematic support structures and processes to help beginning teachers” (p. xiii). This approach resulted in a system where, by chance, a beginning teacher received either strong support or no support at all. Wong noted problems with the support mentoring provided because, often, mentoring simply involved the assignment of a veteran teacher to a beginning teacher; no further support was provided through an induction program.

Marshak and Klotz (2002) cited the No Child Left Behind Act (NCLB; 2002), which has required educators to show Adequate Yearly Progress (AYP) for all students. This legislation has made it critical for administrators to retain high quality teachers. In a study conducted by Ingersoll and Smith (2004), it was found that one of the strongest

factors, which contributed to teacher retention, was work with a mentor from the same field. Marshak and Klotz maintained that mentoring is “best done by the qualified, experienced teacher” (p. 5). However, Moir (2005) observed that, being a good teacher does not necessarily mean one will be a quality mentor. Mentoring requires additional skills, such as: (a) the ability to work with adults, (b) strong collaborative skills, and (c) the ability to articulate one’s instructional skills and strategies. Gagen and Bowie (2005) identified additional skills that a mentor needed, these included the ability to: (a) effectively communicate, (b) provide expert feedback, (c) answer questions in regard to lesson planning, (d) convey information about the establishment of a learning environment, (e) discuss grading issues, (f) answer classroom management questions, (g) address difficult issues with skill, (h) increase the reflective thought process of the beginning teacher and (i) do whatever is necessary to solicit growth in the beginning teacher. According to Moir, mentors, themselves, need to be trained and supported within a strong induction program. Also, a training program for mentors, which provided the necessary information to understand their new role, was suggested. Ideally, this training program would be a 2 year process wherein mentors gain and refine the knowledge necessary to provide the type of support needed by beginning teachers.

Lipton and Wellman (2003) identified the benefits of being mentored as: (a) increased efficacy, (b) increased engagement in collaboration, and (c) increased retention. Ward (2005) maintained that increased efficacy in the beginning teacher results in: (a) student achievement, (b) student motivation, (c) student efficacy, (d) higher enthusiasm for teaching, (e) willingness to take risks in teaching, (f) increased persistence, (g) increased commitment to teaching, and (g) a positive school atmosphere.

Lipton and Wellman (2003) maintained that a successful, quality mentor provides three functions to the beginning teacher. These three functions were: (a) “offering support, (b) creating challenge, and (c) facilitating a professional vision” (p. 1).

Typically, the provision of support has been considered mentoring, and it includes: (a) provide emotional support, (b) gather resources, (d) answer questions about building and district expectations, and (e) discuss instructional strategies and skills. The second function, to provide challenge, helps to move the beginning teacher to increased efficacy and reflection. This function requires a beginning teacher to: (a) set goals, (b) look deeply at student achievement, and (c) reflect upon practice. The third function of a mentor, according to Lipton and Wellman, is to facilitate professional vision in order to encourage the development of a “lifelong learner engaged in continuous improvement” (p. 4). Trained, skillful mentors achieve these three functions with their mentees as they operate along a continuum of interaction. A mentor would use the variety of interactions to developmentally and appropriately provide the beginning teacher with the support they need to increase reflective practice and encourage self-directed learning. The interaction styles that a mentor uses are: (a) consultation, (b) collaboration, and (c) coaching.

Consultation occurred when a mentor offered advice and answered questions from the beginning teacher. Collaboration moved the relationship to a more equal stance between mentor and mentee. The answers to questions were sought together, and the mentor was no longer perceived as the holder of all wisdom. The final interaction style was coaching. Coaching occurred when the mentor utilized a questioning protocol, such as cognitive coaching, to encourage the beginning teacher to be a self-directed learner. Quality mentoring has moved beyond the simple provision of support as was done 20 years ago;

it is now a process of support, reflection, and growth with the end result being a self-directed lifelong learner, who is enthusiastic about his or her chosen profession.

Other Considerations in an Effective Induction Program

According to Brock and Grady (1997) and Lipton and Wellman (2003), a variety of considerations should be taken into account when an induction program for beginning teachers is developed. These considerations included: (a) knowledge of adult learners, (b) the developmental process of the beginning teacher, and (c) the phases that a first year teacher experiences.

Adult Learners

Brock and Grady (1997) reported that the term, which is applied to the field of adult learning, is andragogy. Adult learners approach learning in very different ways than do children. The primary goal of adult learners is to meet their personal needs. They seek out learning experiences when a deficit in skill is detected or when they are not able to address a problem. Adults respond to and learn best in situations that are self-directed and focused on their immediate needs. Beginning teachers exhibit the profile of the adult learner, and thus in induction programs, their needs as adult learners must be met. The developers of quality induction programs take this into account when they provide learning situations that address the immediate needs of the beginning teacher. Another consideration for adult learners is the need for answers and learning that are applicable to their daily work in the classroom. When new teachers can participate in induction programs that allow for their individualized selection of induction topics, the learning style of the beginning teacher is addressed appropriately.

