“THROWN IN THE DEEP END”: THE RELATIONSHIP OF INDUCTION PROGRAMS TO NEW TEACHER RETENTION

A Dissertation

by

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This dissertation meets the standards for scope and quality of
Texas A&M University-Corpus Christi and is hereby approved.

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ABSTRACT

Nationally, thousands of new teachers in grades K-12 permanently leave the profession of teaching within five years of employment. Up to one third of new teachers leave the profession within three years. State legislatures mandated new teacher induction programs in the 1980s to improve new teacher retention. However, research regarding the effectiveness of induction programs shows mixed results. Factors from two theoretical, teacher induction models were used to guide the inquiry: Comprehensive Induction and Mutual Benefits Models. This study examined the relationship of teacher induction models to the likelihood of first-year middle school teacher retention.

First-year middle school teachers in Texas from state Education Regions One, Two, Three, and Four participated. Demographic data collected included gender, age, ethnicity, district type, SES, first or second career, certification type, and content area. Middle school teachers in the Regions were contacted. Only first year teachers were asked to respond. Ninety-nine surveys from respondents were used for quantitative analyses. Analyses included descriptive, frequency, factor analysis, *t*-test, and ANOVA statistical procedures.

Results showed new faculty planned on remaining as teachers, but not necessarily due to induction programs. Induction programs were not particularly effective for teachers returning to the profession for a second year. Teachers were concerned about student loan payments, place-bound restrictions, and lack of other employment opportunities. Additionally, factor analyses showed the two theoretical models were important to new teachers for professional development as it applies to their career for assessment, planning, and mentoring. For their personal lives, results showed new teachers want to know how to: balance their personal life with their professional one; provide success opportunities for students; and be at ease in the profession.

Implications suggest that the demographic data examined for new teachers does not matter for retention: a new teacher is a new teacher. Additionally, new teacher induction programs are not particularly effective for new teacher retention. New teachers have a number of other needs beyond those of the profession that should be addressed in induction programs. Finally, induction programs should consider experimenting with the new induction model proposed in the study as a result of data analyses. It integrates professional and personal interests.

DEDICATION

I dedicate this dissertation to my husband Jonathan, and my three children An'Jonae, Jon-Reese, and An'Jolique. Your support, over the years, throughout this journey has been magnificent and heartfelt. This dissertation has impacted all of our lives. Thank you for sacrificing your time and forgiving me when I could not be there. Thank you for praying for me when I could not do it for myself. Thank you for letting me vent when you did not even know what I was talking about. Thank you for encouraging me when I could not see the forest for the trees.

To my husband, Jonathan, this year has been a year filled with tests for our family. Know that these tests will be used for our testimony. I thank you for being there for me when I needed to be there for you. Your unwavering support of my goals and ambitions has never been doubted. My dreams became your dreams as a loving husband and support system. We have been blessed to see another day that was not promised. I pray that our lives continue to be an example of our faith and God's favor.

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Woodson family, we can do ALL things through Christ who strengthens us!

Philippians 4:13

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Trust in the Lord with all your heart and lean not to your own understanding; In all your ways acknowledge Him, and He shall direct your paths. Proverbs 3:5-6

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Introduction

Background and Setting

The field of teaching has been faced with teacher turnover and teachers exiting the profession. Since the 1970s and early 1980s, research has shown teacher retention to be a problem. The publication of *A Nation at Risk* in 1983 gave rise to a series of "educational excellence" reforms designed to change the nature of schools, students, and teachers (Alliance for Excellent Education, 2004). Teacher retention quickly became a source of major concern. At first, researchers examined a host of factors influencing the retention of new teachers. Heyns (1988) found studies that focused on teacher salaries and school quality to help explain teacher attrition rates and identify the factors influencing retention. Retention was found to be more positively related to the quality of the first year of teaching rather than the completion of a teacher's formal education (Alliance for Excellent Education, 2004).

Teacher retention problems have drawn a lot of attention. In a critical review of 15 studies conducted by Ingersoll and Strong (2011), most of the studies provided empirical evidence for the claim that support and assistance for beginning teachers have a positive impact on three sets of outcomes: teacher commitment and retention; teacher classroom instructional practices; and student achievement. Based on the studies regarding commitment and retention, beginning teachers who took part in an induction process showed positive impacts (Ingersoll & Strong, 2011). However, research states only 1% of beginning teachers receive the ongoing support that constitutes comprehensive induction when they enter the profession (Alliance for Excellent Education, 2004). With increased levels of accountability for campus principals,

teachers, and students, tremendous efforts have been made to identify contributing factors and address the critical issue of how to retain teachers.

Educators continue to search for comprehensive, coherent, and sustainable programs to develop teachers and make a dynamic impact on them. Some of these programs include goal setting, mentoring, professional development, coaching, and networking. The Alliance for Excellent Education (AEE) (2004) paper stated that the purpose of comprehensive induction is to help first-year teachers move toward the development of skill levels of that of a fourth-year teacher within the span of one year, and defined Comprehensive Induction as "a package of supports, development, and standards-based assessments provided to beginning teachers during their first two years of full-time professional teaching" (2004, p. 11). According to the AEE, once on the job, all beginning teachers must learn to establish standards, evaluate the effects of their instruction on student performance, use student achievement data for planning and curriculum, tailor instruction to address specific learning needs, and thrive in the culture of the school. This in-depth learning can only happen during comprehensive induction. New teachers want to be successful; however, they often fail to receive all of the tools that are necessary to make them successful during their first year of teaching.

Educators across the nation are struggling to rethink the preparation process for middle school teachers, where the challenges of adolescence and lagging academic performance are more acute among the students (Gootman, 2007). Gootman noted that the preparation for middle school teachers can be inadequate and the demands of teaching middle school are apparent where teacher retention rates are low. Gootman also reported that in the nation's largest school system, New York City, middle school educators accounted for 22% of the teachers who left the school system, although they only make up 17% of the overall teaching population.

In a 2005 report from National Partnership for Teaching At-Risk Schools (NPTARS), some induction programs were shown to be highly effective in identifying teachers who perform poorly. Their research indicated that there was a need to provide clinical training to build a strong community of teachers and learners and that one of the most important goals of an induction program is to retain quality teachers in the profession. However, although districts and campuses may offer various approaches to induction programs, new teachers are often responsible for finding strategies of success on a trial and error basis, or only have opportunities to participate in a short-lived or partial program due to the lack of time available for sustained and comprehensive implementation. Smith and Ingersoll (2004a) found the predicted probability of a departure at the end of the first year for teachers receiving induction was less than half the probability for teachers who participated in no induction activities and suggested participation in more comprehensive induction programs would further reduced predicted rates of turnover.

Statement of the Problem

Significant thought must be given to the approach by school districts and campus principals regarding the importance of teacher retention. Literature indicates that teacher attrition rates continue to rise and have reached new heights (Abdullah, 2011; Carroll & Foster; Moir, Barlin, Gless, & Miles, 2010). One reason new teachers leave is that teaching, as a profession, has been slow to develop a systematic way to induct beginners gradually into the complexities of a job, which demands hundreds of management decisions everyday (Page, Page, & Million, 1983).

Several studies suggest that teacher attrition rates have reached a new all-time high, and the act of teachers leaving the field has been referred to as a revolving door (Ingersoll & May, 2011; Ingersoll & Perda, 2010). According to Project Lead, funded by the Helen Devitt Jones

Foundation, 50% of all certified public school teachers permanently leave the teaching profession before the end of their fifth year of teaching (Abdullah, 2011). Even though induction programs are supposed to help curb this problem, the content, duration, and delivery of induction programs vary so much from one site to another that it is not clear to what extent general conclusions about induction can be drawn from the research (Ingersoll & Strong, 2011).

Research indicates that all students, in all grades, need well-qualified, experienced teachers, but the need is particularly acute in America's middle schools where teachers may lack the preparation as a teacher of adolescents (Alliance for Excellence Education, 2005; Jackson & Davis, 2000). Middle schools have difficulty retaining teachers. Teachers who work with adolescents at the middle school level are often stressed by having to deal with high needs of students. The lack of specialization and preparation leaves many educators unprepared as they begin their new careers and attempt to meet the needs of this specific age group (McEwin, Dickinson, & Anfara, 2005). Many teachers, who are not qualified or who are unprepared to handle issues that arise among middle school students, move on to other jobs.

Induction programs are designed to provide the training needed for teachers to become more successful in their profession as first-year teachers. However, the success of this training, as it relates to teacher retention, is not known. Therefore, there was a need to examine the development of teacher induction skills and their relationship to the retention of middle school teachers. The goal of this study was to address how the implementation of a comprehensive induction program impacts the retention of first-year middle school teachers.

Theoretical Framework

The theoretical framework for this study was based on two guiding theories. One theory underlying induction is the Comprehensive Induction Model (CIM) (AEE, 2004). This model is

based on the concept that induction is "a package of supports, development, and standards-based assessments provided to beginning teachers at least during their first two years of full-time professional teaching" (AEE, 2004, p. 11). The second guiding theory of this study is Zey's (1991) Mutual Benefits Model (MBM). The model is drawn from the Social Exchange Theory and is established on the "premise that participating parties enter into and continue to be part of a relationship to meet their individual needs, as long as the parties continue to benefit" (Ingersoll & Strong, 2011, p. 4). Both models are described in more detail below.

Comprehensive Induction Model

The Comprehensive Induction Model is from the AEE. The model is based on the principle that induction is comprehensive, coherent, and sustained. According to AEE, it is comprehensive because induction is a structured program in which people are involved in several activities and components. Induction is also coherent because it logically connects people and activities. Finally, it is sustained because it is intended to continue for several years. The Comprehensive Induction Model from the AEE is comprised of five components.

- Structured mentoring—carefully selected teachers who are trained to coach new teachers and can help improve teacher practice. In structured mentoring, the experienced mentor offers new teachers support, coaching, and feedback. While participating in structured mentoring, the mentor additionally refines their practice and heightens their leadership skills.
- Common planning time—collaboration that helps teachers connect what and how they teach to student achievement. Common planning time with other teachers allows new teachers to examine how her/his teaching leads to student learning, to

reflect on content practice, and to collectively focus on improving instruction, all of which contribute to improving student achievement.

- Intensive professional development—a sustained and intensive effort to improve teaching that leads to student achievement. Professional development should be collaborative, long-term, and content driven. In intensive professional development, there are sustained efforts to improve teaching and learning. The professional development is designed specifically to meet the needs of both new and experienced teachers in the organization.
- Participation in a network of other teachers—new teachers working with peers to form connections between teachers, classroom work, the larger profession, and the community outside the local school. Networks establish a "teacher's professional identity" and "form beginners into members of the teaching profession" (p. 29).
- Standards-based assessment and evaluation—the evaluation of new teachers during their first year on the job. Assessment is the culmination of the process to determine whether a novice has become a professional in the teaching field. Standards-based assessments should be tied directly to teacher-quality standards. (AEE, 2004)

The Comprehensive Induction Model (CIM) includes components, which are vital to the success of new teachers, as well as the impact that new teachers have on the organization. There is little research evidence to show that the effectiveness of the preparation and support provided by predominant induction programs has been comprehensive, structured, and delivered in a manner that meets the needs of new teachers. To mitigate these insufficiencies, CIM offers a

formal, structured, and comprehensive agenda to lead to higher teacher retention rates and various other positive teacher, student, school, and district outcomes.

Mutual Benefits Model

Zey (1991) developed the MBM based on the tenets of Social Exchange Theory (Emerson, 1976; Homans, 1961), which stated that there is no specific end to any relationship. Zey's model extends this and conveys that the purpose of a relationship is to meet specific needs of the individuals involved in the exchange. From Zey's perspective, teacher induction is quite distinct from the common pre-service and in-service teacher professional development programs. Teacher pre-service and in-service programs provide training with time and date limitations. The principle "behind induction holds that teaching is complex work, and that pre-employment teacher preparation is rarely sufficient to provide all of the knowledge and skill training necessary for successful teaching" (Ingersoll & Strong, 2011).

Zey (1991) conceptualizes a three-way benefit model including: (a) the mentor; (b) the mentee/new teacher; and (c) the organization. The first of the benefits is the mentor and is defined as trusted guide or experienced teacher who is selected to provide instructional support and advice (AEE, 2004). The second benefit is the new teacher or mentee and is defined as the novice teacher and/or protégé. Zey's (1991) model uses the term protégé. For the purpose of this study, protégé will be used interchangeably with novice and new teacher, and first-year middle school teachers will be considered new teachers. The last benefit in the model is the organization, which in this study is defined as the school.

Within the three-way benefit model, there are 14 factors (Zey, 1991). Eight relate to the interaction between the mentor and mentee, and six relate to the organization. The model is

dynamic because, as mentors and mentees interact, it affects the components of the organization, which in turn further impact the interaction between the mentors and mentees.

Mentor/Mentees. The eight factors of the mentor/mentee interaction include: (a) knowledge; (b) personal support; (c) protection; (d) promotion; (e) helping in doing the job; (f) information; (e) loyalty and belonging; and (f) prestige.

- Knowledge—the skills needed to perform the job and to receive correct information about one's job, profession, career, and organization. Knowledge is gained by the persons involved in the exchange, therefore, benefiting the organization.
- Personal support—a personal array of activities, services, advice, and interventions designed to help confront and conquer transition stress. Personal support may be given at multiple levels.
- Protection—a system that provides a safe, secure, and nurturing sub-environment for creative activity. The system provides intervention in conflicts as well as the time and freedom necessary to develop ideas, be innovative, and successfully introduce these ideas and innovations to the mainstream.
- Promotion—the advancement from one organizational position to a higher position. There are numerous methods of promotion within the organizational structure. No two educational systems will be identical, therefore in some way, induction programs need to be tailored to each district.
- Help in doing the job—the assistance in job performance that a teacher is to receive for implementing programs, providing fresh ideas, providing feedback, balancing skills, assuming responsibilities, and gaining job skills. Helping others

to achieve personal and professional outcomes will impact the organization as well as the relationship between exchange participants.

- Information—the amount of technical and political information that is readily accessible and available through the trust of individuals and networks. Information sharing is simultaneous with other job responsibilities and will aid in the development of the benefits in the exchange experience.
- Loyalty and belonging—a sense of moral debt and feeling of obligation to the organizational relationship and being part of trusted confidants. Having a sense of loyalty promotes a sense of belonging to the organization and is a prime motivating force in reducing turnover.
- Prestige—using organizational influence to provide the opportunity to gain exposure, visibility, and professional reputation in the organization. Prestige may come in many forms during the relationship between the mentor, mentee, and organization. (Zey, 1991)

Organization. Factors 9 through 14 are related to the organization: (a) managerial succession; (b) managerial development; (c) reduced turnover; (d) greater productivity; (e) advancement of mentor/mentor; and (f) increased power and perks (Zey, 1991).

- Managerial succession—facilitating a smooth transfer of control from one generation to another while transmitting values, goals, traditions, and key cultures to the next generation of leadership.
- Managerial development—transferring of skills and knowledge that play important factor in the transformation of a technical worker to a full-fledged executive

- Reduced turnover—loyal relationships and cultures that are developed which prevent worker loss and reduce the likelihood that the staff will leave the organization.
- Greater productivity—organization members who attempt to informally "reorganize" themselves on the basis of skills, goals, and needs to achieve greater functional efficiency within the organization.
- Advancement of mentor/mentee—the upward movement within the organization and a positive effect on the career.
- Increased power and perks—the reputation, standing, professional credibility, and influence of the person

Zey's Mutual Benefits Model is important to the study and is used to show the underlying benefits to the mentor and to the organization. Figure 1 represents Zey's MBM drawn from Social Exchange Theory (Zey, 1991, p. 11).