Stages of Development

According to Brock and Grady (1997), adults' cognitive, social, and language skills continue to develop throughout their lifetime. Administrators, who are concerned with the development of induction programs, should address the adult stages of development. Adults move through the three stages of development sequentially. Although each individual will pass through the stages at his or her own rate, he or she will progress through these stages in the same order. The adult stages of development are: (a) ego development, (b) cognitive development, and (c) conceptual development. Ego development refers to the process of becoming increasingly independent. Beginning teachers exhibit the earliest stage when they first enter the profession and look to others to solve their problems. As beginning teachers experience collaboration, trust, respect, comfort, and support, they become increasingly: (a) self-reliant, (b) self-confident, and (c) autonomous; this represents the highest stage in ego development. Cognitive development occurs with increased knowledge and experience. This developmental process should be encouraged through the collaboration of a beginning teacher with a more experienced teacher. Finally, conceptual development is the process of mental flexibility. Early in their conceptual development, teachers view situations from a very concrete perspective, they are unable to elicit a variety of solutions to a problem. In the middle of this developmental process, teachers conceptualize a few solutions but they are yet unable to develop a solution that is comprehensive and flexible. Those at the highest level of conceptual development are independent and flexible in their solutions. Highly

conceptual thinkers take responsibility for their decisions and prefer help to be in the form of a facilitator.

The Phases of a First Year Teacher

Moir (1999, as cited in Lipton & Wellman, 2003) identified a series of phases that the beginning teacher experiences during his or her first year of teaching. These phases present both emotional and mental challenges that the developers of an induction program should address when they develop a program for the beginning teacher. Moir identified six phases that a beginning teacher experiences during the first year: (a) anticipation, (b) survival, (c) disillusionment, (d) rejuvenation, (e) reflection, and (f) anticipation. Anticipation is when a beginning teacher looks forward to his or her first year of teaching and has an idealistic desire to make a difference. A teacher in the anticipation phase is focused on: (a) the set up of the classroom, (b) how to meet the students, (c) his or her ability to establish relationships with coworkers, and (d) the initial tasks to start a school year. In the survival mode, the beginning teacher is faced with the reality of classroom issues, as well as the reality of being able to barely stay ahead despite long hours. Disillusionment is the result of nonstop work for 6-8 weeks. Often, the beginning teacher is exhausted, and ill due to weakened immune systems and may question whether this was the right choice of professions. In this phase, the beginning teacher must address the toughest challenge. The fourth phase of rejuvenation arrives after winter break. The beginning teacher is able to catch his or her breath and returns with a realistic perspective of the job. The fifth phase is one of reflection. The beginning teacher has the routines and demands of teaching under sufficient control that he or she

can begin to reflect upon the growth and learning that have been accomplished during the first year. The final phase is anticipation as the beginning teacher looks forward to a new year with the confidence of a stronger knowledge base.

Chapter Summary

In this chapter, comprehensive induction programs and their effect on student achievement and teacher retention were addressed through the review of the literature. Induction was defined and a historical perspective was provided. Low retention rates for beginning teachers were examined as well as the impact of those rates to the education system. In addition, the impact of a quality induction program on teacher retention was addressed. The elements of a comprehensive induction program were defined and explained. Considerations specific to the beginning teacher in an induction program were identified. In Chapter 3, the procedures and goals for this applied project will be described.

Chapter 3

METHOD

The purpose of this project will be to present instructional coaches and administrators with an overview of one component in a comprehensive induction program. This component is site based professional development specifically targeted for the beginning teacher. This project will provide the targeted audience with: (a) an introduction to site based professional development for the beginning teacher, and (b) a resource to guide the development of site based professional development. Included in this overview are: (a) monthly topics for professional development; and (b) a brief outline of the content to be covered within those topics. This project will be presented in PowerPoint format.

Target Audience

The project will be designed for elementary school administrators and instructional coaches. One target audience will be administrators and instructional coaches who need an introduction to site based professional development. The second target audience will be administrators and instructional coaches, who are in the process of the development of a program of professional development for their beginning teachers.

Goals and Procedures

There are two goals for this project. The first goal will be to provide elementary administrators and instructional coaches with an introduction to site based professional

development designed specifically for the beginning teacher. The second goal will be for this project to serve as a resource for those administrators and instructional coaches who are in the process of designing a site based professional development program.

A PowerPoint presentation will be developed to explain the philosophy and rationale behind the need for a site based professional development program specifically designed for the beginning teacher. Also included in this PowerPoint will be an overview of: (a) monthly topics pertinent to the professional development of a beginning teacher, and (b) a brief outline of the content to be covered within those topics.

Peer Assessment

Assessment of the PowerPoint will be obtained from four colleagues with experience in induction or mentoring, through informal feedback in the form of comments and suggestions for change. Each colleague will be sent a copy of the PowerPoint via email and will be asked to review it for clarity, content, and presentation. Each reviewer will provide comments and suggestions for changes in clarity, content, or presentation; these will be delivered to the author verbally or via email.

Chapter Summary

The induction process and its effect upon student achievement and teacher retention are topics of concern for administrators. This researcher will apply knowledge gained from an extensive literature review of induction to provide administrators and instructional coaches with an overview of one component of a comprehensive induction program. In Chapter 4, this author will provide, in PowerPoint format, a presentation on site based professional development for beginning teachers. Chapter 5, this author will present the peer assessment reviews and final discussion.

Chapter 4

RESULTS

The purpose of this project was to provide administrators and instructional coaches with the philosophy and rationale behind the need for a site based professional development program specifically designed for the beginning teacher. It was also the purpose of this project to provide administrators and instructional coaches with an overview of topics that might be covered within a site based professional development program for the beginning teacher. Included with those topics was a brief description of the content to be covered within each topic. The purpose of this project was attained through the use of a PowerPoint presentation entitled, “Retaining and Supporting the Beginning Teacher with Site Based Professional Development”. The PowerPoint contained data on the retention of beginning teachers as well as the impacts of that retention rate. Also included was information about comprehensive induction programs and their effect on teacher retention. The components of a comprehensive induction program were detailed. The remainder of the PowerPoint addressed topics that should be included in a site based professional development program for beginning teachers.