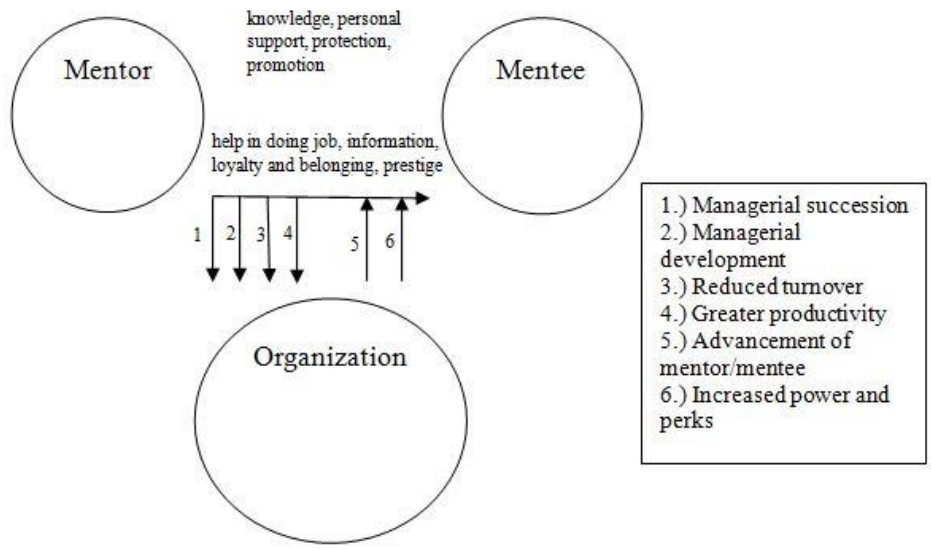

Figure 1. Mutual Benefits Model drawn from Social Exchange Theory (Zey, 1991, p. 11)

The organizations represented in this study include the schools, departments within the schools,

and the school districts. Relationships developed within the organization can be used to foster success and personal development of those entering into the social exchange. Districts continue to look for support systems to sustain the culture and increase the longevity of successful schools. By developing creative ways to attract and maintain quality employees, these individuals are less likely to leave the organization; therefore, impacting student and organizational success. The Mutual Benefits Model focuses on the exchange and transference of benefits which reach the organization and its members. There is a need for research which explores how human relationships influence retention and the organization as a whole.

Purpose of the Study

According to 2003 data, Texas teachers leave the profession at alarming rates, and "about 60% of all new Texas teachers quit the teaching profession within five years of the initial years of employment" (Window on State Government, 2003, p. 1). In Texas, the high demand for teachers is driven by three contributing factors: student-teacher ratios, the number of teachers leaving the classroom, and the number of students in the public schools (Suydam, 2002). According to Window on State Government (2003), the State Board for Educator Certification estimated that of these three factors, teachers leaving the profession is the largest contributing factor to the high demand for teachers. Over "75% of the state's need for new teachers is created by the departure of practicing teachers" and the inability to supply a strategy to support and prepare new teachers for the task of immediately educating students (Window on State Government, 2003, p. 4). The turnover rate among teachers is drastically higher than those of other professions. There is a crisis occurring in Texas, due to high accountability and continuous educational testing in the schools. The systems to support high-quality teaching for our new teachers cannot keep up with the high turnover rates. How do we get our teachers to stay?

The purpose of the study was to examine the relationship of the factors of the CIM and the MBM to the likelihood of retention of first- year middle school teachers in South Texas School Districts. There are three independent variables: (a) the CIM; (b) Zey's MBM; and (c) demographics. There is one dependent variable: the likelihood of retention of first-year middle school teachers.

The Comprehensive Induction Model is the first independent variable and has five components: (a) structured mentoring; (b) common planning time; (c) intensive professional development; (d) participation in a network of other teachers; and (e) a standards-based assessment and evaluation.

The Mutual Benefits Model is the second independent variable and has 14 factors. The fourteen factors include: (a) knowledge; (b) personal support; (c) protection; (d) promotion; (e) helping in doing job; (f) information; (g) loyalty and belonging; (h) prestige; (i) managerial succession; (j) managerial development; (k) reduced turnover; (l) greater productivity; (m) advancement of mentor/mentee; (n) increased power and perks.

The third independent variable is demographics. There are 8 items: (a) gender; (b) age; (c) ethnicity; (d) district type; (e) socio economic status; (f) second career choice; (g) certification; and (h) content area.

The dependent variable is likelihood of retention. Retention is defined as remaining a middle school teacher or returning to the field of teaching and preventing the loss of teachers as human capital (Ingersoll & Strong, 2011). This study looks at retention as the likelihood of a first-year teacher returning to the classroom after their first year of teaching.

The middle school level was chosen because the review of literature showed very little research of teacher retention efforts at the middle school level. The transition into and out of

middle school can be quite challenging for sixth grade and eighth grade students. Add these transition difficulties to the lack of preparation and skills of the inexperienced teacher, and educators could make a negative impact on the future. The demands of teaching this age group have an impact on teacher retention and a teacher's personal decision to remain in the field. Leadership must provide teachers with opportunities to become skilled at the middle school level and therefore, increase teacher commitment and their willingness stay in the profession.

Research Questions

The following research questions guided the study:

1. What is the correlation between the five components of the CIM and the likelihood of retention of first-year middle school teachers?
2. What is the correlation between the 14 factors of the MBM and the likelihood of retention in the current/same teaching position?
3. What are the differences among demographics (gender, age, ethnicity, district type, socio economic status, second career, certification, and primary teaching content area, and the likelihood of retention) in the current/same teaching position?

These questions were posed to examine how first-year middle school teachers from South Texas Districts determine the relationship of induction programs on their retention. After identifying these factors, the intent was to enable schools to implement induction programs; hopefully, increasing the likelihood that teachers will remain in the profession of teaching, specifically at the middle school level.

Definition of Terms

The following terms were operationalized for use in this study:

Teacher Induction Quality Survey (TIQ)

For the purpose of this study, the TIQ is a questionnaire developed by the researcher. Respondents' responses to the TIQ were used to determine the association and likelihood of retention. There are three independent variables: (a) Comprehensive Induction Model; (b) Zey's Mutual Benefits Model; and (c) demographics.

- **Comprehensive Induction Model** is defined as a package of supports, developments, and standards-based assessments provided to beginning teachers during at least their first two years of full-time professional teaching (AEE, 2004). The model has five components, each of which is measured on a five point Likert scale: 1 = "no effect;" 2 = "minor effect;" 3 = "neutral;" 4 = "moderate effect;" to 5 = "major effect;" N/A = "not applicable":
    - **Mentoring** is defined as an individual who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychological support, protecting, and, at times, promoting or sponsoring (Zey, 1991, p. 7). The operational definition of mentoring is participation or experience in a mentoring program as measured in the Teacher Induction Quality Survey (TIQ).
    - **Planning** is defined as structured collaboration that helps teachers connect what and how they teach to student achievement; time with other teachers to examine how his/her teaching leads to student learning (AEE, 2004). The operational

definition of planning is time spent collaborating with other teachers on Texas Essential Knowledge and Skills and designing lessons for students.

  - **Professional development** is defined as a sustained intensive effort to improve teaching that leads to student achievement; collaborative, long-term and content driven (AEE, 2004). The operational definition of professional development is observing mentor teachers, attending workshops, and increasing development as an educator.
  - **Network** is defined as working with others to form connections between teachers, classroom work, and the larger profession; community outside the local school (AEE, 2004). The operational definition of network is blogging, emailing, participating in teacher-led trainings, and visiting other campuses.
  - **Standards-based assessment** is defined as the evaluation of new teachers during their first years on the job; culmination of the process to determine whether a novice has become a professional; assessment should be tied to teacher-quality standard (AEE, 2004). The operational definition of professional development is the Professional Development and Appraisal System (PDAS), Teacher Self-Report (TSR), campus walk-throughs, and administrative feedback conferences (Texas Administrative Code 19 § 150.1003(aa)).

- **Zey's Mutual Benefits Model** is defined as a three-way interrelationship between the mentor, protégé, and the organization in which the mentor relationship transfers benefits to the organization and that in exchange, the organization advances the position and increases the power of both the mentor and the protégé. The model has 14 factors, each

of which is measured on a five point Likert scale: 1 = “no effect;” 2 = “minor effect;” 3 = “neutral;” 4 = “moderate effect;” to 5 = “major effect;” N/A = “not applicable”:

- **Knowledge** is defined as the skills needed to perform the job; to receive correct information about one’s job, profession, career, and organization (Zey, 1991). The operational definition of knowledge is the amount of information and skills the first-year teacher may receive.
- **Personal support** is defined as a personal array of activities, services, advice, and interventions designed to help confront and conquer transition stress (Zey, 1991). The operational definition of support is the amount of assistance and personal interaction received from teacher colleagues.
- **Protection** is defined as a system that provides a safe, secure, and nurtured sub-environment for creative activity. Protection provides intervention in conflicts as well as the time and freedom necessary to develop ideas and innovations and successfully introduce them into the mainstream (Zey, 1991). The operational definition of protection is the ability to reduce pressures of the first-year teacher to increase success.
- **Promotion** is defined as the advancement from one organizational position to another of higher position (Zey, 1991). The operational definition of promotion is a teacher being promoted to a higher position based on their teaching.
- **Help in doing job** is defined as the assistance in job performance by implementing programs, providing fresh ideas, providing feedback, balancing skills, assuming responsibilities, and teaching job skills (Zey, 1991). The

operational definition of help in doing job is the ability to receive assistance in job performance and produce more in the organization.

- **Information** is defined as the amount of technical and political information that is readily accessible and available through the trust of individuals and networks (Zey, 1991). The operational definition of information is the information that is gathered and shared due to the loyalty and relationships of people throughout the organization.
- **Loyalty and belonging** are defined as a sense of moral debt and feeling of obligation to the organizational relationship and being part of trusted confidants (Zey, 1991). The operational definition of loyalty and belonging is a sense of attachment, allegiance, and belonging to the organization.
- **Prestige** is defined as using organizational influence to provide the opportunity to gain exposure, visibility, and professional reputation in the organization (Zey, 1991). The operational definition of prestige is a positive reputation and presentation of one's self.
- **Managerial succession** is defined as facilitating a smooth transfer of reins from one generation to another while transmitting values, goals, traditions, and key cultures to the next generation of leadership (Zey, 1991). The operational definition of managerial succession is the understanding the organization's history and assisting in the transferring of goals, practices, and values of the organization to others.

- **Managerial development** is defined as the transferring of skills and knowledge that play important factor in the transformation of a technical worker to a full-fledged executive (Zey, 1991). The operational definition of managerial development is skills and knowledge received that develop a novice into a professional.
- **Reduced turnover** is defined as loyal relationships and cultures that are developed which prevent worker loss and reduce the likelihood that the staff will leave the organization (Zey, 1991). The operational definition of reduced turnover is the positive relationships and influence developed between colleagues that influence the decision to continue in the same position.
- **Increased productivity** is defined as organization members who attempt to informally "reorganize" themselves based on skills, goals, and needs to achieve greater functional efficiency within the organization (Zey, 1991). The operational definition of increased productivity is team members working together to meet the needs of the organization and increase productivity.
- **Advancement** is defined as the upward movement within the organization and a positive effect on the career (Zey, 1991). The operational definition of advancement is having a clear understanding of the range of opportunities for upward movement within the school district and personal career.
- **Power and perks** are defined as the reputation, standing, professional credibility, and influence of the person (Zey, 1991). The operational definition of power and perks is the outcome of a positive reputation, good standing, and professional credibility due to work ethics.

- **Demographics** are defined as data collected to study the individual characteristics of each respondent. The operational definition of demographics is data that will include gender, age, ethnicity, district type, socio economic status, and career type.
    - **Gender** is defined as a male or female. The operational definition of gender is a selection on the TIQ by respondents as either male or female.
    - **Age** is defined as a range defined by the respondent. The operational definition of age is a number entered on the TIQ by respondents.
    - **Ethnicity** is defined as African American/Black, White, Hispanic/Latino, Asian, American Indian/Alaska Native, Pacific Islander, Two or More Ethnicities. The operational definition of ethnicity is a selection on the TIQ by respondents as African American/Black, or White, or Hispanic/Latino, or Asian, or American Indian/Alaska Native, or Pacific Islander, or Two or More Ethnicities (Texas Education Agency, 2013a).
    - **District type** is defined as Major Urban, Major Suburban, and Rural. Major Urban is defined as: (a) it is located in a county with a population of at least 825, 000; (b) its enrollment is the largest in the county or at least 75% of the largest district enrollment in the county; and (c) at least 35% of enrolled students are economically disadvantaged (Texas Education Agency, 2012). A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. Major Suburban is defined as: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3% that of the contiguous major urban district or at least 4, 500 students

(Texas Education Agency, 2012). A district also is classified as Major Suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15% that of the nearest major urban district in the county or at least 4, 500 students (Texas Education Agency, 2012). Rural is defined as: (a) an enrollment between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20%; or (b) an enrollment of less than 300 students (Texas Education Agency, 2012). The operational definition of Major Urban, Major Suburban, and Rural is a selection on the TIQ for respondents to choose Urban, Suburban, or Rural.

- **Socioeconomic status** is defined as Title I and Non-Title I. A Title I school is eligible to become a Title I School-wide Program when the poverty level, determined by free and reduced meal counts, AID for Dependent Children (AFDC), census, or Medicaid, is at or above 40% (Wisconsin Department of Public Instruction, 2013). The operational definition of socioeconomic status is a selection option on the TIQ for respondents to choose either Title I school or Non-Title I school.
- **Second career** is defined as career switchers who want to transfer into the field of teaching (Koch, 2010). The operational definition of second career is a selection option on the TIQ for respondents to choose either yes or no to indicate if teaching is a career change from a previous and/or unrelated career.

- **Certification** is defined as credentials issued by the State Board for Educator Certification to an individual based upon participation in a designated and approved educator preparation program under the Texas Administrative Code 21 19 Tex. Admin. Code § 230.1(a). The operational definition of certification is a selection option on the TIQ for respondents to choose alternative or traditional certification.
- **Content area** is defined as separate certificate categories that identify the population and content area the certificate holder is permitted to teach 19 Tex. Admin. Code § 233.1. The operational definition of content area is a selection on the TIQ for respondents to choose their primary teaching content area.

- **Dependent Variable**

  There is one dependent variable: teacher retention.

  Teacher retention is defined as continued employment in the workforce (Texas Education Agency, 2013b). The operational definition of teacher retention is a teacher remaining a middle school teacher or returning to the field of teaching. For the purpose of this study, retention will be measured by the respondents yes/no responses on the TIQ.

Limitations and Delimitations

The study was limited to first-year teachers in middle school settings in four South Texas school regions. The findings were generalized to these public schools. The anticipated sample size was 200 new middle school teachers in four South Texas regions. The findings only applied to the Texas regions included in the study. Perceptions varied based on personal opinions; thus, findings were limited to the sample selection and the time period in which the teachers completed the TIQ limited the findings. The study was also limited to the outcome measures of

retention. Due to non-probability nature of the sampling, external validity was limited to the first-year teacher participants. Due to non-experimental nature of the study, no causal inferences were drawn.

Assumptions

The study had several assumptions. First, it was assumed that the first-year teacher had the opportunity to experience participating in an induction program. Second, it was assumed that each first-year teacher was willing and able to participate in the study. Third, it was assumed that each first-year teacher would candidly provide information for the research and that each participant would provide honest and open responses. It was also assumed that a relationship between induction and teacher retention would exist. It was assumed that only first-year teachers participated in the study and completed the survey on their own.

Significance of Study

After 30 years of research identifying the problem of teacher retention, and requiring induction, and looking at the impact induction is having, there has only been an increase of teacher retention from 1% to 5%. This study will add to the body of literature available. It hopes to support districts and schools in the quest to retain first-year teachers. The study will identify induction systems in which first-year teachers participate. This study is significant because it provided data as to whether there are successful induction systems in place to improve retention among first-year teachers. The study examined the relationship of the factors of the mutual benefits model and key induction program components on the retention of first-year middle school teachers. The Texas Teaching Commission (2012) stated there are many existing initiatives, programs, and policies in Texas schools that operate in isolation and have little alignment between state and local implementation. The challenge of preparing for the future of education includes ensuring quality teaching and teachers. The challenge is also heightened by

the retirement of baby-boomer teachers as well as a shortage of teachers in key content areas (The Texas Teaching Commission, 2012).

As the education system prepares to invest in teachers, students, and the future, organizations must remember a key characteristic of a high-performing organization is the ability to hire and retain the right people (The Texas Teaching Commission, 2012). The researcher identified various school districts in which induction programs are in place and where first-year teachers participate.

Additionally, this study is significant because it provided data to indicate whether induction programs positively affect retention rates of teachers or not. It identified components of the CIM and MBM to see which aspects of the models related best to teacher induction participation and retention. These data can serve as justification and documentation for teachers, campus principals, and districts to develop, participate, and sustain induction systems to increase retention. To the knowledge of the researcher, there has been no prominent study conducted to examine first-year teachers and retention and the role of induction.

With attrition rates climbing each year, teachers who experience the components of comprehensive induction are more likely to remain in the field of teaching. When teachers stay in the field of teaching, all stakeholders experience more success. Inducted teachers are supposed to develop better teaching practices because they consider how their teaching influences the authentic engagement of students and their depth of learning. When teacher quality improves, student achievement increases, and both will affect district and campus morale as well as the culture and climate. Teachers are more likely to remain with the district when they feel supported, have a solid connection within the campus, and support the vision that has been established at the campus and district level.

By investing in teachers now, campus and district budgets will also be impacted and fewer programs and materials will have to be purchased in the future. With high teacher attrition rates, districts and campuses are also forced to use substitutes, use retired teachers, and spend funding on resources that become outdated over time. Nearly 37,000 Texas teachers leave the classroom each year, and the state's economy cannot remain healthy without the help of dedicated and qualified teachers (Window on State Government, 2004). It was anticipated that results from this study affect teachers and students in Texas, positively impacting teacher retention and student success.

Summary

The chapter introduced the study through a concise synopsis of the background and setting, statement of the problem, theoretical framework, purpose of the study, operational definitions, glossary of terms, delimitations, assumptions, and the significance of the study. The problem of teacher retention was brought to the forefront as well as the relationship between the components of an induction program, as found in the elements of the Mutual Benefits Model, the elements of the Comprehension Induction Model, and the retention of new teachers.

CHAPTER II

Review of Literature

Introduction

Although there are many types of induction processes that aim to develop new teachers and adequately prepare them to enter the classroom successfully, first-year teachers continue to struggle and leave the profession of teaching. As noted in chapter one, the purpose of the study was to examine the relationship of induction programs to the retention of first-year middle school teachers in South Texas School Districts. Chapter two provides an extensive review of the literature and research related to comprehensive induction programs. The chapter is organized into three major areas: induction; theoretical framework; and retention. A summary section concludes the chapter.

Induction

In the 1980s, many state legislatures began mandating induction programs for new teachers. A few states went so far as to specify programs, content, and design of the delivery system. As the research of induction was relatively weak, many of the programs were neither comprehensive nor based on solid research (AEE, 2004). In 1983, the publication of *A Nation at Risk* drew national attention to the state of American schools (National Commission on Excellence in Education, 1983). The stirring rhetoric of the report resulted in the birth of a powerful consensus to begin the reform of American education (AEE, 2004). Researchers examined a wide variety of factors influencing the retention of new teachers; however, there were deficits that largely ignored the induction process or variations in teacher quality**.** Researchers focused on teacher salaries and school quality in an attempt to explain or correct teacher attrition (AEE).

The thrust behind induction holds that teaching is complicated work. Furthermore, the experiences provided by student teaching and the pre-employment teacher preparation are seldom adequate to provide the necessary preparation to foster successful teaching. The purpose of an induction program is to improve the retention and performance of beginning teachers. The ultimate goal of improving the growth and learning of students is a priority of support programs for beginning teachers (Ingersoll & Strong, 2011). Teachers make the biggest impact on students and, therefore, it is imperative that districts and states recruit, develop, and retain high-quality teachers. *No Child Left Behind: A Toolkit for Teachers* emphasized that teachers are "one of the critical factors in how well students achieve" (U.S. Department of Education, 2004). Teachers are responsible for how students learn, what they learn, and how they continue to use what they have learned. The induction process is intended to help teachers further develop as they focus on student learning. It is for teachers who have completed the student teaching education experience and preparation program (Ingersoll & Strong, 2011). Ingersoll and Strong posited that induction programs are thought of as a "bridge" from being the "student of teaching to the teacher of students" (p. 8). Bartell (2005) noted that a strong induction program becomes a part of the culture of the school and introduces the novice teacher to the norms and responsibilities of the profession. Induction programs are to be designed to improve teacher turnover, improve teacher retention, and offer experiences for veteran teachers to serve as mentors and leaders. Schools and districts continue for an environment where new teachers are able to learn their craft, survive in the field, and succeed in the teaching profession. Induction programs make it possible for the novice teacher to create the transition from the pre-service experiences to the daily responsibilities of being a first-year classroom teacher (Bartell, 2005).

Bartell (2005) concluded that the lack of critical experiences placed on first-year teachers can be detrimental. Emphasis should be placed on defining positive experience and achievement toward professional competence. It is critical to the success of education that teachers have positive experiences and become highly qualified. The National Commission on Teaching and America's Future (NCTAF) (2003) focused on the importance of having a highly qualified teacher for every classroom. The U.S. Department of Education, which oversees the NCLB of 2001, suggested several strategies to ensure teacher quality and teacher retention. The strategies included: new teacher induction and mentoring programs; reduced class schedules that serve to lessen the teaching responsibilities of new teachers; performance-based pay; and the development of multiple career paths that involve the creation of differentiated positions that qualified teachers can choose to pursue while remaining in the in the classroom (U.S. Department of Education, International Affairs Office, 2004). These may not always be possible, but comprehensive induction programs can integrate new teachers into the profession by guiding their work, developing their skills further, and evaluating their performance during the first few years of teaching. These types of support programs are designed to prevent the loss of teachers as human capital and progress teachers through the continuum of teacher development to become an expert in practice and to contribute to high-quality teaching (Bartell, 2005; Ingersoll & Strong, 2011).

The New Teacher Center's (NTC) 2012 annual report stated that the United States would need to hire 2 million new teachers by 2020. The report also stated 46% of all new teachers were projected to leave the teaching profession within five years of their hiring. According to NTC, comprehensive induction helped teachers perform better in the classroom, which led to student achievement gains within two years of the program. According to the report, students performed

at a 50% achievement rate in Math with a teacher who did not participate in an induction program compared to 58% achievement rate with teachers who had participated. In Reading, there was a 4% point gain from 50% to 54% according to teachers who participated in a two-year induction program (NTC, 2012).

The New Teacher Center (2012) also released a Review of State Policies on Teacher Induction. It featured comprehensive summaries of induction policies in all 50 states. The review suggested induction programs contribute to new teacher's effectiveness and accelerate their professional growth. The U.S. Secretary of Education, Arne Duncan, confirmed this principle when he conveyed, "New teacher induction and mentoring is an area where the means are critically important in order to get us the desired ends, such as more effective teaching and greater student learning" (NTC, 2012, p. v). The review focused on state policies for comprehensive, high-quality induction programs shown to improve teacher retention and accelerate effectiveness of new teachers. Ten key criteria were reviewed in each state and suggestions were given to impact the areas of policy, induction programs, and mentoring. The criteria included: teachers served; administrators served; program standards; mentor selection; mentor training; mentor assignment and case load; program delivery; funding; educator accountability; and program accountability. The analysis determined 27 states required some type of mentoring or induction support for new teachers and only three states required districts and schools to provide multi-year induction support services to new teachers. Those states also required new teachers to finish an induction program in order to receive a professional teaching license and required state funding to be dedicated to induction (NTC).

The New Teacher Center (2012) revealed few states had comprehensive policies requiring high-quality induction, and often the policies were implemented sporadically. The

report suggested between 7% and 30% of 316,000 U.S. educators, who participated in a 2010 and 2011 survey, stated that they were assigned a mentor, but were never able to observe them or plan with them. The study found state policy should require a program involving rigorous mentor selection, assignment, and training. The New Teacher Center suggested state policies have a large influence on supporting the development and implementation of local and district induction programs. Data suggested new teachers in states with more comprehensive induction policies are more likely to receive major induction support and more likely to receive mentors.

The New Teacher Center (2012) outlined 10 criteria and published results and suggestions regarding the presence or absence of policies regarding high-quality and mentoring supports for beginning educators. The New Teacher Center's criterion one suggested states should require all new teachers to receive induction support during their first two years of teaching. The research suggested benefits increased for students and teachers when involved in a multi-year induction program. Recommendations included establishing multi-year induction, universal induction mandates, and development of a grant program to support high-quality programs and serve as models and exemplars (NTC).

Criterion two focused on a state's requirements for first and second year school administrators (NTC, 2012). The review suggested new teachers view principals as playing a major role in their paths to success. By offering ongoing professional development and coaching to the supervisors of new teachers, leadership would be demonstrated and the actions of supervisors would support positive school conditions. Recommendations for states included requiring a two-year induction support program for principals, superintendents, and other school and district administrators. The New Teacher Center also recommended establishing a universal

induction mandate and grant program to support comprehensive, high-quality induction and coaching exemplars.

The third criterion focused on the vision and design of a strong induction program. The objective of this criterion was to develop and improve the accountability of induction programs and standards. The review suggested state boards should develop and formally adopt standards to focus on structural and instructional elements of induction programs (NTC, 2012).

Mentor quality was the focus for NTC's (2012) criteria four, five, and six. Criterion four reviewed the mentor selection process and suggested effective mentors were the center of high-quality induction programs. The review suggested selection, ongoing support, training and thoughtful use of the mentor were critical to support the new teacher. A major consideration included the assurance that teaching and content assignments were similar. Providing time for interactions, observations, and focused pairing of the mentor and beginning teacher were noted as key to the mentor assignment. Criterion five focused on the foundation of the training and continuous professional development offered to the mentors. Mentor assignment and caseload were reviewed in criterion six. Recommendations encouraged principals and districts to provide release time for mentors and new teachers and ensure mentors were not overloaded with classroom duties. The belief in this strategy was to allow mentors to focus on their vital role in supporting beginning educators. Significant recommendations outlined in the review regarding mentor quality included establishing mentor selection criteria, providing mentor training prior to assignment, and providing ongoing professional development in classroom observation. The review also recommended programs to occur in a timely manner at the beginning of the school year (NTC).

The seventh criterion of NCT (2012) outlined program delivery and program elements. The components addressed the practices that influenced classroom effectiveness and benefited the new teacher and instruction. The three components included new teacher and mentor contact time, time for observations on behalf of the mentor and new teacher, and formative assessment of the instructional practice of the new teacher. The review further suggested integrity of program elements and delivery of program impact teacher effectiveness and student achievement. One of the recommendations to achieve program success was to create scheduled interactions between beginning teachers and mentors and create performance expectations for the mentor. There should be a formative assessment process between the mentor and the new teacher, where customized feedback and support would be offered to the beginning teacher. These protocols would support the efforts toward obtaining experience, training in data collection, and creating opportunities for coaching (NTC).

Criterion eight was dedicated to establishing the funding for comprehensive induction programs (NTC, 2012). Funding was noted by NTC as the key strategy for states to establish new teacher induction and mentoring as an educational priority. Funding was seen as the source of a state's ability to accelerate the effectiveness of new teachers participating in induction programs. States that employed a large percentage of new teachers were suggested to utilize a combination of local, state, and federal resources to enhance programs. The review also suggested a program could go from good to great by combining resources and making investments in quality induction. An analysis conducted in the study by Goldrick (2007) determined a $1.66 return rate on every dollar spent on a teacher who participated in an induction program after five years and remained on the same campus. Evidence of higher retention rates, reduced teacher turnover costs, and greater teacher effectiveness were yielded as

evidence of high-quality induction (NTC, 2012). Several recommendations were listed to appropriate funding for states and enhance induction. One particular recommendation was to provide dedicated funding for induction programs and not restrict state funding to stipends only. Creating a targeted or limited grant program to support a local successful program and eventually venture to a statewide program was another recommendation. One of the strongest recommendations was for induction program funding to be shared by state and local entities. The belief in this recommendation was that states and local districts should share in the investment of teachers and create a model program (NTC).

The New Teacher Center (2012) criterion nine reviewed accountability for new teachers, schools, districts, and states during the induction process. The review suggested induction and mentoring should be used to advance professional growth, strengthen teaching practice, and honor the importance of new teacher development. To reach comprehensive induction, the review recommended the successful completion of performance assessments and the development of a performance-based system of licensure. The goal of criterion nine was to develop and grow new teachers and have new teachers reach higher performance levels by the end of the induction period (NTC).

Criterion ten assessed the extent to which states were held accountable for program quality. Four key features were identified to develop thoughtful and robust accountability systems for induction programs (NTC, 2012). The first feature examined the monitoring and operation of the induction program design. Assuring program compliance and meeting state requirements in policies, laws, and regulations were determined to be a priority in accountability. Second, the relationship between program implementation and policy were found to have a disconnect. The review suggested integrating district and state accountability systems would

enhance the alignment of programs and remove gaps between policy and implementation. The third feature focused on program improvement through an accountability system, which allowed for opportunities to provide feedback and discussion, analysis of program strengths and weaknesses, and measures which allowed for improvement. The final feature assessed the influence of new teacher induction programs on teacher and student outcomes. The New Teacher Center (2012) suggested states should be able to identify and demonstrate the positive impact induction programs have on teacher effectiveness, student learning, and reducing costs associated with teacher turnover. The review further suggested in order to expand and sustain programs over time, states should make efforts to measure the outcomes of local programs.

Recommendations for criterion ten included designing accountability structures that reached deeper than compliance and focused on improvement, designating funding for induction program standards, and relating evaluations to the accreditation of programs and funding for districts (NTC, 2012). Additional recommendations were to annually survey new teachers, principals, and mentors regarding mentoring assistance and the support provided during the induction process. The final recommendation encouraged state officials to visit sites to view program implementation, interview leaders and program participants, and to get a sense of the impact of the program in order to help determine the effectiveness of programs (NTC).

The analysis by NTC (2012) regarding state policies and teacher induction suggested state and local policy makers should continue to work to create policies to support new teacher induction. The review recognized that beginning educators should receive the professional support necessary for them to become successful experts in the field of teaching. Considering the evidence collected on the benefits of high-quality induction, a state focusing on "teaching policy could well determine whether current state education reforms succeed or fail" (p. 32).

According to the final report, states which came closest to meeting all ten criteria reaped the most benefits and enhanced teacher effectiveness.

The New Teacher Center (2012) also conducted a criteria review on the state of Texas. According to NTC, Texas designated approximately $11.6 million for induction programs between the years of 2009 and 2011. The New Teacher Center published results and suggestions regarding the presence or absence of policies regarding high-quality and mentoring support for beginning educators. Recommendations on policy for Texas teachers included dedicated funding for teacher induction programs. Additionally, all teachers should receive induction support throughout their first two years in a program. Other recommendations for Texas included districts requiring all administrators to receive induction support during the first two years serving in a leadership role. Policy recommendations in the area of mentoring included the requirement of a rigorous process for mentor selection, the provision of ongoing professional development, and foundational training for the mentor teacher. Additionally, NCT reported that administrators should be assigning mentor teachers in the same schools as the beginning teacher and ensuring time for mentors and mentees to collaborate during release time. In an effort to improve accountability, the NTC recommended new teachers, in Texas, participate in an induction program to receive a professional educator's license. Through the implementation of the Beginning Teacher Induction and Mentoring Program (BTIM), the state has been able to monitor program quality and grant funds for mentoring programs to increase teacher retention in Texas (NTC, 2011). The review recommended Texas programs assess quality by auditing funds and activities. Systems of program accountability included the use of program evaluations, surveys, site visits, and teacher self-reports (NTC, 2011). A critical review was conducted in the area of program delivery and the key elements of induction. The Beginning Teacher Induction

and Mentoring Program was used as a model for developing induction programs funded by the state. The framework for the BTIM Program suggested induction programs "must be a research-based mentoring program that, through external evaluation, has demonstrated success in improving new teacher quality and teacher retention" (NTC, 2011, p. 2). The New Teacher Center suggested Texas policy identify the essential elements of induction and work to ensure the inclusion of classroom observations and assessments, specific mentor duties, continuous support, orientation, mentoring, and ongoing professional development (NTC).