Retaining and Supporting the Beginning Teacher With Site Based Professional Development

Presented by Debbie Easterday
Instructional Coach
Adams 12 School District

My presentation today will address a current concern in education. That concern is the retention of quality beginning teachers. I will be sharing with you data that show the impact a comprehensive induction program has upon teacher retention. More specifically, I will address one component of a comprehensive induction program that provides ongoing support for the beginning teacher at the building site. This component is Site Based Professional Development. On the table in front of you you will find a copy of this Power Point presentation. (The presenter will move to the next slide.)

Retention Concerns

- 50% of beginning teachers leave the profession within 5 years
- The higher the beginning teacher's SAT scores, the more likely he/she is to leave the profession
- The cost of attrition for non-retirement reasons is estimated to be \$2.6 billion a year nationally

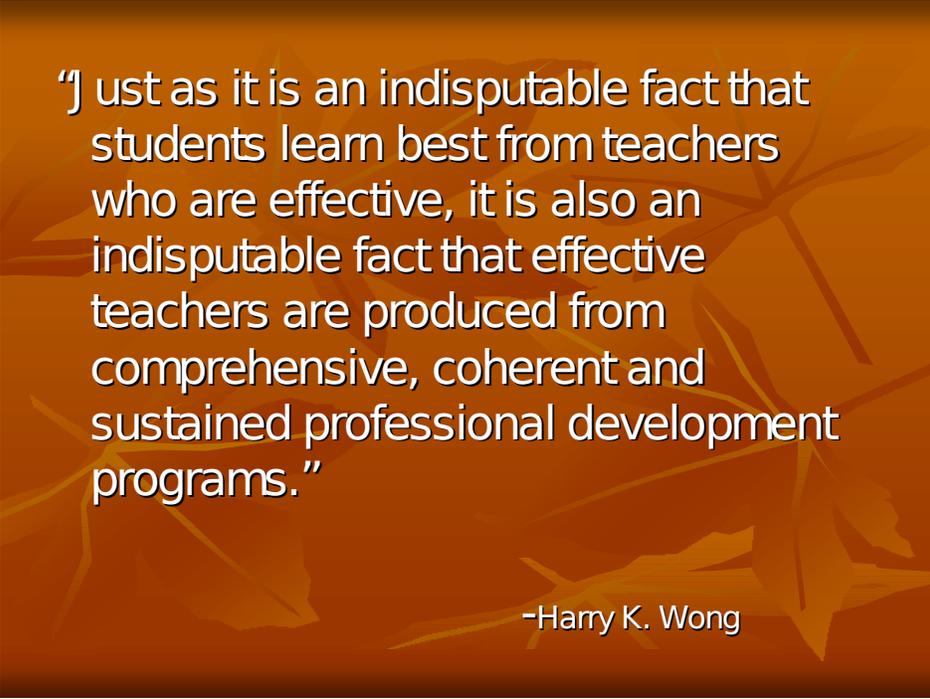
With the passage of the No Child Left Behind Act of 2002, it has become critical that any initiatives in education must affect student achievement. According to Wong, a researcher who has done extensive work in the area of induction, learning to teach is a developmental process that takes several years. If we are losing 50% of our beginning teachers within the first five years they are in the profession, we can conclude that just as a beginning teacher begins to become proficient they leave the profession. It is also a fact that those that leave the profession tend to be the best and the brightest. At a critical time in education when we most need to impact student achievement, we find that the profession is losing half of its new teachers with the greatest potential. The cost of this high rate of attrition is not only in lost potential, but is also realized in financial costs to school districts. As we all know, money is a limited resource in education. If we lose \$2.6 billion nationally to attrition, we know that that is \$2.6 billion unavailable to impact student achievement. (The presenter will move to the next slide.)

Impacts of Low Retention

- Reform initiatives are slowed
- Professional learning communities impeded
- Morale is affected
- Student Achievement is impacted

At the building level the impacts of the low retention rate of new teachers are felt in many ways. Of course, the larger the percentage of new teachers in the building, the more at risk building initiatives are. With a high attrition rate, administrators find that initiatives are slowed as every year a percentage of the staff has to be “brought on board”. The work of professional learning communities is impacted as every year the community has to build the trust and professional relationships required for the work of the group to continue. Morale is affected as collaborative teams find themselves bringing a new team member up to speed only to have their efforts lost within a short period of time. Finally, and most importantly, student achievement is impacted. Data overwhelmingly confirm that the single most powerful influence upon student achievement is teacher quality. If our best and brightest new professionals leave just as they are achieving quality and if our initiatives to improve the quality of instruction with our existing staff are impeded, we

can expect to cause a negative impact to student achievement. Take a few minutes to talk with your neighbor about the information I have shared so far. What validates personal observations you have had? What surprised you? What answers might there be to this problem? (The presenter will move to the next slide.)



“Just as it is an indisputable fact that students learn best from teachers who are effective, it is also an indisputable fact that effective teachers are produced from comprehensive, coherent and sustained professional development programs.”

-Harry K. Wong

Harry Wong’s quote gives us an indication that effective teachers do not just happen. His quote leads us to the idea that effective teachers are the products of comprehensive professional development programs that are sustained over time. Such comprehensive professional development programs are also termed comprehensive induction programs. Data from researchers Ingersoll and Smith, show an association between participation in an induction program and the rate of retention. Specifically, their work shows that the more comprehensive the induction program the higher the retention rate of the beginning teacher. Both Wong and Fulton have published research that reveals retention rates of 80% and higher for those school districts that provide comprehensive induction programs for their beginning teachers. (The presenter will move to the next slide.)

Comprehensive Induction Programs

- Can raise retention rates from 50% to 84%, or as high as 94%
- Promote growth in knowledge and skill
- Support the transition from preservice through the first few years of teaching
- Develop an attitude of continued professional learning
- Increase self efficacy

As I stated before, comprehensive induction programs can significantly raise retention rates. The purpose of comprehensive induction programs is to provide support to the beginning teacher throughout the developmental process of learning to teach when growth in both knowledge and skill are necessary. Such programs begin with the transition from preservice to service and continue through the first few years of teaching. The long term purpose of such induction programs is the development of quality professionals who value professional learning throughout their careers. Finally, induction programs develop and increase self efficacy. A beginning teacher who is given the support, knowledge and skills to feel efficacious, is a teacher more likely to stay in the profession. (The presenter will move to the next slide.)

Components of Comprehensive Induction Programs

- Initial orientation training
- Multiyear, site based professional development

In looking at various induction programs, researchers report several different approaches throughout the nation. However, upon closer look, six components were commonly found within successful induction programs. This slide addresses the first two components. Prior to the first day of school, beginning teachers were involved in some type of orientation training. This training could be at the district level or at the building level. At the district level the orientation provided a formal welcome to the district and included an overview of district policies, procedures and expectations. At the building level, time with a mentor was usually part of the orientation. The mentor provided information about the building, including: (a) building expectations, (b) location of supplies and resources, (c) help with classroom set up, (d) survival tips. One district even allowed time to script the first day of school.

Successful induction programs provided support and training over two or more years. The training offered was often site based and provided timely, pertinent information to the beginning teacher. Its purpose was to support the development of the professional teacher and to increase his or her knowledge base and self efficacy. It is this site based professional development that will be the focus of the majority of this presentation. (The presenter will move to the next slide.)

Components of Comprehensive Induction Programs, continued

- Professional study groups
- Administrative support

Professional study groups give the beginning teacher the opportunity to learn and collaborate professionally. More specifically, there seems to be a strong need to network with other beginning teachers. Beginning teachers in New Zealand, China, France and Switzerland are given the opportunity to network with other beginning teachers, those teachers report how critical it is to be able to network, learn and collaborate with others who are beginning in the career.

Administrators play a critical role in the induction process. The administrator is the role model of professionalism and instructional knowledge and, as such, he or she sets the climate, culture, and parameters for the beginning teacher. The beginning teacher looks to his or her administrator to learn the values and behaviors accepted in the building. The novice also depends heavily on the formal and informal feedback he or she receives from the administrator to determine whether he or she is meeting expectations.

(The presenter will move to the next slide.)

Components of Comprehensive Induction Programs, continued

- Observation of others in the profession
- Mentoring

Brewer's 2004 survey of new teachers revealed a strong desire to observe master teachers as they modeled good instruction. Beginning teachers also had the desire to be observed in a nonevaluative way. Through observation of another's craft, new teachers were able to reflect upon their own practice and make changes. Being observed and receiving feedback from that also gave the new teacher a clearer view of what their own craft was and how it might be refined.

The final component of a comprehensive induction program is mentoring. Mentoring is considered by many to be the most critical of the induction components. In fact, Ingersoll and Smith found that mentoring was one of the strongest factors contributing to teacher retention. However, it was also found that the mentor needed to be in the same field and that a good teacher is not necessarily a good mentor. A skillful

mentor must have the professional knowledge needed as well as the ability to convey that knowledge to a beginning teacher.

Before we take a break, I would like you to reflect upon the components of a comprehensive induction program. To guide your reflection I would like you to refer to the guiding questions on the page I am currently handing out. There is space to jot down your answers, thoughts or questions. I will set the timer for 8 minutes to allow you time to process, think and reflect. When the timer goes off, if you are ready and would like to, please feel free to take a 10 minute break. (The presenter will move to the next slide.)

Site Based Professional Development

- Addresses needs in a timely, concrete manner
- Connects to the work of teaching
- Is collaborative
- Based upon professional research

The remainder of our time today will be spent on one component of a comprehensive induction program. That component is site based professional development. I will share with you things to consider when developing a site based professional development program for beginning teachers. I will also share some topics worth including in such a program.

As with any professional development, the needs of adult learners should be taken into account. Of utmost concern to adult learners is that their needs are met. It is vital that the information is delivered in a way that pertains directly to their classroom and is timely. Adult learners also need to have the opportunity to learn in a collaborative setting. This allows the opportunity for the processing of information and brainstorming as the learner thinks about how to apply the new learning to his or her setting. Collaboration also provides networking, support and eliminates the feeling of isolation

often prevalent among beginning teachers. The strength of a site based professional development program comes from the research the program is based upon. To ensure the integrity of the program, all professional development must have a basis in research.

(The presenter will move to the next slide.)