A framework, which addresses the needs of new teachers and focuses on the induction process, was developed by the AEE in 2004. The framework of induction was recommended as the single effective strategy to cut the rate of teacher turnover because by participating in a comprehensive induction process, teachers may also accomplish goals such as socialization, change and adjustment, personal evaluation and reflection, pedagogical methods, and skill development. To develop the framework, the AEE focused on the needs of the millions of secondary school students (those in the lowest achievement quartile) who were most likely to leave school without a diploma or graduate unprepared, and the components of induction were derived from *A Nation at Risk Report* of 1983 and *A Nation Prepared* (1986). These reports recommended that most student teaching experiences are insufficient for new teachers, and most problems facing new teachers come from inexperience (AEE, 2004). Alliance for Excellent Education asserted all beginning teachers need comprehensive induction, if they are to be retained and developed into high-quality professionals. The Alliance for Excellent Education's report, *Tapping the Potential: Retaining and Developing High-Quality New Teachers*, suggested new teacher induction programs start before novices get into the classrooms as a means to

integrate "beginners into the profession by guiding their work, further developing their skills, and evaluating their performance during the first few years of teaching" (AEE, 2004, p. 8).

The Alliance for Excellent Education's design of a high quality comprehensive induction that retains and develops new teachers involves five components: structured mentoring, common planning time, intensive professional development, participation in a network of other teachers, and a standards-based assessment and evaluation (AEE, 2004). Alliance for Excellent Education posited that addressing attrition and the lack of induction requires a much more comprehensive and systematic solution than currently exists in most states and districts. Alliance for Excellent Education defined comprehensive induction as "a package of supports, development, and standards-based assessments provided to beginning teachers during at least their first two years of full-time professional teaching" (p. 22).

The framework for comprehensive and systemic induction from AEE (2004) suggested a bundle of supports for developing and retaining beginning teachers. New teachers should receive structured mentoring from carefully selected teachers working in the same content area, who have been trained to coach new teachers and are capable of supporting and improving the teacher's practice. A common planning time for new teachers should be established to allow new teachers to collaborate with mentors, other teachers, and school leadership across all levels of experience. Intensive professional development is a component established to develop skills for new teachers and result in improved teaching, which leads to student achievement. Participation in a network of other teachers outside the local school can help to orient and introduce teachers to the students they are serving as well as the needs of their campus. The final component is the formulation of a standards-based assessment and evaluation of every beginning

teacher. This component may identify whether new teachers should stay in the profession (AEE, 2004).

Alliance for Excellent Education (2004) clearly asserted that if induction is to develop teachers into high-quality professionals who improve student learning, then it must be the priority of the instructional leader, the campus principal. As the school leader, this individual can make induction a vital part of the school culture and set high expectations for every teacher. Principals, as leaders, are to foster positive, supportive environments, provide collaboration time, and allow teachers opportunities for decision-making through induction. If this is done, it leads to higher retention rates among new teachers and helps them become high quality professionals (AEE, 2004).

A policy brief by AEE (2011) addressed the continued concern from 2004 regarding the unchanged practices and the capacity to produce a workforce to serve students and deliver high-quality instruction to students. The Alliance for Excellent Education of 2011 suggested the "culture of how teachers are supported must change" (p. 1). Additionally, AEE suggested quality of teaching outweighs backgrounds of students when accounting for student achievement. Quality of teaching was shown to be prevalent in student success in secondary schools serving low-income students and students of color. According to the brief, during 1987-1988, most teachers had 15 years of experience, and by 2008, the average teacher was in his or her first year of teaching (AEE, 2011). The research by AEE also confirmed between 2.9 and 5.1 million teachers will need to be hired and instructionally trained between 2008 and 2020. Hiring inexperienced, out-of-field, and uncredentialed teachers for predominantly minority and immigrant populations in secondary schools were identified as a practice in the United States during 2008 (AEE, 2011). Among new teachers, the report noted they had not been supported in

professional development preparation programs. The report further noted that compared to other developed countries, including Japan, the United States continues to have difficulty supplying classrooms with qualified math, chemistry, and physics teachers. The offering of induction support has made strides in several states, but continues to remain inequitable amongst districts and school types. Alliance for Excellent Education suggested induction elements such as mentoring, collaboration, and administrative support yielded the best results. The case for comprehensive induction was noted to have high levels of achievement in teacher job satisfaction, teaching practices, student achievement, and retention. K-12 accountability preparation programs, two-year comprehensive induction programs, regular evaluations, and growth systems fostering collegial collaboration were highly recommended for reducing attrition and creating "world-class teaching profession" (AEE, 2011, p. 16).

Ingersoll (2012) sought to investigate the demographic changes in teaching and the types of induction new teachers actually receive. Research by Ingersoll revealed an increase in beginning teachers and a decrease in the veteran teachers, making beginning teachers one of the largest occupations in the nation. Although beginning teachers were found to have the largest numbers of employment, these individuals were also found to leave teaching quickly. Although 91% of beginning teachers responded they had received a form of induction activity by 2008, only 5% of beginners received a comprehensive package of supports (Ingersoll, 2012). A comprehensive package was determined to be working with a mentor, supportive communication, seminars, common planning, reduced course load, and classroom assistance. Ingersoll found that these yielded positive effects on teacher job satisfaction, classroom practices, commitment, and retention. Students of teachers who participated in some kind of induction showed gains on achievement tests. The study suggested there were large increases of

induction supports over the last two decades, but types and amounts varied by district, state, and school. The data also showed that the programs and supports continued to vary in content, length, costs, and benefits. Ingersoll suggested continued research for policy makers and the community to determine the most effective and comprehensive programs for induction.

The literature review showed a wide body of research to suggest that induction programs provide a tremendous support for ne teacher retention. However, 50% of all certified public school teachers permanently leave the teaching profession before the end of their fifth year (Abdullah, 2011). After 30 years of research identifying the problem of teacher retention, and acquiring induction, and looking at the impact of induction is having, there has only been an increase of teacher retention from 1% to 5%. Clearly, teacher induction programs, as a whole are not as effective as the literature suggests.

Social Exchange Theory

Social Exchange Theory formulated by George C. Homans in the early 1960s is based on psychological principles and social behavior. According to Homans (1961), the principles of social exchange begin from the observation of human behaviors. The dominant factor for observation was observation of personal behaviors of people referred to as actors, as they interacted with one another (Cook & Rice, 2003). The theory developed by combining economics, psychology, sociology, and the conditions that influence the behavior of individuals. Homans' theory was developed to provide an understanding to the social behavior of humans in economic undertakings and social exchange systems. At the center of Homans' theory was the premise that individuals acted in order to gain rewards according to their social interactions (Goodman & Ritzer, 2003). The main difference between economic exchange and Social Exchange Theory is the way in which the actors are viewed within the power of the exchange.

Social Exchange Theory "views actors (persons or firms) as dealing not with another actor, but with a market" (Emerson, 1987, p. 11). Social exchange is dependent upon the persons who participate in the relationship and the rewards received. When the relationships are positive, parties involved in the exchange engage in more interaction. The heart of the Social Exchange Theory is captured by Homans (1958):

> Social behavior is an exchange of goods, material goods but also non-material ones, such as the symbols of approval or prestige. Persons that give much to others try to get much from them, and persons that get much from others are under pressure to give much to them. This process of influence tends to work out at equilibrium to a balance in the exchanges. For a person in an exchange, what he gives may be a cost to him, just as what he gets may be a reward, and his behavior changes less as the difference of the two, profit, tends to a maximum (p. 606).

Homans' original 1961 Social Exchange Theory is explained as "the exchange of activity, tangible or intangible, and more or less rewarding or costly between at least two persons" (Cook & Rice, 2003, p. 54). For instance, social behavior and the various forms of social organizations produce social interactions by showing how Actor A's behavior reinforced Actor B's behavior, and how Actor B's behavior reinforced Actor A's behavior in return. Behavior is a direct function of the payoffs, whether they are provided by other humans or the nonhuman environment. The values of the conditions are determined by the actor's history of reinforcement and is therefore, taken as given when entering into an exchange relationship. "The theory's primary focus was the social behavior that emerged as a result of the social processes of mutual reinforcement and the lack of it" (Cook & Rice, 2003, p. 54). The theory also suggested that the lack of reinforcements could cause the relations to be terminated (Cook & Rice, 2003).

The characteristics within the network are considered social behavior and the people involved are considered actors. Cook (2003) asserted social exchange networks have five characteristics:

> 1) they are comprised of a set of actors, either individual people or collective units; 2) among these actors valued resources are distributed; 3) each actor has a set of exchange opportunities with others in the network; there is some degree of commitment among the actors to use the exchange opportunities; and 5) the actors are connected and bounded in such a way as to form a single network (p. 2).

Zey's (1991) Mutual Benefits Model (MBM) is drawn from Social Exchange Theory. This model is designed on the "premise that individuals enter into and continue to remain part of a relationship to meet certain needs, for as long as those parties continue to benefit" (Ingersoll & Strong, 2011, p. 4). This study uses Zey's (1991) model as a three-way benefit including: (a) the mentor; (b) the new teacher; and (c) the organization to explain the relationship. This framework suggests that the three parties will benefit. There are multiple factors in the MBM likely to reduce turnover and result in retention. These factors include: (a) knowledge; (b) personal support; (c) protection; (d) promotion; (e) helping in doing the job; (f) information; (e) loyalty and belonging; and (f) prestige (Zey, 1991, p. 11). Zey suggested that a major way to advance an organization and transfer benefits is to develop exchange relationships with a mentee, mentor, and the organization. The theory proposes that the benefits are transferred to the organization, and the organization advances in position and increases the power of the persons participating in the mutual exchange. Zey stated that the benefits that are transferred are managerial succession, managerial development, less turnover, greater productivity, advancement of mentor and mentee, and increased power and perks (p. 11). According to the model, the main benefit to the organization is found in the fact that relationships develop and provide a clear model of success

by passing organizational values and culture from one generation to the next (Zey). The model sustains these relationships and, consequently, adds to the elements necessary to retain personnel in the organization.

Strayhorn and Terrell (2010) conducted a study utilizing the Social Exchange Theory and Zey's MBM to examine the experiences of undergraduate students and faculty members involved in research mentoring relationships. The study sought to identify and examine the factors that African American undergraduates perceived as necessary to their academic success in college. The research followed the collaborative experiences of nine undergraduate students and faculty members participating in summer research programs to better understand the nature of collaborative relationships and what participants perceived as necessary to their college academic success. Research collaboration was defined as "engaging in research-related activities such as: conducting research, writing a research paper or report, or presenting research" (Strayhorn & Terrell, 2010, p. 183). The authors stated the findings of their study could provide future opportunities for collaboration efforts during the summer research experience. Participants in this research project stated gains in the holistic view of the research process and increased research skills and experience. Lastly, the researchers found engagement and investment in the researcher/faculty member relationship is vital. The benefit to the organization was not examined in the research (Strayhorn & Terrell, 2010).

Jakubik (2007) used the MBM as a framework to explore relationships among 214 protégé nurses. The results of the study supported the MBM and showed that the quality of mentoring and length of employment are influenced by participation in the process. Jakubik (2007) and (2008) reviewed the relationship within the organization, which included the mentor, the protégé, and the organization (Jakubik, Eliades, Gavriloff, & Weese, 2011). Additional

research by Jakubik (2008) indicated that positive outcomes, such as increased job satisfaction are produced by implementing specific programs. Jakubik's 2008 research was the "first of its kind to adopt a triad view of mentoring and to test all four levels of mentoring benefits as described by Zey" (Jakubik, et.al., 2011, p. 157). The findings supported the conceptualization of the effects on the triad relationships between the mentor, protégé, and the organization (Jakubik, 2008). Additionally, the research sought to identify the specific benefits for the organizations and the individual nurses working in these organizations.

In other research Jakubik, Eliades, Gavriloff, and Weese (2011) explored the relationships between mentoring quality and quantity, mentoring type, the length of employment, and benefits of mentoring among the pediatric staff nurse protégés. The researchers gained knowledge that nurse mentoring, conceptually and experimentally, provides implications for the future journey of the Magnet model as outlined by the American Nurses Credentialing Center. The Magnet Recognition Program aligned with the process, structures, and outcome approaches in Zey's model, specifically with the triad structure. The final findings of this workforce study demonstrated important implications for the relationships, which exist between retention in the organization, the culture of the frontline nursing staff, and high-quality mentoring relationships (Jakubik et al., 2011).

Ladd (2002) addressed the applicability of Zey's MBM (1991) as the theoretical basis for the Cooperative Extension Service. The Cooperative Extension System was created by the U. S. Congress, out of the concern for the education of the average citizen. The researcher sought Cooperative Extension Service staff members in the North Central Region of the Cooperative Extension of the United States and the states of peer institutions of Kansas State University to participate in the study (Ladd, 2002). Staff members were asked to participate in surveys,

including service programs in four areas of Extension work which included agriculture, family and consumer sciences, 4-H, and youth and economic development (Ladd, 2002). Three surveys were used to identify the perspectives of Cooperative Extension Service administrators, mentors, and protégés. The survey findings indicated mentoring was perceived to have a positive impact on the mentor, the protégé, and the organization, although benefits received by each participant in the Extension Service were at differing degrees of success (Ladd, 2002). Findings stated there were additional benefits to the Cooperative Extension Service, such as in reducing turnover and increasing productivity. Ladd (2002) stated that the findings of the study acknowledged increases in job knowledge and personal support for protégés. The most important benefits related to the mentor were help in doing his or her job and the information learned during the interaction between the mentor and protégé. Through Ladd (2002), there were findings that supported Zey's (1991) MBM.

Other research important to social exchange includes Bandara (1993) and his work pertaining to self-efficacy. Bandara reviewed the diverse ways in which perceived self-efficacy contributed to the cognitive development and functioning of students and teachers. Bandara contributed varied ideas to teachers' beliefs in their personal efficacy in order to motivate, promote learning, and impact the learning environments of students. Bandara suggested there were three levels of self-efficacy contributing to academic development. The beliefs of students, teachers, and faculties were highlighted as the directly affecting school achievement. These self-influences were noted to affect the construction and selection of environments. According to the framework, the major environmental influence rested on the thoughts of human motivation and people's beliefs about their capabilities. The beliefs in self-efficacy influenced how individuals thought, felt, behaved, and motivated themselves (Bandara).

Bandara's (1993) research suggested creating an environment conducive to learning rests ideally on the talents and self-efficacy of teachers in their classrooms. Research revealed teachers who believed strongly in their instructional efficacy created high level cognitive experiences and developed the intrinsic interests of students. Results found that students taught by teachers with a low sense of efficacy suffered in their perceived efficacy and had lower performance expectations in the transition from elementary to junior high school (Bandara). Longevity in teaching represented by the number of years of teaching in the same grade, same school, and the number of grades taught also related to positive effects on student achievement.

Maele and Houtte (2012b) investigated teachers' sense of efficacy (TSE) beliefs and the factors of trust in schools. The study considered whether a teacher's trust in colleagues, the principal, students, and the parents relate to the effectiveness for instructional strategies, student engagement, and classroom management. The areas of instructional strategies, student engagement, and classroom management were designated as the three dimensions of effective instruction. Instructional strategies were identified as the confidence a teacher has to develop and design instructional strategies to create and facilitate student learning. Student engagement was noted as the teacher's confidence and ability to motivate students to become active participants and commit to their learning. The teacher's belief of classroom management was referenced as maintenance of a non-disruptive classroom environment (Maele & Houtte, 2012b).

Maele and Houtte (2012b) suggested teacher trust could influence the effectiveness and improvement of a school, and asserted that "school policies that focus on trust-building could increase teacher effectiveness" (p. 301). Teacher effectiveness was linked to a teacher's personal ability to become successful and predict the commitment, job satisfaction, and feelings of burnout (Maele & Houtte, 2012b). In a seven-year study conducted by Bryk and Schneider

(2002), the term relational trust was defined and used as "the interpersonal social exchanges that take place in a school community" (p. 1). The Teachers Sense of Efficacy study suggested the more trustworthy a specific group is in the organization, the more likely the verbal interactions will be within that group, leading to better communication for positive organizational outcomes. Maele and Houtte (2012b) also suggested trusting environments positively affect a teacher's belief in his or her work, which leads to teachers not working in isolation. The research implied, when faculty trust is high, it results in a positive school climate, fostering higher levels of efficacy beliefs, consequently benefiting the school.