Considerations When Planning Site Based Professional Development

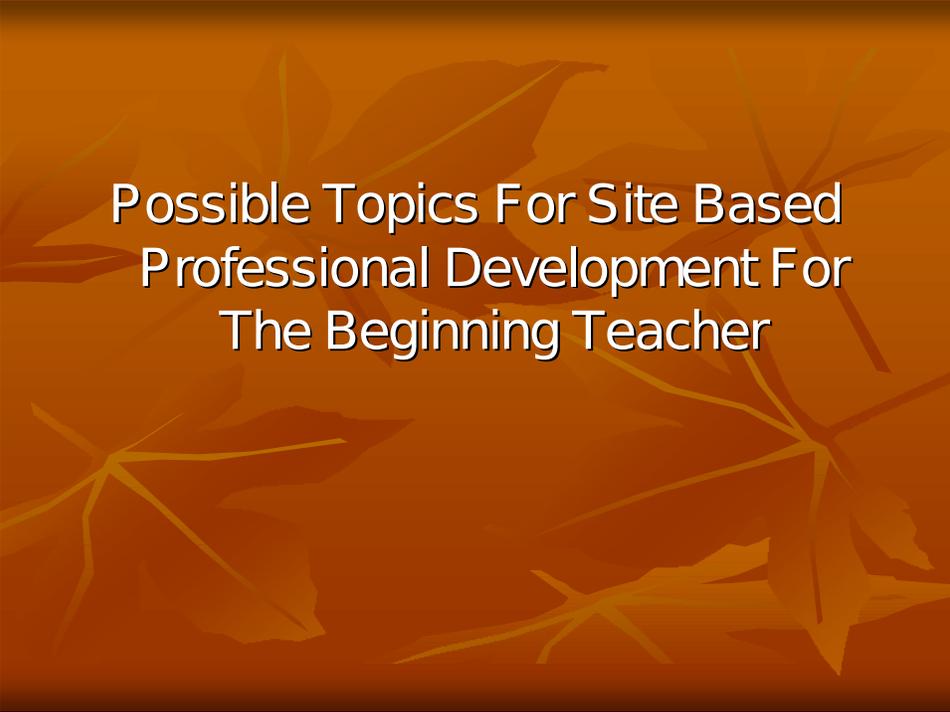
- The needs of adult learners
- The developmental process of the beginning teacher
- The phases a first year teacher experiences

Previously, I mentioned the need for site based professional development to take into consideration the needs of adult learners. Specifically mentioned was the need for professional development to be timely, pertinent to the classroom and to address the immediate needs of the participants. Additionally, it is also important to allow the opportunity for personal choice within the professional development.

Another consideration for site based professional development is the developmental process a beginning teacher journeys through. Adults move through these developmental stages sequentially at their own pace. The adult stages of development are: (a) ego development, (b) cognitive development, and (c) conceptual development. Ego development is the process of becoming increasingly independent. Early in this development a beginning teacher looks to others to solve their problems. Cognitive

development occurs with increased knowledge and experience and is encouraged through collaboration with a more experienced teacher. Conceptual development is the process of mental flexibility. In the beginning teacher this is seen in the beginning teacher viewing situations in a very concrete perspective where they are unable to elicit a variety of solutions to a problem.

A final consideration is the phases a first year teacher experiences. These phases are somewhat time bound and should be considered when planning staff development. These phases are: (a) anticipation, which is experienced prior to school starting and in the early weeks; (b) survival, which hits when the full reality of the job and the work load are experienced; (c) disillusionment occurs after 6-8 weeks of unending work and stress, this often hits in October; (d) rejuvenation is experienced after winter break; (e) reflection upon the school year happens during the spring and; (f) anticipation occurs when the teacher begins to look toward a new school year. (The presenter will move to the next slide.)



Possible Topics For Site Based Professional Development For The Beginning Teacher

On the back of your Guiding Questions I want you to take a few minutes to jot down what topics you think should be covered in a site based professional development program for beginning teachers. Reflect upon your personal experience and what you needed or would have wanted and reflect upon what you have seen beginning teachers needing. (The presenter will move to the next slide.)

Basic Survival

- Location of people and places
- How to get supplies
- How to run copies
- Building routines
- Expectations
- The calendar
- How to set up my voicemail
- How to check email

As we go through the following slides I would like this to be a time to dialogue about the information on the slides. I will be sharing with you some topics worth considering that I have gathered from resources that address beginning teachers. Please feel free to add your own ideas, as I'm sure this list is not all inclusive. Everyone in the room has worked with beginning teachers and has seen what the needs are, so I'm sure our discussion will be rich.

Basic survival covers those things a beginning teacher needs to survive. Under location of people and places what do you think should be included? What should be included under building routines? What expectations should be covered?

As we think about basic survival. When do you think this topic should be addressed? What else would you add to the list? (The presenter will move to the next slide.)

Curriculum

- Curriculum Frameworks
- Location of resources and materials
- How to locate and order support materials
- Textbooks
- District approved materials
- Mapping/pacing the curriculum
- Lesson planning

The area of curriculum is critically important. During which month do you think this topic should be addressed? Are there any parts of this topic that you would present to the beginning teacher at a different time than the rest of the topics? (The presenter will move to the next slide.)

Classroom Management

- Positive Behavior Support in the school
- How to be proactive and consistent to avoid discipline problems
- Developing a classroom behavior management system
- Things to try when you're not sure what to do
- When do you need to seek outside help?