The study by Maele and Houtte (2012b) sought regular secondary schools to participate in the study. Staff members from across 80 schools and a total of 2,091 teachers participated in the study. Teacher trust was measured using a 29 item trust scale and included the areas of trust in students, parents, colleagues, and the principal. Teachers were asked to complete a 12-item assessment measuring teacher efficacy. The respondents were able to measure their perceptions of particular actions of success by using a Teacher's Sense of Efficacy Scale. The three dimensions included in the analysis were efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement. The study's findings suggested important associations between teacher efficacy and teacher trust. Positive and significant effects were found with respect to teacher efficacy in trust, instructional strategies, classroom management, and student engagement. According to the analysis, "the more trust a teacher has in the students, parents, or principal at the school, the more the teacher believes her or she can be successful in their teaching efforts" (Maele & Houtte, 2012b, p. 315). Findings yielded important benefits in efficacy beliefs in regards to instructional strategies, classroom management, and student engagement, all areas where teachers interact with students most. The

research stated, “Teacher’s efficacy beliefs are fostered most when he or she acknowledges the students’ trustworthiness” (Maele & Houtte, 2012b, p. 315). The research also suggested trust in parents can impact home and school relationships and strengthen efficacy for student engagement. Trust in the principal and colleagues were also identified to positively impact efficacy and the school environment. According to Maele and Houtte, when teachers have positive perceptions about their own efficacy teacher effectiveness in enhanced. The research suggested trust-building be utilized for school policies, which could lead to an increase in teacher retention and job satisfaction (Maele & Houtte).

Waddell (2010) examined the critical components used to determine the reason teachers selected to remain in the field of teaching past the five-year attrition mark, particularly in urban schools. The five-year attrition rate of the selected urban district was noted at just over 50%, which supports research that urban districts encounter higher annual attrition rates (Waddell, 2010). The researcher selected elementary teachers with four, five, or six years of teaching experience in a large urban school district. Participants were asked to be involved in individual interviews, observations, focus groups, as well as provide written documents. The study focused on retention and understanding of why urban teachers stay verses attrition. The study used Glaser and Strauss (1967) grounded theory “to inform urban school retention and recruitment practice and policy” (Waddell, 2010, p. 73).

The analysis revealed external and internal influences on teacher retention and causes of why teachers affirm their commitments to remain in urban schools (Waddell, 2010). The external influences included relationships with coworkers, principals, and students. The internal influences revealed were perseverance, self-efficacy, service, and a sense of ownership (Waddell, 2010). Waddell found close relationship to be prominent in the decision to remain in

an urban school. The professional relationship with a supportive principal was stated to be the main contributor of influence. The internal influences of self-efficacy and sense of ownership were also influenced by the principal's actions. Waddell (2010) suggested beginning teachers' feelings of value, support, and respect by the principal were significant and began to happen early in their careers.

The external and internal themes derived in the study show how principals and administrators influence new teacher retention (Waddell, 2010). The findings indicated the need for leaders of districts and schools to provide environments where teachers feel supported, valued as stakeholders, and considered as key decision makers in their schools. Principals were found to be able to increase the chances of retention by creating opportunities for professional teacher relationships, valuing teachers, and encouraging teacher collaboration (Waddell, 2010). As a result of the research, the focus was drawn to the principal and the importance of their role in new teacher success. A recommendation cited was for principals to be recruited and trained in the areas of fostering relationships and creating environments where teachers "feel valued, invested, and have ownership of decisions within a school" (p. 79). The principals in the Waddell study identified the necessary internal and external factors to retain teachers. Cost tends to be a major concern when developing programs, however the principals identified in the Waddell study indicated there were no financial cost to the program they developed. Information gained from the study determined "we can each help nurture the growth and retention of teachers by showing them they are needed, valued, and vital to the success of our schools" (p. 79).

Retention

The term teacher retention refers to the ability to keep teachers on the job and in the workforce. In other words, retention is the ability to eliminate or reduce teacher turnover (Ingersoll & Perda, 2009). The Helen Devitt Foundation, which funded Project Lead, revealed 50% of all certified public school teachers will permanently leave the teaching profession prior to the end of their fifth year of teaching (Abdullah, 2011).

Teacher retention became a national crisis in the early 2000s (NCTAF, 2003). Researchers with the NCTAF revealed that the high rates of teacher turnover and attrition undermined the sustained efforts to achieve quality teaching for every child. The National Commission on Teaching and America's Future concluded that teacher shortages will never end and that quality teaching will not be achieved for every child until educators change the conditions that are driving teachers out of the profession. Additionally, NCTAF challenged the nation to give every child his or her educational birthright: "competent, caring, qualified teachers in schools organized for success" (2003, p. 4). The National Commission on Teaching and America's Future (2003) summary report, *No Dream Denied*, highlighted teacher turnover as a major component of poor school performance. The report called for tremendous efforts to reduce the problem of teacher attrition by 50% within three years, which would have been 2006.

Ingersoll and May (2011) advised that there are a variety of costs and consequences associated with teacher turnover. They include loss of human capital, replacement costs, disruption of production, and replacement cost associated with hiring and training. It is a goal of the public education system to provide the best quality education to every student. To meet this goal, schools and districts must have teachers willing to serve in this capacity and remain in the field. As schools and districts face an increase in the school-aged population, they must maintain

standards for quality teaching while focusing on the recruitment and retention of bright new teachers. In addition, schools and districts must also finds methods to retain their most effective existing teachers (Guarino, Santibanez, Daley, & Brewer, 2004).

Research also showed that up to one-third of new teachers leave the profession within the first three years and almost half of K-12 teachers leave within the first five years (Moir, Barlin, Gless, & Miles, 2010). The cost of teacher turnover is unusually high and deprives schools and students of necessary personnel resources. The estimated cost of Texas teacher turnover is approximately $108 million to $235 million (Alliance for Excellent Education, 2014). Teacher turnover costs the U. S. public school systems an estimated $2.2 billion annually (AEE, 2014). New teachers have exited the profession of teaching at an increasing rate for the last 15 years and the cost for beginning teacher turnover alone is as high as $110 million a school year (Carroll & Foster, 2010; Texas Center for Educational Research, 2000). The impact of low teacher retention can be devastating to schools and school districts (Dill & Stafford, 2008).

Teacher retention has been a focus of educational reform for a quarter of a century, and many factors have contributed to the research (Bozeman, Scogin, & Stuessey, 2013). Factors contributing to areas of research include career opportunities, instructional support, work conditions, salaries, and culture. In a study conducted by Gilpin (2011), wages had no large impact on experienced teachers leaving the profession of teaching, but had a significant impact on the inexperienced teacher. While Gilpin indicated that salary influenced teacher satisfaction, other research determined that interpersonal relationships and working conditions influenced retention (Borman & Dowling, 2008; Butt, Fielding, Gunter, Rayner, & Thomas, 2005; Maele & Houtte, 2012b).

The setting and culture in which novice teachers are placed during their first years of teaching can play a role in their retention. Understanding the economic and educational trends that impact teachers in US schools can affect reform and make a positive influence on current and future teachers. Tracking and determining the movement of teachers between schools, districts, and states, as well as transitioning into and out of the profession is a good first step to assist policymakers and school leadership in developing effective strategies for improving teacher retention (Lasagna, 2009).

In other analyses of national data, Ingersoll and Perda (2010) found the profession of teaching has a higher rate of annual turnover than some higher-status professions, such as professors, engineers, lawyers, engineers, pharmacists, and architects. Ingersoll and Perda also found approximately the same turnover rate among teachers as other occupations, such as corrections officers and police officers. Ingersoll and Merrill (2010) found less turnover among teachers than among some hourly workers, including secretaries, paralegals, and child care workers.

The National Commission on Teaching and America's Future (2007) indicated that the dropout rate of America's teachers is spiraling out of control. Teacher attrition has grown by 50% in the past 15 years across the nation. The national teacher turnover rate has risen to 16.8%. In urban schools, it is over 20%, and, in some schools and districts, the teacher dropout rate is actually higher than the student dropout rate (NCTAF, 2007). In many cases, "schools are leaky buckets losing existing teachers faster than they can take in new ones" (AEE, 2004, p. 18). Trends also suggested that the teachers hired as replacement teachers will leave the profession of teaching within five years (Watlington, Shockley, Guglielmino, & Felsher, 2010). As teaching has increasingly become a "revolving door occupation with relatively high flows in, through, and

out of schools," teacher retention has developed into a school staffing problem (NCTAF, 2003, p. 11). The report by NCTAF revealed the inability to continuously support high quality teaching in many of our schools was due to too many teachers choosing to leave the profession.

In a study of Texas students and teachers in grades 4-8, Hanushek, Kain, and Rivkin (2004b) reported that teachers in lower achieving schools tended to leave at higher rates than teachers in higher achieving schools. Teachers with 0-2 years of experience are more likely to leave Texas public schools. The study included hundreds of thousands of teachers and more than 50,000 students. They found that "teaching lower achieving students is a strong factor in decisions to leave Texas public schools, and the magnitude of the effect holds across the full range of teacher experience" (Hanushek et al., 2004b, pp. 347-348).

Teacher effectiveness improves the experiences provided during the early years of a teacher's career (Hanushek, Kain, & Rivkin, 2004a; McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Skolnik, Hikawa, Suttorp, Lockwood, Stecher, & Bohrnstedt, 2002). Teacher retention is a necessary component in improving the chances of success for the neediest students. Based on this research, it stands to reason that student achievement will suffer when students are continually faced with the high turnover of inexperienced teachers. In this brutal educational system, teacher turnover lowers student achievement, and lower student achievement leads to high teacher turnover. The consensus continues to grow among researchers and educators that the single most important factor in determining student performance and achievement is the quality of his or her teacher (AEE, 2005). In order for policy makers and educators to solve the teacher shortage problem and protect each state's investment in providing a quality education, they must find a way to ensure that good quality teachers want to remain in the schools and in the profession.

Retaining teachers is only possible if the public can fully appreciate and understand the reasons why so many teachers leave the profession of teaching within their first two years of teaching or before they retire. Research findings support the thoughts that individual schools and districts can affect their attractiveness to current and prospective teachers (Guarino, Santibanez, Daley, & Brewer, 2004). Therefore, individual school districts can design opportunities for successful retention efforts based upon the needs of teachers. According to a study by the American Association of Retired Persons (AARP) Knowledge Management (2003), the factors that contribute to teacher retention include support for opportunities to advance, professional development, and supportive colleagues. A primary finding of this retention study (AARP) discovered that when teachers who are dissatisfied and therefore exit the profession, also known as leavers, were asked about their specific reasons for leaving the field of teaching, many of the responses pointed to inadequate systems of support at the school or district levels. In other words, many teachers who leave the profession do so because the basic needs for doing their job are not met (Futernick, 2007).

Another primary factor affecting teacher retention is a teacher's feeling of overall effectiveness. Investing in improving teacher quality and effectiveness simultaneously improves teacher retention (AEE, 2005). Research also shows that beginning teachers feel unprepared and lack the support needed to become successful in the classroom (Smith & Ingersoll, 2004b). Comprehensive induction is an investment, which can effectively keep good teachers in the classroom by providing support systems in areas that are listed as areas of dissatisfaction by those who transfer or choose to leave. New teacher turnover rates can be cut in half through comprehensive induction systems due to its impact on teacher planning, relationships,

responsibilities, and student behavior (AEE, 2005). When teachers feel successful, they are more apt to stay in their current placement.

According to the NCTAF (2003) report, *No Dream Denied: A Pledge to America's Children*, concerns regarding teacher quality, teacher shortages, and the continuing cost of retaining top quality instructors in United States' schools have led policymakers to identify problems in the teaching profession and to focus attention on teacher attrition and retention. The No Child Left Behind (NCLB) Act of 2001, attempted to monitor and regulate the implementation of mandates and accountability for districts to follow. The goal of NCLB is to ensure that every student, regardless of background or race, is provided the optimal learning environment and experience to foster student achievement (U. S. Department of Education, 2006). Some new teachers experience difficulties early in their career due to this increased accountability system and the effects of policy implementation. In a study conducted by Tye and O'Brien (2002), teachers who left the profession rated high stakes testing, curriculum standards, and test preparation as the number one reasons for leaving (Johnson, Berg, & Donaldson, 2005). Schools that were identified as low-performing in new accountability systems were found to have teachers leave at a higher rate.

With mandates from policies and increasing accountability, basic instructional time may be lost in an attempt raise test scores. A study by Kauffman (2004) found that the proportion of required instructional time on test preparation in mathematics was 45.2% of new teachers in low-income schools compared to 20.0% in high income schools. In language arts, the percentage was 43.1% in low-income schools verses 28% in high-income schools. Although teachers understand the importance of curriculum and assessments, they are less accepting of how closely their teaching practices are monitored and the expectations of mandated test-preparation.

President Obama's administration has coupled federal funding to a state's abilities to tie student achievement data with the evaluation of school leaders, teachers, and their effectiveness (U. S. Department of Education, 2010). Teachers who select to stay in the field may be well-matched to the challenges presented in their environments and therefore choose to stay. However, what is satisfactory to one individual may be insufficient to another. Therefore, teacher induction programs must not only meet the needs of a district but address the needs of new teachers in each district.

Teacher effects on student learning and achievement is long-lasting. Improving student learning and supporting quality teaching was explored by Editorial Projects in Education (EPE) Research in 2011. The report summarized factors that play a role in teaching and learning, the state of research on teaching quality, and the links to K-12 student learning. The study also included the definition of teacher quality from The Center for High Impact Philanthropy (2010):

> A quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning and leverage available resources outside as well as inside the classroom (p. 7).

This definition implies teaching quality is a set of actions and activities, which improves the outcomes of students. Defining teacher quality may be relevant in the different aspects and defined differently throughout a teacher's career.

Some of the highlights cited in the study by EPE (2011) included: research that focuses on teacher qualification; ways to influence the human capital pool; and contextual factors that act as mediating influences. Teacher qualifications were determined by academic degree(s), certification, coursework, teacher preparation programs, and teacher test scores. Findings showed there was consensus, in teacher quality, mainly in the area of secondary mathematics and that student achievement could be linked to the effectiveness of teachers (EPE). The analysis also revealed teachers may have more of an impact on student learning in the area of mathematics due to mathematics being more likely to be learned solely in school verses being taught at home. The prominent finding by EPE was that of human capital management, which encompasses systems to recruit, develop, deploy, retain, and evaluate quality teachers. The primary perspective of human capital is to obtain well-qualified teachers into the profession and, once they are in the classroom, begin to enhance their effectiveness. The major strands of recruitment, professional development, allocation of teachers, teacher evaluation, and retention were also reviewed (EPE) and found to have moderate impact on teacher retention.

The Editorial Projects in Education (2011) study suggested that in order to improve teacher quality, high performing strategies of proactive recruitment should be implemented. Strategies included: salary incentives; recruitment of top teachers from their graduating class; and options for how to become a teacher. The report suggested selective recruitment systems were hindered by hiring timelines, bureaucracy, competition between districts, and inequities that have been highlighted by the American Recovery Act and Investment Act and the NCLB (EPE,

2011). Other studies showed incentives such as reduced class sizes, additional support, and guaranteed planning time were powerful in recruitment (Hirsch 2006; Hirsch, 2008).

Carroll and Foster (2010) offered recommendations for retention and estimated the rates at which new teachers exited the profession has increased steadily over the last 15 years. The report cited a variety of reasons for why teachers left the profession. They include feelings of isolation, undesirable teaching assignments, safety, working conditions, and lack of quality leaders. Carroll and Foster also offered recommendations for teacher retention. Some of the recommendations were to incorporate programs and strategies to improve the levels of teacher qualifications, teacher training, and preparation experiences. Other recommendations included providing new teachers with access to sustained, effective, and connected professional development opportunities. Carroll and Foster also recommended leadership training as a target for reform to improve the quality of leadership and leaders' overall impact on teaching and learning. The research by Carroll and Foster additionally suggested teacher shortages could be alleviated and additional research should be focused on the substance of teacher preparation programs, the links between teacher induction, mentoring, professional development, and teacher practice and student learning, as well as the relationship between teacher characteristics and student achievement. Other research recommendations included the extent of higher salaries and their lead to increased teacher effectiveness, and the varied approaches to teacher evaluation, teacher practice, and student learning.