Perhaps one of the most important items and the most difficult for beginning teachers is classroom management. It is not uncommon for this to be an evaluation goal for a beginning teacher. As we know, excellent instruction does not happen without excellent classroom management. As you look at this list, what month would you suggest each item be addressed? What else would you add? (The presenter will move to the next slide.)

Administration of Assessments

- CSAP
- PALS, BRI, DRA (Elementary reading tests)
- District assessments
- Ongoing assessments
- In common assessments used by the building

Assessments have taken on considerable importance in the last ten years.

Buildings which have well established Professional Learning Communities have created in common assessments to guide their instruction. Districts have put assessments in place to monitor student achievement. States have put in place state wide testing to provide the information needed for No Child Left Behind. As you look at this list, what month of the year would be good to address some of these various assessments? (The presenter will move to the next slide.)

Record Keeping

- LAP plans (Literacy Achievement Plans)
- IEPs (Individual Education Plans)
- 504s
- Midterms
- Report cards
- Software programs used by the district/building for report cards
- Documentation of RTI (Response to Intervention) students

Record keeping, the software systems and the forms, is a very large part of a teacher's job. What other types of record keeping do beginning teachers need to know?
(The presenter will move to the next slide.)

Grading Policies and Issues

- What is required by the district and the building?
- Scoring using district rubrics
- Authentic grading practices
- Creating a grading policy for your classroom
- Avoiding parent concerns regarding grading

Take a moment to read through this list of issues surrounding grading. Turn to a neighbor and together decide which of these should be covered in site based professional development first, second, third, and so on, until you have a number for each bullet. Then, talk about what other issues there are around grading policies. (The presenter will move to the next slide.)

Parent/Teacher Conferences

- How to prepare for your first set of conferences
- What documentation is good to have
- How to handle different situations
- What information is good to share
- How to present yourself as professional and knowledgeable

Having been part of many parent/teacher conferences, probably many difficult conferences, if you were presenting a professional development session on parent/teacher conferences what would you be sure to include? (The presenter will move to the next slide.)

Cooperative Learning

- Why use cooperative learning?
- How will cooperative learning help my students?
- Cooperative learning strategies
- Classroom setup that lends itself to cooperative learning.
- When is the best time to use cooperative learning to strengthen instruction?

Cooperative Learning is a strong teaching strategy. As you think about the topics we have listed already, in comparison how critical is this topic? Should it be addressed within the first six months? Thumbs up if you think it should be. Should it be addressed within the first year? Thumbs up if you agree with this statement. Could it be addressed in the second year of teaching? Thumbs up if you agree with this statement. (The presenter will move to the next slide.)

Differentiation

- What is it, what can it include?
- Strategies for differentiating for low students.
- Strategies for differentiating for high students.
- How do you know when you need to differentiate?

When we think about student achievement, we realize the importance of this topic. Currently in your building how do beginning teachers learn about this topic? Who has the responsibility for teaching them? (The presenter will move to the next slide.)

Motivation and Engagement

- How to create lessons that increase motivation and engagement.
- Ways to motivate students
- How lessons can be structured to increase engagement of students.

Reflect upon the beginning teachers that you have observed. Using a scale of 1-10 with 1 being not often and 10 being very often, please rank how often you find that beginning teachers have problems with this area. Should this topic be covered early or late in the first year? Should it be covered in the second year? (The presenter will move to the next slide.)

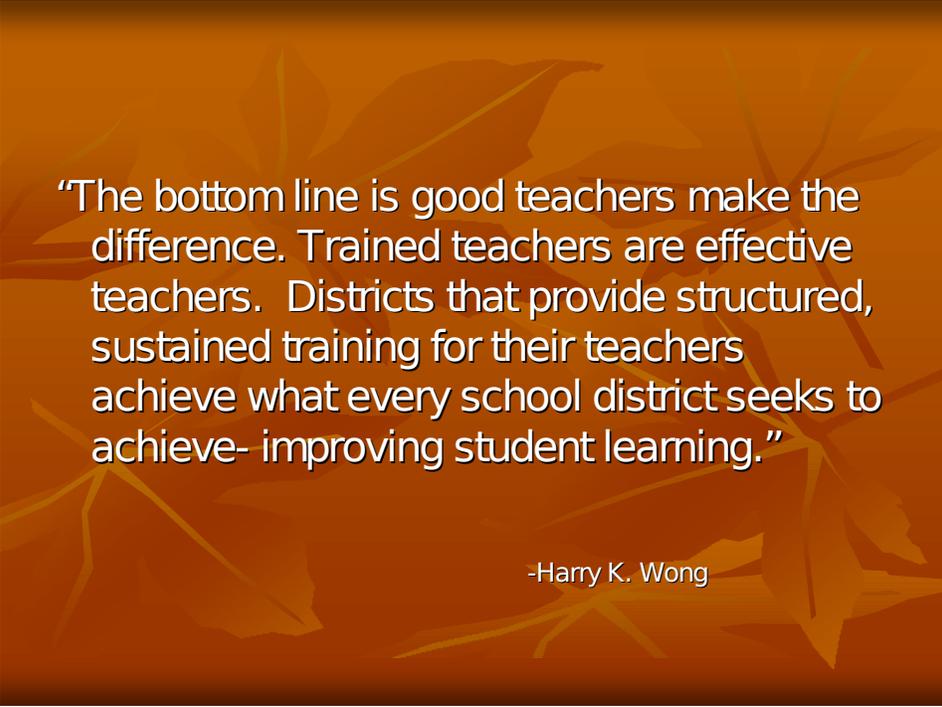
Finding the Time for Site Based Professional Development

- Within school hours
- Outside of school hours
- Prior to the school year
- Release time
- Within mentoring time

In education, time or the lack thereof is an ongoing issue. There are many ways to think about finding the time for site based professional development for beginning teachers. Time for this professional development may be found within school hours, either before or after school, once a month. Another possibility is offering this professional development outside of school hours for credit. Certainly, some of the initial orientation types of topics could be presented prior to the start of the year. Beginning teachers could be released one afternoon a month for professional development. Another idea is to present some of the information during professional development and other information may be addressed within the time a beginning teacher meets with his or her mentor.

Each idea has pros and cons. The possibilities are also dependent upon the building budget and on the creative problem solving of those responsible for professional

development. The model for each site will be determined based upon a variety of considerations and upon the priority placed upon offering this type of support to the beginning teacher. (The presenter will move to the next slide)



“The bottom line is good teachers make the difference. Trained teachers are effective teachers. Districts that provide structured, sustained training for their teachers achieve what every school district seeks to achieve- improving student learning.”

-Harry K. Wong

At this time in education there is concern over the retention of high quality beginning teachers and student achievement. As Harry Wong states, trained teachers are effective. Effective teachers impact student achievement. Site based professional development for the beginning teacher not only trains teachers, but is a strong component of a comprehensive induction program. Comprehensive induction programs increase the rate of retention. With site based professional development, quality teachers are trained, in turn their retention rate rises as does student achievement. (The presenter will move to the next slide.)

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Thank you for your time today. It is my hope that this presentation provided you the background information needed to support the implementation of a site based professional development program for beginning teachers. It was also my goal to give you considerations and topic ideas to guide the development of a site based professional development program. I realize the reference list is too small to read, so I have copies available if you wish. I also have a list of the possible topics for site based professional development for the beginning teacher available. The list was created directly from the information presented on the PowerPoint.

Chapter Summary

The PowerPoint presentation in this chapter provided administrators and instructional coaches with a variety of information regarding site based professional development for the beginning teacher. Site based professional development is one component of a comprehensive induction program. Such programs increase the retention rate of beginning teachers and increase the efficacy of the beginning teacher, as a result, student achievement rises. In Chapter 5, this author presents peer assessment reviews of the PowerPoint presentation along with the final discussion.

APPENDIX

Participant Handouts

Components of Comprehensive Induction Programs

Guiding Questions

The six components of a comprehensive induction program are:

Initial orientation training
Multiyear, site based professional development
Professional study groups
Administrative support
Observation of others in the profession
Mentoring

1. Which components are in place for your beginning teachers?
2. Which components are in place but need to be refined so they are as effective as possible?
3. Which components are not in place for your beginning teachers? Of those not yet in place, which would you consider putting in place first? Why?

Possible Topics for Site Based Professional Development for the Beginning Teacher

Basic Survival

- Location of people and place
- How to get supplies
- How to run copies
- Building routines
- Expectations
- The calendar
- How to set up voicemail
- How to check email

Curriculum

- Curriculum Frameworks
- Location of resources and materials
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Classroom Management

- Positive Behavior Support in the school
- How to be proactive and consistent to avoid discipline problems
- Developing a classroom behavior management system
- Things to try when you're not sure what to do
- When do you need to seek outside help?

Administration of Assessments

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- District assessments
- Ongoing assessments
- In common assessments used by the building

Record Keeping

- LAP plans (Literacy Achievement Plans)
- IEPs (Individual Education Plans)
- 504s
- Midterms
- Report cards
- Software programs used by the district/building for report cards

Documentation of RTI (Response to Intervention) students

Grading Policies and Issues

What is required by the district and the building?
Scoring using district rubrics
Authentic grading policies
Creating a grading policy for your classroom
Avoiding parent concerns regarding grading

Parent/Teacher Conferences

How to prepare for your first set of conferences
What documentation is good to have
How to handle different situations
What information is good to share
How to present yourself as professional and knowledgeable

Cooperative Learning

Why use cooperative learning?
How will cooperative learning help my students?
Cooperative learning strategies
Classroom setup that lends itself to cooperative learning
When is the best time to use cooperative learning to strengthen instruction?

Differentiation

What is it, what can it include?
Strategies for differentiating for low students
Strategies for differentiating for high students
How do you know when you need to differentiate?

Motivation and Engagement

How lessons can be structured to increase engagement of students
How to create lessons that increase motivation and engagement
Ways to motivate students

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Chapter 5

DISCUSSION

Concern over student achievement is currently a focus in education. At the same time, the retention rate for beginning teachers is 50% within 5 years. This loss of beginning teachers impacts student achievement, building initiatives and school districts' finances. The retention of beginning teachers, as supported by data, can be positively impacted with participation in a comprehensive induction program. One component of a comprehensive induction program is site based professional development for beginning teachers.

The purpose of this project was to develop a PowerPoint presentation that addressed the problem of retention of the beginning teacher. Beginning teachers' retention rate can be increased substantially if the beginning teacher participates in a comprehensive induction program. The project presented the data to support participation in a comprehensive induction program. The PowerPoint was designed to introduce one component of a comprehensive induction program to administrators and instructional coaches, providing them with both background knowledge and topics to include in site based professional development. The first part of the presentation provided the rationale for site based professional development and considerations when planning such a program for beginning teachers. The remainder of the presentation covered topics that professional development for beginning teachers should include.