In 2010, the NCTAF (2010) documented the challenges of developing a modern education workforce. The study documented the human capital perspective of 21st century schools. An early warning regarding the impact of a retirement tsunami was reported by NCTAF in April of 2009. The report estimated between 2004 and 2008, more than 300,000 veteran

teachers left the workforce for retirement. The teacher attrition and turnover rates have grown worse, and many teachers leave the profession before they have had time to become proficient in the field. The National Commission onTeaching and America's Future cited that the nation's school districts spend at least $7.2 billion a year on teacher turnover. The study implied between 1995 and 2005, schools and districts incurred a loss of 2.7 million teachers due to the increase of attrition among normal retirements and beginning teachers. Futhermore, NCTAF recommended that a new practice for hiring and replacing teachers must be found to improve teacher effectiveness.

National Commission on Teaching and America's Future (2010) suggested the first step in developing a 21st century workforce was to understand the teacher workforce problem and why teachers leave. One of the conditions, which affected teacher retention, was recruitment strategies. One of the facts listed the current structure to where new teachers are placed is not given much attention. The study suggested new teachers often face teaching assignments in challenging schools because the openings are available during their recruitment period. Once placed in their role, there is little support, so they burn out only after a few years. A survey conducted by the NCTAF found many of Texas' teachers have fewer than five years of teaching experience and many have less than three years of experience. School districts must closely examine the factors, which are important to retain and keep teachers. A recommendation by NCTAF was to treat teachers as "individuals who merit individualized professional development investments" (2010, p. 10).

The New Teacher Project (TNTP) (2012) suggested teacher turnover is becoming one of the most discussed topics in education, but one of the least understood. The project introduced the term "irreplaceables," which are teachers who are so successful and effective in the

classroom that they are nearly impossible to replace and seem to vanish from schools as the result of inattention and neglect (TNTP). According to data from the districts in the study, 20% of the teachers fell into the irreplaceable category. These teachers had the potential of helping students learn two or three additional months' worth of growth in math and reading compared to the average teacher. The New Teacher Project suggested that students impacted by these teachers are less likely to become teenage parents and are more likely to go to college and earn higher salaries as they become adults. Irreplaceable teachers make learning enjoyable, influence students' lives, and demonstrate outstanding academic results.

The New Teacher Project (2012) also cited that in urban school districts, 6 to 17% of irreplaceables leave at the end of each school year. The study estimated approximately 10,000 irreplaceables left the nation's 50 largest school districts or left the field of teaching entirely, and one-third of all irreplaceables left within two years of starting their career. As a result of great teachers leaving, close to 100,000 low performing teachers stay, therefore, adding a disproportionate number of struggling and less effective teachers to the profession. The New Teacher Project's study suggested in order to alleviate students from learning from less effective teachers, school districts should focus on the reasons irreplaceables leave. The findings proposed that effective teachers leave the classrooms for reasons that their schools could have controlled. The New Teacher Project described three destructive retention patterns:

> Principals don't try particularly hard to keep their irreplaceables, nor do they make a special effort to counsel out or dismiss low-performing teachers; poor school cultures and working conditions drive away good teachers; and policies give principals and district leaders few incentives to change their ways (p. 14).

There were several issues identified by TNTP (2012) to keep irreplaceables in the profession. The first issue was to identify low-cost retention strategies available for irreplaceables. These strategies were to be used by school leaders to reduce the communication gap between administrators and teachers. The objective of these strategies was to boost teacher retention. Analysis by TNTP found that "principals hold significant sway over the decisions" of 70% of irreplaceables (p. 15). Some of the actions listed under the strategies included providing regular positive feedback and development, recognizing teachers for accomplishments, identifying responsibilities and advancement opportunities, and providing access to resources. The New Teacher Project (2012) suggested that effective teachers who experienced a minimum of two of these strategies would remain in their current schools up to six years longer than those who did not have the experience.

The second issue identified in TNTP (2012) was to "create a professional environment where the best teachers are excited to work" (p. 18). The objective of this was to communicate high expectations, create a strong instructional culture, and create a shared commitment. One of the recommendations was to build a nurturing school climate that incorporated district leaders and principals to develop shared roles in determining positive instructional conditions. The study suggested turnover rates among irreplaceables were 50% higher in schools that failed to provide a strong instructional culture. It further suggested that principals, who fail to build a culture where teaching is a top priority, had more difficulty retaining their best teachers. Retaining effective teachers requires major stakeholders to address school working conditions that may drive great teachers away.

The third issue was for principals to improve schools by having the ability to make "smarter retention decisions" (TNTP, 2012, p. 20). The purpose of this was to find ways for

principals to have the flexibility to create retention strategies to keep effective teachers on their campuses. The study implied that only 35% of principals believed that their efforts to keep effective teachers are supported by policy (TNTP, 2012). Other administrators were also left without the flexibility to use strategies to retain their most effective teachers at the same rate. Removing the barriers will not solve the retention problem by itself, but as long as there is a hands-off approach for principals and campus leaders, the progress towards smart retention will be limited.

Major recommendations were made by TNTP (2012) to improve the quality of instruction, increase the number of top-performing teachers, and decrease the number of low-performing teachers. To break the current trends that have been considered destructive, TNTP recommended districts make retention a priority and provide district leaders with the power to make smart decisions despite conditions and barriers created by outdated policy, staffing rules, evaluation systems, and/or compensation systems. The study suggested that districts should aim to retain more than 90% of their irreplaceables every year and work to raise all teacher retention rates to at least 75% (TNTP).

Another recommendation provided by TNTP (2012) was to set aggressive and smart retention goals for low-performing and turnaround schools and help these schools reach the district average in teachers who are effective within three to four years. In the report, TNTP addressed the need for districts to hire principals who are able to get teachers to buy in to the goals, develop a high vision for instruction, and foster smart retention patterns on a campus. The study implied principals should counsel-out low performing teachers, focus on the retention of irreplaceable teachers, and be held accountable for retention in their evaluations. Solving the problem also requires making frequent opportunities to note the reasons underlying why teachers

leave, especially in low-performing schools. Solutions may depend on teachers, students, and the challenges they face. Findings within the study suggested irreplaceables "tend to be less satisfied with their work environment, often because of school safety problems, low parent engagement, and issues with student conduct" (p. 29).

Recommendations also outlined ways to create flexible pay structures that support higher paying salaries and connect to a teacher's success in the classroom (TNTP, 2012). The study suggested that schools and districts should help foster career paths for top-performing teachers and create opportunities for these teachers to reach a wider base of students through their leadership and teaching experiences. The report suggested irreplaceable teachers would accept an additional five students in an exchange for a $7,500 pay raise (TNTP), thus potentially impacting more students in a positive way.

The New Teacher Project (2012) further suggested that career advancement and leadership opportunities were powerful tools to be used as recruitment and retention strategies for teachers in low-performing schools. Another recommended action was to address the performance issues that impact both ineffective and effective teachers. These recommendations from TNTP were used to protect new effective teachers during possible layoffs and staffing restrictions. Focusing on the recommendations of smart retention was a way to ensure turnaround strategies were used in struggling and low-performing schools.

A significant portion of TNTP (2012) was dedicated the consequences of negligent retention actions by districts. The report identified two consequences, which had a great impact on student achievement, students, and schools: creating a cycle of failure in low-performing schools; and, the degradation of the teaching profession.

The first consequence noted current retention patterns tended to place the lowest-achieving schools into a continuous cycle of failure, as these schools have more low-performing teachers than effective teachers from the onset. The New Teacher Project (2012) observed the schools with the lowest student success rates had one and a half times the amount of low-performing teachers than schools with high-proficiency teachers. In ten low-achieving schools, low-performing teachers were a major concern, at 19%, compared to only 12% of the irreplaceables. The study also confirmed that to build an average teaching staff, schools would need to counsel-out one-third of their low performing teachers and keep nearly all of their effective teachers every school year for four consecutive years. The study stressed quality instruction would remain below average unless districts and campus principals focused on keeping more irreplaceables. The study further suggested, "negligent retention creates permanent inequity" (p. 22).

The second consequence was that "the hands-off approach to retention degrades the teaching profession" (TNTP, 2012, p. 24). The project suggested indiscriminate retention policies are used to allow low-performing teachers to remain on the job and resulted in the reputation of the teaching profession to be questioned. The study confirmed low-performing teachers reported working hard, but failed to help their students learn as much as needed. Evidence of identical praise and recognition given to irreplaceables and low-performing teachers regarding their performance was found to send a conflicting message and to devalue real achievement by effective teachers. The New Teacher Project asserted districts and campuses should venture to change the message by ensuring that the reputation of the teaching profession is defined by excellence and valued by the skill of the teacher.

Not all problems are a consequence of district or principals' actions. Federal mandates and demands add to the burden and stress of providing educational services. Schneider (2012) investigated the factors behind teacher retention and increased federal mandates and demands. The analysis provided implications for low-performing and urban schools as well as teacher preparation and mentoring programs. The study also provided that strong school leadership, continuous professional development, and mentoring were linked to retaining teachers in the education field (Schneider, 2012).

Schneider (2012) stated teachers may be fully qualified to teach, but may struggle to relate to students and the culture in challenging and urban schools. The findings proposed negative effects of federal mandates make it difficult for administrators to recruit and hire teachers for long-term positions in schools that are persistently low-achieving. Communities with poor school performances result in high turnover rates and administrators struggle to fill vacancies. These communities often serve the students with the greatest challenges and are in need of teachers equipped with the skill set and attitude necessary to help them succeed academically. Unfortunately, all stakeholders within the community are negatively impacted when schools face high rates of teacher turnover.

The findings from Schneider (2012) showed that pre-service training or mentoring services provided teachers with expectations and continuous support throughout a school year. Schneider found mentorship along with induction-related supports reduced the chances of new teachers leaving the profession. Demands created by No Child Left Behind (NCLB) to provide professional development have been shown to affect teacher retention and student achievement. A support system of continuous professional development and collaboration between teachers to identify best practices were found to lessen the negative impacts of NCLB (Schneider).

Schneider (2012) suggested signature support projects had an impact on teacher retention. Effective support systems for the mentoring of beginning teachers were found under the Metropolitan Omaha Education Consortium (MOEC). The Career Advancement and Development Recruits and Experienced Teachers (CADRE) Project provided a mentorship program for newly certified teachers for one year. The purpose of this mentoring program was to increase the retention of first-year teachers and encourage them to stay in the field of teaching. The Mentorship Project was implemented as another effort to increase teacher retention. School districts provided opportunities for prospective new-teacher mentors and current mentors to work together to improve their mentoring skills (Schneider). Teachers with strong mentoring skills were found to provide a new teacher with a solid foundation for teaching within the school district, which resulted in a higher retention rate. The Teacher Academy Project (TAP) served as an alternative program to prepare secondary teachers for certification (Schneider). The research on this project suggested this type of teacher preparation program must provide effective teaching practices. The Teacher Academy Project was found to provide new teachers with ample field experience, therefore, increasing the positive impact on teacher retention (Schneider).

Schneider (2012) stated that school leadership is an important factor in retention. The study showed teachers are looking for support from administrators in creating a safe and controlled work environment, as well as guidance for appropriate behavior from effective and supportive leadership. Additionally, Schneider recommended administrators need to be aware of the multiple roles of an effective leader. Principals are instructional leaders and play a critical role in promoting effective collaboration and communication, creating a positive school climate, providing direction, and promoting collaboration. The principal, as an instructional leader, has

had to assume increased responsibilities according to the mandates of NCLB. Evidence showed that while some teachers were capable of meeting the challenges set by NCLB, many needed training and support in order to meet federal legislation requirements, while learning how to teach at the same time. This requires principals to demonstrate leadership in those areas. Schneider suggested building strong leadership keeps teachers focused on what is important "specifically, the student and student learning" (2012, p. 7). Schneider asserted many of the problems in challenging schools could be attributed to a principal's lack of leadership and substandard working conditions. The study confirmed that some of the factors that increased whether and when teachers leave were ineffective leadership and poor working conditions.

The National Board of Professional Teaching Standards (NBPTS), according to Schneider (2012), was found to have a large amount of rigor and commitment attached to its program. Research showed that prescriptive expectations of NBPTS may hinder the creativity of the new teacher and "take the heart out of teaching" (p. 10). Other concerns brought by Schneider were that policies and procedures created a feeling of demoralization due to scripted lessons, strict rules driving instruction, and possible attrition due to the loss of autonomy. Each state creates their own programs to increase teacher retention, and each state must find solutions, which will improve teaching, provide highly qualified teachers for students, increase retention, improve working conditions, and diminish the rates of attrition.

The Center on Innovation and Improvement (CII) created *The Handbook on Effective Implementation of School Improvement Grants* as a tool to provide schools and districts with knowledge to make wise decisions that impact students (CII, 2010). The handbook provided intervention models and strategies to improve low-achieving schools as outlined in the School Improvement Grant (SIG) program and the Elementary and Secondary Education Act (CII).

According to the Hirsch (2008), the National Comprehensive Center for Teacher Quality (NCCTQ) reported key findings in the handbook, specifically in the loss of human capital and professional development. The study reported districts and school-level leaders must be equipped to retain highly effective principals and teachers to become successful in delivering high levels of student achievement. The Center on Innovation and Improvement (2010) suggested that "education lags behind in its efforts to strategically attract and retain top talent" (p. 87). The Center on Innovation and Improvement Handbook included seven approaches outlined by the NCCTQ to improve school transformation, provide resources, grow human capital, and create systemic support. Each approach was detailed and listed supports to take action on creating effective school leaders and teachers. Recommendations included: (a) attract and recruit high-quality staff; (b) incorporate rigorous evaluation; (c) increase performance-based incentives; (d) assign teachers strategically; (e) retain staff; (f) provide career growth opportunities; and (g) provide professional development.

The first approach was to attract and recruit "high-quality staff" in "hard-to-staff schools" (CII, 2010, p. 89). Schools continue to face many challenges in recruiting and retaining effective leaders and teachers, especially in hard-to-staff schools. Center on Innovation and Improvement suggested rural and urban schools often struggle to find staff to teach students in the areas of science, mathematics, special education, and foreign languages. High quality teachers are needed for every child, regardless of geographic area or income. Action steps included strategic marketing of district strengths, reviewing the hidden costs associated with teaching students of poverty and their school location, and providing an "information-rich recruitment and hiring process" (CII, 2010, p. 89). Additionally, CII suggested implementing these steps would

increase the likelihood of stakeholder's needs being met and therefore minimize the possibility of losing staff prematurely.

The second approach was to incorporate a rigorous evaluation system that allowed for growth opportunities and transparency for teachers and leaders. Center on Innovation and Improvement (2010) suggested that teacher evaluation systems are often lenient and fail to identify the differences amongst teachers and their various roles and expectations. Center on Innovation and Improvement recommended evaluation systems should be explained and understood by teachers, as well as linked directly to positive changes in performance. The recommendations also suggested ongoing professional development and the use of varied assessment methods, such as portfolios, observations, and immediate feedback for teachers. School leaders are also encouraged to participate in the evaluation process to identify strengths and weaknesses. This strategy implied allowing leaders an opportunity to give feedback would empower them and improve their effectiveness within the school district. Center on Innovation and Improvement further recommended the evaluation system should be monitored closely and used as a growth opportunity for school leaders and teachers, which will impact their success and impact the school system itself.

The recommendations in the third approach included "performance-based incentives" and an increase in "shared accountability for student results" (CII, 2010, p. 93). This approach included the assertion that teachers born between the years of 1977-1995 are more willing to accept pay incentives than veteran teachers. Center on Innovation and Improvement also suggested teachers should be heavily involved in the development and the implementation of performance-based incentive programs for them to be effective and positively affect teacher behavior. Recommended steps that directly affect the implementation of performance-based

incentive systems were performance goals, teacher performance measured in multiple ways, availability of ongoing resources, teacher input, and rigorous evaluations. Using performance-based incentives as a reform strategy have been shown to have a positive impact on "high-stakes mathematics tests," retention of teachers in targeted campuses, and elementary school achievement scores (CII, 2010, p. 93).

The fourth approach was to ensure teachers and staff were "assigned to classes and to schools whose needs are appropriately aligned with their professional competencies" (CII, 2010, p. 95). This approach recommended teachers be assigned strategically to campuses and communities using records of staff, skill levels, and potential effectiveness. This approach could be accomplished through staffing actions, such as changing a teacher's role as she/he advances in expertise, assigning teacher leadership positions, providing mentors, and offering advancement opportunities. An additional recommendation was to have teachers removed who consistently fail to improve student learning. The study recommended districts create a "performance-based dismissal process" (p. 95). This is a system in which districts negotiate and quickly support school leaders, as well as provide a team to assist with the dismissal of teachers who negatively impact student achievement and success. Center on Innovation and Improvement also suggested districts should move quickly to assign and reassign staff based on the needs of students, utilize incentives and other measures needed, and review the roles, responsibilities, and competencies of staff on a continuous basis.

Retaining staff was the fifth approach brought forward by CII (2010). High-needs schools face the concern of teachers leaving the profession at a higher rate than that of successful schools. Center on Innovation and Improvement revealed 85% of teachers in high need areas left the schools over a five year period. The concerns of frequent turnover based on teacher

dissatisfaction and their decisions to remain in the profession or at a particular school included school leadership, working conditions, salaries, staff relationships, and induction programs. Center on Innovation and Improvement also addressed the concerns brought forward by new special education teachers and teachers of English Language Learners (ELL). Recommendations included creating an atmosphere that was trusting and open, providing substantial resources, and investing in teacher effectiveness through training. The study noted the primary factor impacting teacher retention was the "teacher's feelings of effectiveness" (CII, 2010, p. 97). Teacher retention improves by providing them with opportunities to increase instructional strategies, meet the needs of diverse learners, and equip them with the tools for quality teaching. Key factors identified with teacher retention consisted of districts working to attract and keep quality teachers through incentives and compensation packages, leadership opportunities, administrative support, collegial relationships, and opportunities for advancement.

The sixth approach found teachers "wish to continually explore new challenges and growth opportunities while at the same time keeping one foot in the classroom" (CII, 2010, p. 101). Providing career advancement opportunities through career growth ladders enabled teachers to be recognized for growth within the profession as well as both inside and outside of the classroom. A career growth ladder system identified in the study was the Teacher Advancement Program. This model provided an example of differentiation between compensation, decision-making, standards, teacher interests and abilities, mentor, career, and master teachers. The approach also identified leadership opportunities for non-certified personnel and non-certified staff to become a part of the certified staff through special programs particularly in shortage areas. Center on Innovation and Improvement (2010) further recommended districts should create systems where teachers are encouraged to advance and

meet the needs of the students as well as personal goals. It asserted, to move the district forward, teacher retention should be evaluated and teachers should feel satisfied with opportunities with career advancement.

The final approach reviewed in CII (2010) was professional development. It recommended professional development opportunities "genuinely advance the effectiveness of their staff for the benefit of both staff and students" (p. 103). The study confirmed that professional development should be differentiated to meet the needs of teachers, results-driven, job-embedded, and go beyond traditional means of presentation and delivery. The study further suggested that professional development opportunities should be offered to create an understanding of communities served by the school, develop content specific areas, foster leadership capabilities to meet the needs of principals and other school leaders, and align with the vision of the district and school. To ensure the effectiveness of this approach, the findings recommended professional development activities be monitored and data collected to inform decisions regarding future offerings and whether goals have been met (CII, 2010).

Summary

Research by NCTAF (2010) indicated that many states and districts continue the search to find ways to retain teachers and document their efforts. The terms attrition, turnover, leaver, migration, mover, and retention indicate concern in America's schools as teachers leave the profession in droves. Effective school districts should continue to seek opportunities to train and fully develop teachers to keep them in the field of teaching. Historically, the NCLB Act of 2001 and the NCTAF have set professional standards and policies to increase funding, provide professional practices, raise teaching standards, and ensure all students have an opportunity to become successful. The main purpose of any school is to ensure the success and academic

achievement of all students. What the teacher knows and is able to do is a vital factor in student achievement. Induction remains at the center of fierce conversations and continues to challenge districts nationwide. The Alliance for Excllent Education (2004) set a precedent for the purpose of promoting induction programs and it continues to seek a solution 10 years later. Ingersoll (2012) addressed solutions to retain and prepare teachers for the classroom. Although educators believe high-quality teacher preparation is of the utmost importance, there continues to be varied suggestions regarding the best method. Because we have not yet answered the question, 'What can we do to support and keep teachers teaching?' as educators continue to seek innovative strategies, techniques, and programs like induction to retain and keep teachers until they retire, the evidence of this investment will be retention of effective new teachers and the impact on student learning.

CHAPTER III

Methods

Introduction

This study examined the relationship of factors of the Comprehensive Induction Model (CIM) and Zey's Mutual Benefits Model (MBM) with the likelihood of retaining first-year middle school teachers in South Texas School Districts. Chapter three provides the research questions, procedures and methods used to gather data, and statistical analysis used in the study.

Research Questions

This study was guided by three research questions:

1. What is the correlation between the five components of the CIM and the likelihood of retention of first-year middle school teachers?
2. What is the correlation between the 14 factors of the MBM and the likelihood of retention in the current/same teaching position?
3. What are differences among demographics (gender, age, ethnicity, district type, socioeconomic status, second career, certification, primary teaching content area) and the likelihood of retention in the current/same teaching position?

There were three independent variables: (a) CIM; (b) MBM; and (c) demographics. There was one dependent variable: the likelihood of retention of first-year middle school teachers.

The Comprehensive Induction Model was the first independent variable and had five components: (a) structured mentoring; (b) common planning time; (c) intensive professional development; (d) participation in a network of other teachers; and (e) a standards-based assessment and evaluation.

The Mutual Benefits Model was the second independent variable and had 14 factors. The fourteen factors included: (a) knowledge; (b) personal support; (c) protection; (d) promotion; (e) helping in doing job; (f) information; (g) loyalty and belonging; (h) prestige; (i) managerial succession; (j) managerial development; (k) reduced turnover; (l) greater productivity; (m) advancement of mentor/mentee; (n) increased power and perks.

The third independent variable was demographics. There were eight items: (a) gender; (b) age; (c) ethnicity; (d) district type; (e) socio economic status; (f) second career choice; (g) certification; (h) primary teaching content area.

The dependent variable was likelihood of retention. Retention is defined as remaining a middle school teacher or returning to the field of teaching and preventing the loss of teachers as human capital (Ingersoll & Strong, 2011). This study looks at retention as the likelihood of a first-year teacher returning to the classroom.

Research Design

The study utilized a quasi-exploratory design with four variables. The independent variables were: (a) CIM; (b) MBM; and (c) demographics. The dependent variable was the likelihood of retention of first-year middle school teachers. The study examined the relationship of the factors of the CIM and the MBM to the likelihood of retention of first-year middle school teachers in South Texas School Districts.

Participant Selection

Participants in the study were first-year middle school teachers in South Texas School Districts. Texas is divided into 20 regions for public schools. South Texas consists of Regions 1, 2, 3, and 4. Region 1 has 99 middle schools; Region 2 has 39 middle schools; Region 3 has 24 middle schools; and Region 4 has 222 middle schools. Email addresses for all middle school

teachers in South Texas Regions 1, 2, 3, and 4 were obtained from public school district websites. Due to not having direct access to the names of new teachers within each district, emails were sent to all middle school teachers in South Texas Regions using information obtained from public school district websites. Teachers who identified themselves as a first-year public middle school teacher in South Texas Independent School Districts were invited to participate in the study. Notification regarding the purpose of this research was sent to principals working in middle school located in South Texas Regions. Email addresses and contact information for the principals were obtained from the Texas Education Agency (TEA) and public school district directories. Permission to conduct the study was obtained from the Institutional Review Board at Texas A&M University-Corpus Christi (Appendix A-B). Consent to participate in the study was obtained electronically from all participants (Appendix C).

First-year teacher selection was made using nonprobability, purposive sampling. It was used because it serves a very specific purpose with a predefined group. The advantage of this type of sampling is results produce the views of the population; however, it can overestimate subgroups (Glass & Hopkins, 2008). In this study, nonprobability, purposive sampling was used to examine the views of first-year teachers at the middle school level. As such, it is a non-representative subset of a larger population of all middle school teachers.

Data Collection

Data for the study were collected electronically from first-year middle school teachers who agreed to participate. All middle school principals in South Texas Regions 1, 2, 3, and 4 were notified about the study via email (see Appendix E) according to the contact information from the TEA and district directory websites. Due to not having direct access to each new teacher's name, emails were sent to all middle school teachers in the same South Texas Regions

using public school district websites. Three days after the principals were emailed, teachers in their schools were sent an email inviting them to participate in the study according to contact information from each school's public website. If recipients were not first-year teachers, they were asked not to participate in the online instrument. The email explained the study, the consent for it, and requested first-year teachers to participate see (Appendix F). The email contained a link where teachers could complete the survey using Qualtrics, an online survey instrument. A second email was sent to all potential respondents reiterating the purpose of the study and inviting them to participate in the study, if they had not already done so see (Appendix G). A third and final email was sent thanking the participants and requesting the non-respondents to complete the survey see (Appendix H). Survey links were emailed to all middle level teachers in Regions 1, 2, 3, and 4. Of the 3,995 emails sent requesting participation, 103 persons logged in and 99 surveys were completed and used for data analysis in the study.

Instrumentation

The survey was a self-developed instrument containing four sections. It was titled the Teacher Induction Quality Survey (TIQ) (see Appendix D). Section one pertained to the demographics and had eight items: (a) gender; (b) age; (c) ethnicity; (d) district type; (e) socioeconomic status; (f) second career choice; (g) certification; (h) primary teaching content area. Section two contained five items related to the CIM. Section three had 14 items related to the MBM. Section four had six items associated with retention. The items for the instrument were grounded in scholarly and professional literature. Demographic and retention items come from professional literature representing basic characteristics of first-year teachers in an induction program. The CIM and MBM survey items were derived from the scholarly characteristics of each model.

Data Analysis

Data were obtained from the TIQ and entered into Statistical Package for the Social Sciences (SPSS) for analysis. Several analyses were conducted, including descriptive and frequencies. Data were analyzed for descriptive statistics as a summary of results. Descriptive results relate data in meaningful and convenient ways and frequencies display data results according to associations (Coladarci, Cobb, Minium, & Clark, 2008).

Once data were considered clean for further analyses, factor analyses were conducted on the two models: Comprehensive Induction Model and Mutual Benefits Model. Factor analysis was used to explore and identify patterns in correlation coefficients (Brown, 2001). Since the two models have not previously been tested according to an induction process, factor analysis was used to help determine how well the models performed according to first-year teachers and their induction experience.

Additionally, analyses were completed through Pearson product-moment correlation, *t*-test, and analysis of variance (ANOVA). In the event there was a statistical significance in ANOVA, a follow up analysis was completed using Tukey post hoc tests. Tukey post hoc examines patterns of significance among subgroups (Glass & Hopkins, 2008), where there are more than two categories, such as with the demographic variable district type: urban; suburban; and rural. Analyses were performed at the $p < .05$ level of significance.

Assumptions

Assumptions are associated with statistical analyses. For statistical analyses to be considered accurate, certain assumptions have to be met (Glass & Hopkins, 2008). The first assumption was independence of observation; therefore, it was assumed each participant worked independently to complete the survey. The second assumption was normality, which relates to the evaluation of histograms, skewness, and kurtosis. A normal distribution was expected. Variables with scaled scores were examined for skewness and kurtosis. Homogeneity of variance was the third assumption, which refers to equality of scores around a mean score. Levene's statistic helped determine equality. If unequal groups appeared, results were interpreted in light of Levene's unequal pairing.

Research Question One: What is the correlation between the five components of the CIM and the likelihood of retention of first-year middle school teachers?

A. Mentoring

B. Planning

C. Professional Development

D. Networking

E. Assessment

Research question one was analyzed according to Pearson product-moment correlation coefficient. It examined the linear dependence of the CIM's five components and retention of first-year middle school teachers. The Pearson correlation can reflect direction of relationships as well as magnitude (Coladarci, Cobb, Minium, & Clarke, 2008). It was examined according to a one-tailed test. One-tailed test was selected because it is assumed the induction process could influence a first-year teacher's decision to remain as a teacher or leave the profession.

According to Frankfort-Nachmias (1999), there are several categories to interpret coefficients: (a) weak (r = .22), (b) moderate (r = .52), and (c) strong (r = .82).

Research Question Two: What is the correlation between the 14 factors of the MBM and the likelihood of retention in the current/same teaching position?

A. Knowledge
B. Personal Support
C. Protection
D. Promotion
E. Helping in doing job
F. Information
G. Loyalty and Belonging
H. Prestige
I. Managerial succession
J. Managerial development
K. Reduced turnover
L. Greater productivity
M. Advancement of mentor/mentee
N. Advanced power and perks

Research question two was analyzed according to Pearson product-moment correlation. It examined the linear dependence of MBM's 14 factors and retention of first- year middle school teachers. The same principles for research question two were applied to interpret the results from research question one for correlations.

Research Question Three: What are the differences among demographics (gender, age, ethnicity, district type, socio economic status, second career, certification, primary teaching content area) and the likelihood of retention in the current/same teaching position? Demographic items of gender, socioeconomic status, and second career were analyzed according to *t*-tests. A *t*-test was used because each item had only two categories: gender (male/female); socioeconomic status (Title I school or non-Title I school); and second career (yes or no). Demographic items age, ethnicity, district type, and primary teaching content area have more than two categories. Therefore, ANOVA was used to conduct statistical analyses on these demographic items.

Summary

Upon completion of this study, the researcher gained important knowledge regarding what first-year middle school teachers considered valuable in a comprehensive induction program. The information gained drew important conclusions about the quantity, quality, and type of induction components necessary to have a successful and comprehensive induction program. This information could be utilized to increase new teacher retention, commitment, job satisfaction, and student achievement.

Over three decades of research on induction programs have focused on teacher pay, buddy systems, classroom management, and school logistics. Currently, there is a lack of research on comprehensive induction programs that are systemic, develop human capital, and provide opportunities for continuous growth specifically at the middle school level. The results of this study will benefit school districts, leadership, and administrators who seek to improve professional development, impact classroom instruction, and improve the retention of first-year teachers.

CHAPTER IV

Results

Introduction

The purpose of the research was to examine how induction programs related to the retention of first-year middle school teachers in South Texas School Districts. The quasi-exploratory study investigated the relationship between The Comprehensive Induction Model (CIM), Zey's Mutual Benefits Model (MBM), and retention.

The Comprehensive Induction Model was indicated by five components: (a) structured mentoring; (b) common planning time; (c) intensive professional development; (d) participation in a network of other teachers; and (e) a standards-based assessment and evaluation.

Zey's MBM drawn from Social Exchange Theory was indicated by fourteen factors: (a) knowledge; (b) personal support; (c) protection; (d) promotion; (e) helping in doing the job; (f) information; (g) loyalty and belonging; (h) prestige; (i) managerial succession; (j) managerial development; (k) reduced turnover; (l) greater productivity; (m) advancement of mentor/mentee; and (n) increased power and perks. However due to an oversight in converting the survey to the online environment, one aspect of the model was not included: advancement of mentor/mentee.

The study also sought to explore the role of eight demographic variables of interest (a) gender; (b) age; (c) ethnicity; (d) district type; (e) socio economic status; (f) second career choice; (g) certification; and (h) content area.

First-year middle school teachers in South Texas Regions 1, 2, 3, and 4 were invited to participate in the online survey. Using data from first-year teachers, three primary research questions were considered when completing the study.

1. What is the correlation between the five components of the CIM and the likelihood of retention of first-year middle school teachers?
2. What is the correlation between the 14 factors of the MBM and the likelihood of retention in the current/same teaching position?
3. What are the differences among demographics (gender, age, ethnicity, district type, socio economic status, second career choice, certification, content area) and the likelihood of retention in the current/same teaching position?