Peer Assessment

This researcher asked four colleagues to assess the project. These four colleagues worked with beginning teachers in the following capacities: (a) an induction coordinator for a school district, (b) an administrator, (c) an instructional coach, and (d) a site professor overseeing intern teachers. Each of the four colleagues was asked to review the project and fill out a feedback form provided by this researcher. The feedback form requested feedback in three areas, these were: (a) content, (b) clarity, and (c) presentation. For content, information was requested on the following: (a) content was presented in a logical order, (b) content thoroughly covered the topic, and (c) content included was pertinent and necessary. On the feedback form clarity was defined as: (a) the information was presented clearly, and (b) the information was understandable. Feedback about presentation was requested in the following areas: (a) the presentation provided enough time for interaction, (b) there was an appropriate mix of lecture, dialogue, and interaction time, (c) the PowerPoint itself was easy to read and follow, (d) the audience (administrators and coaches) was kept in mind throughout the presentation, (e) the handouts were helpful, and (5) the presentation was an appropriate length of time.

Comments listed for content stated: (a) the flow of the presentation was logical and helpful, (b) the topics suggested for professional development were thorough and included ideas that may be overlooked, (c) going from the general to the specific was good, and (d) I love the way you keyed into one area that is essential to the success of new teachers.

The comments listed for clarity were: (a) this is clear and concise, (b) the presenter's comments support and expand on the PowerPoint, further clarifying the information, and (c) the presentation does a good job of over-viewing and presenting the need and possible topics.

Comments listed under presentation were: (a) there was a great mix of direct instruction with opportunities to dialogue about the information, (b) the guiding questions provided helped the planning process, (c) good utilization of a variety of processing techniques, (d) I appreciate the way you have built in time for administrators and coaches to discuss throughout the presentation, (e) coaches and some administrators will be with you every step, and (f) it was good that the handouts were limited and focused.

Limitations of the Project

The four colleagues that provided peer assessment for the project also provided comments that pointed out some limitations of the project. These limitations are listed below:

1. At the beginning of the presentation it should be made clear who the targeted audience was.
2. Finding the time for site based professional development will be a concern for the audience. It may be helpful to begin the presentation with an outline of what will be covered and list "Finding the Time" as a topic. This may help the audience focus on the presentation more.
3. When planning the time frame for this presentation, time would need to be

added to allow for more processing/planning time. It would be helpful if administrators had the time to create a plan of action that detailed how they were going to meet the needs of the beginning teacher.

3. A stronger statement at the end about retaining and supporting the beginning teacher with site based professional development and how that leads into Harry Wong's closing statement would add power to the closing.
4. The presenter should be more explicit regarding the questions that are asked during the presentation. It should be clear when questioning is rhetorical to elicit personal thought, when the questioning is used to prompt note taking, or when questioning is used to help small groups process information.
5. Site based professional development is such a need and it would require deep thought and planning to do well. This presentation might be expanded into a workshop to allow participants the time to delve into what their new teachers need and how they can support those needs.
6. The time this presentation takes will be a huge factor to administrators who would often rather get a piece of paper with the information than sit in a presentation.
7. It would be good to revisit the guiding questions at the end of the presentation so the participants could see how they are meeting the needs of their beginning teachers as compared to the expert's suggestions.
8. The optimal time to introduce topics to the beginning teacher should be included in the presentation.
9. An additional topic to include in site based professional development for the

beginning teacher would be sharing the school's customs, community, and mores.

10. Within the presentation, the presenter needs to include specific reference to how site based professional development fits under the umbrella of a district induction program. Within that reference, the presenter should emphasize the importance of having a district induction program/department to coordinate all induction efforts and to be the licensure overseer.

Recommendations for Future Research and Study

This project was developed as an introduction to site based professional development for the beginning teacher. Its purpose was to educate administrators and coaches as to the need for such a program and to give a basic outline of what site based professional development could and should include. Future research might include looking more deeply into the topics to be presented by a site based professional development program. First, it would be beneficial to look at several sources to determine a research based timeline that would guide when each topic was presented. Further research would also be helpful in determining best practices in each topic area. For example, if in depth research was completed in the topic area of classroom management, the result would be professional development that presented best practices, not just what the presenter thought was important.

Further study would also need to take place regarding the district(s) where this presentation was to be delivered. It would be critical to know what the current induction program included and how beginning teachers were supported at the building level. It would be important to know the needs and interest level of the targeted audience.

Learning about the target audience would help determine if this project should be presented as an overview, or if it should be developed into a workshop format. Finally, it would be necessary to understand why this presentation was to be delivered. A presentation required by the district induction program may be presented differently than a presentation requested by the targeted audience due to a perceived need.

Project Summary

This project presented the targeted audience, administrators and instructional coaches, with an introduction to site based professional development for the beginning teacher using a PowerPoint presentation. The project defined a current problem in education, the retention of beginning teachers, and then went on to define how that problem affected the educational system. An answer to this problem, a comprehensive induction program, was shared and the data supporting this were presented. The presentation briefly outlined the components of a comprehensive induction program. Also, considerations when planning site based professional development were shared. These considerations included: (a) knowledge of the adult learner, (b) stages of development for the new teacher, and (c) the phases a first year teacher experiences. The project then clearly defined and outlined site based professional development for the beginning teacher. Included in the outline were topics that should be addressed by such a program.

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