This chapter deals with data analysis in several areas. First, it examines statistical assumptions. Second, it relates descriptive results for an overview of the data to get a general picture of how the data make sense (Coladarci, Cobb, Minium, & Clark, 2008). Third, factor analysis results show how data can be reduced to examine the most important questions that contribute to a construct (Field, 2009). Fourth, statistical analyses results are provided based on research questions.

Statistical Assumptions

There were a number of assumptions associated with statistical analyses. Assumptions address conditions that must be met in order to help ensure the accuracy of results (Glass & Hopkins, 1996). The first assumption was independence of observations. The study noted the survey instrument was sent to each participant electronically via an online link. Independence was assumed for the results, as there were no incentives or reasons to collaborate for completion. The second assumption was related to normality in relation to skewness and kurtosis. Skewness

is a measure of the symmetry. If graphed, it looks the same to the left and to the right of a center point. Statistical Package for Social Sciences (SPSS) was used to evaluate skewness and kurtosis, and it revealed this assumption was met. Kurtosis looks at how flat or peaked a distribution is. Both skewness and kurtosis should range between plus or minus 1; however this assumption is relative to the sample. Statistical Package for Social Sciences was used to evaluate skewness and kurtosis, and it revealed this assumption was met. The third assumption concerned homogeneity of variance, which addressed the spread of the data around the mean (Gravetter & Wallnau, 2008). If the data meet this assumption, then the variance of each of the samples used in the analysis is statistically equal. The Levene's statistic was used to assess homogeneity of variance for all tests where this assumption is expected to be met. If the results were determined unequal, then results were interpreted according to Levene's equal variances not assumed pairing. Based on the descriptive results, frequencies, and assumptions, the data were considered appropriate for further analysis.

Descriptive Results

Data were gathered from first-year middle school teachers within South Texas school districts and characterized with gender being identified. First-year middle school teachers were invited to participate in the study. Three thousand nine hundred and ninety-five survey invitations were sent middle school teachers in Regions 1, 2, 3, and 4. One hundred three teachers who identified themselves as first-year teachers logged into the survey. Of the 103 first-year teacher participants who logged into the survey, 99 surveys were completed and used for data analysis. The low return rate could be attributed to the timing of the survey. It was distributed during the state testing calendar period and at the end of the school year. Many schools indicated they did not have time to complete the instrument.

Data were gathered from first-year new teachers within South Texas School Districts and characterized with gender being identified. The results are presented in Table 1.

Table 1

Gender of Participants

Gender	Frequency	Percent
Male	25	24.3
Female	74	71.8

Note. N = 99

Although participants responded by entering their individual age, they were grouped into categories according to frequencies. These categories were used for further use with statistical analyses. Although respondents entered their specific age, data were grouped according to how they clustered.

The results are presented in Table 2.

Table 2

Age of Participants

Age	Frequency	Percent
21-30	64	62.2
31-41	22	21.2
42-57	12	11.8

Note. N = 98.

Data were gathered from first-year new teachers within South Texas School Districts and characterized with ethnicity being identified. There were too few cases in the Asian

demographic category to analyze the data; therefore, further analyses coded Asian into the White category. The results are presented in Table 3.

Table 3

Ethnicity of Participants

Ethnicity	Frequency	Percent
White	36	36.0
Hispanic	35	34.0
Black	17	16.5
Two or More Ethnicities	10	9.7

Note. N = 99.

Data were gathered from first-year new teachers within South Texas School Districts and characterized with district type being identified. The results are presented in Table 4.

Table 4

District Type of Participants

District Type	Frequency	Percent
Major Urban	36	35.0
Major Suburban	43	41.7
Rural	20	19.4

Note. N = 99.

Data were gathered from first-year new teachers within South Texas School Districts and characterized with the socioeconomic states of the campus being identified. The results are presented in Table 5.

Table 5

Campus Socioeconomic Status

District Type	Frequency	Percent
Title I	77	74.8
Non-Title I	22	21.4

Note. N = 99.

Data were gathered from first-year new teachers within South Texas School Districts and characterized with second career status being identified. The results are presented in Table 6.

Table 6

Second Career Status

Second Career	Frequency	Percent
Yes	28	27.2
No	71	68.9

Note. N = 99.

Data were gathered from first-year new teachers within South Texas School Districts and characterized with certification type being identified. The results are presented in Table 7.

Table 7

Certification Type

Certification Type	Frequency	Percent
Alternative	33	32.0
Traditional	66	64.1

Note. N = 99.

Data were gathered from first-year new teachers within South Texas School Districts and characterized with primary teaching content being identified. Respondents listed individual teaching content areas and the results were categorized into the following subject areas. Results indicated a number of areas. For analysis, they were grouped according to the following categories. The results are presented in Table 8.

Table 8

Primary Teaching Content

Primary Teaching Content	Frequency	Percent
Science	13	12.6
English/English Language Arts	16	15.5
Math	17	16.5
Social Studies	14	13.6
Other	38	36.9

Note. N = 98.

In Section II of the TIQ, the five components of the CIM are included. Results are summarized in Table 9.

Table 9

Frequency and Percentage Distributions of Teacher Induction Quality Survey in Section II CIM

CIM Question	Response	Frequency	Percent
Mentoring	No Effect	8	7.8
	Minor Effect	18	17.5
	Neutral	10	9.7
	Moderate Effect	16	15.5
	Major Effect	27	26.2
	N/A	8	7.8
Planning	No Effect	8	7.8
	Minor Effect	17	16.5
	Neutral	13	12.6
	Moderate Effect	34	33.0
	Major Effect	14	13.6
	N/A	1	1.0
Professional Development	No Effect	4	3.9
	Minor Effect	21	20.4
	Neutral	9	8.7
	Moderate Effect	33	32.0
	Major Effect	20	19.4
	N/A	0	00.0
Networking	No Effect	10	9.7
	Minor Effect	23	22.3
	Neutral	10	9.7
	Moderate Effect	32	31.1
	Major Effect	8	7.8
	N/A	4	3.9
Assessment	No Effect	6	5.8
	Minor Effect	17	16.5
	Neutral	12	11.7
	Moderate Effect	30	29.1
	Major Effect	21	20.4
	N/A	0	00.00

Note. N = varied distributions per component.

In Section III of the TIQ, the 14 factors of the MBM were included as: (a) knowledge; (b) personal support; (c) protection; (d) promotion; (e) helping in doing job; (f) information; (g) loyalty and belonging; (h) prestige; (i) managerial succession; (j) managerial development; (k) reduced turnover; (l) increased productivity; (m) advancement of mentor/mentee; and (n) advanced power and perks. Results are summarized in Table 10.

Table 10

Frequency and Percentage Distributions of Teacher Induction Quality Survey in Section III MBM

MBM Question	Response	Frequency	Percent
Knowledge	No Effect	8	7.8
	Minor Effect	18	17.5
	Neutral	10	9.7
	Moderate Effect	16	15.5
	Major Effect	27	26.2
	N/A	8	7.8
Personal Support	No Effect	8	7.8
	Minor Effect	17	16.5
	Neutral	13	12.6
	Moderate Effect	34	33.0
	Major Effect	14	13.6
	N/A	1	1.0
Protection	No Effect	4	3.9
	Minor Effect	21	20.4
	Neutral	9	8.7
	Moderate Effect	33	32.0
	Major Effect	20	19.4
	N/A	0	00.0
Promotion	No Effect	10	9.7
	Minor Effect	23	22.3
	Neutral	10	9.7
	Moderate Effect	32	31.1
	Major Effect	8	7.8
	N/A	4	3.9

Help in Doing Job	No Effect	6	5.8
	Minor Effect	17	16.5
	Neutral	12	11.7
	Moderate Effect	30	29.1
	Major Effect	21	20.4
	N/A	0	00.0
Information	No Effect	2	1.9
	Minor Effect	21	20.4
	Neutral	13	12.6
	Moderate Effect	32	31.1
	Major Effect	13	12.6
	N/A	1	1.0
Loyalty & Belonging	No Effect	8	7.8
	Minor Effect	10	9.7
	Neutral	9	8.7
	Moderate Effect	27	26.2
	Major Effect	26	25.2
	N/A	0	00.0
Prestige	No Effect	8	7.8
	Minor Effect	7	6.8
	Neutral	18	17.5
	Moderate Effect	31	30.1
	Major Effect	9	8.7
	N/A	7	6.8
Managerial Succession	No Effect	5	4.9
	Minor Effect	8	7.8
	Neutral	28	27.2
	Moderate Effect	25	24.3
	Major Effect	10	9.7
	N/A	4	3.9
Managerial Development	No Effect	4	3.9
	Minor Effect	5	4.9
	Neutral	22	21.4
	Moderate Effect	32	31.1
	Major Effect	14	13.6
	N/A	3	2.9

Reduced Turnover	No Effect	9	8.7
	Minor Effect	4	3.9
	Neutral	10	9.7
	Moderate Effect	34	33.0
	Major Effect	21	20.4
	N/A	1	1.0
Increased Productivity	No Effect	7	6.8
	Minor Effect	10	9.7
	Neutral	7	6.8
	Moderate Effect	35	34.0
	Major Effect	18	17.5
	N/A	2	1.9
Power & Perks			
	No Effect	8	7.8
	Minor Effect	12	11.7
	Neutral	12	11.7
	Moderate Effect	38	36.9
	Major Effect	7	6.8
	N/A	3	2.9

Note. N = varied distributions per factor.

Data were gathered from first-year middle school teachers as a result of participation in a comprehensive induction model. In Section IV of the TIQ, participation in induction was analyzed. The results are presented in Table 11.

Table 11

Frequency and Percentage Distributions of TIQ Survey in Section IV Retention

Retention Question	Response	Frequency	Percent
Enjoyed	No	30	37.5
	Yes	50	62.5
Organized	No	43	53.8
	Yes	37	46.3
Engaged	No	47	58.8
	Yes	33	41.3
Expectations	No	39	48.8
	Yes	41	51.2
Plan on Remaining	No	41	39.8
	Yes	62	60.2
Major Factor	No	61	76.2
	Yes	19	23.8

Note. N = varied distributions per factor.

Factor Analysis Results

Factor analysis was used on the CIM with its five components and the MBM using the 13 factors measured in the survey. Factor analysis was conducted to examine the strength of each model based on their respective items. Analyses included total variance explained and varimax rotation to maximize loadings on one variable while minimizing it on others. Variance explains each component's contribution to the model. Varimax rotation is used when factors are considered to be independent.

Results of factor analysis for CIM showed the eigenvalues. The number 1 is the default in SPSS and identifies the factors that explain the most variance. The results showed all five factors, although there was one with an eigenvalue exceeding 1. Results of the varimax rotation showed no clustering of components, which indicated each of the five components of the model stand independent. Additionally the strong factor loadings indicated the model relates well to first-year teachers. The results are presented in Table 12.

Table 12

CIM Variance and Varimax Rotation

Components	% of variance	Eigenvalues	Loadings
Assessment	44.71	2.24	.965
Planning	19.76	0.99	.970
Mentoring	14.77	0.74	.963
Professional Development	11.08	0.55	.949
Network	9.68	0.48	.940

Results of the factor analysis for MBM showed the strongest variances. Rotation loadings provided the top three factors with the eigenvalues of 1or more. The number 1 is the default in SPSS and identifies the factors that explain the most variance. Results of varimax rotation showed clustering of components, which indicated some relationship among items. Nevertheless, the factor loadings indicated the model related well to first-year teachers. The results of the top three components of the model are presented in Table 13.

Table 13

MBM Variance

Components	% of variance	Eigenvalues	Loadings
Development	41.62	5.41	.735
Productivity	10.08	1.31	.768
Promotion	9.13	1.19	.756

According to factor loadings and varimax rotation, the MBM model can be considered as performing well according to the following two approaches. First, factor loadings indicate the order of strength applied to the model. Second, items can be clustered to help explain the model. Clustering refers to how items may be grouped together according to how respondents think about the items. In either event, the loadings indicated the model related well to first-year teachers although the model would be altered according to the results. The model conveyed that the mentor/mentee relationship involves: knowledge; support; protection; promotion; helping; information; loyalty; and prestige. The relationship to the organization relates: development; turnover; productivity; and perks. However, the data demonstrated a realignment of model items. The mentor/mentee relationship according to clustered items would be: support/helping/information/productivity; and protection/promotion/succession. The results are presented in Table 14.

Table 14

Factor Loadings by Item, Cluster, and Modeling

Item Factors	Clustered Factors	Loadings	Model	Data Model
Knowledge	1	.857	*	*
Protection	3	.832	*	**
Information	2	.814	*	**
Productivity	2	.811	**	**
Development	1	.802	**	*
Succession	3	.802	**	**
Promotion	3	.763	*	**
Support	2	.753	*	**

Perks	1	.753	**	*
Turnover	1	.700	**	*
Helping	2	.674	*	**
Loyalty	1	.597	*	*
Prestige	1	.543	*	*

Note. * = Mentor-Mentee Relationship. ** = Relationship to the Organization

The data suggested that the mentor/mentee relationship concerns job security issues, and relationship to the organization indicated a need for assistance and opportunity.

Research Question Results

Research Question One: What is the correlation between the CIM five components and the likelihood of retention of first-year middle school teachers? Results for the statistical analysis for retention focused on each component of the comprehensive induction model are presented.

A one-tailed test was selected because it was assumed the induction process can influence a first-year teacher's decision to remain as a teacher or leave the profession. Vogt (2007) argued that there are no useful statistical rules for deciding about large or small correlations coefficients that range from -1 to +1. Coladarci et al. (2008) related that context is important for judging the strength of association between variables in correlation. In some instances, a low correlation may be important given the framework of a study and expected outcomes. However, as a general rule the following guide the interpretation of coefficients. According to Frankfort-Nachmias (1999), there are several categories to interpret coefficients: (a) weak (r = .22), (b) moderate (r = .52), and (c) strong (r = .82).

Results indicated statistical significance among several components of the CIM: retention and mentoring, r = .47, p < .001; retention and professional development, r = .48, p < .001;

retention and network, $r = .40$, $p <. 001$; retention and assessment, $r = .28$, $p < .01$. The results are summarized in Table 15.

Table 15

One-tailed-test: CIM and Retention

Variable	N	*r*	*p*	*M*	*SD*
Mentoring	76	.47	.00***	3.46	1.42
Retention				3.01	2.21
Planning	79	-.02	.44	3.34	1.23
Retention				2.99	2.20
Professional Development	80	.48	.00***	3.51	1.22
Retention				3.03	2.20
Network	77	.40	.00***	3.06	1.24
Retention				3.08	2.21
Assessment	79	.28	.01**	3.50	1.25
Retention				2.99	2.19

Note. * = Significant at $p < .05$. ** = Significant at $p < 0.01$. *** = Significant at $p < .001$

Research Question Two: What is the correlation between the 14 factors of the MBM and the likelihood of retention in the current/same teaching position? Results for the statistical analysis for retention, which focused on each factor of the MBM, were presented. Since component 14 of the model was not included in the survey, results could not be calculated for it.

A one-tailed test was selected because it is assumed the mutual benefits process can influence a first-year teacher's decision to remain as a teacher or leave the profession. Coladarci et al. (2008) related that context is important for judging the strength of association between variables in correlation. In some instances a low correlation may be important given the framework of a study and expected outcomes. However, as a general rule the following guide the interpretation of coefficients. According to Frankfort-Nachmias (1999), there are several

categories to interpret coefficients: (a) weak (r = .22), (b) moderate (r = .52), and (c) strong (r = .82).

Furthermore, analyses for likelihood of retention included the sum of responses. For example, participants could answer yes or no on six items of whether induction influenced their decision to return or not. The items were summed so a mean score could be determined for analyses. Thus, the range of scores is from 1-6.

Results indicated statistical significance among several components of the MBM: retention and knowledge, $r = .22$, $p < .05$; retention and support, $r = .22$, $p < .05$; retention and protection, $r = .25$, $p < .05$; retention and helping, $r = .34$, $p < .001$; retention and information, $r = .50$, $p < .001$; retention and loyalty, $r = .40$, $p < .001$; retention and prestige, $r = .31$, $p < .01$; retention and succession, $r = .38$, $p < .001$; retention and turnover, $r = .30$, $p < .01$; retention and productivity, $r = .20$, $p < .05$; retention and perks, $r = .36$, $p < .001$. The results are summarized in Table 16.

Table 16

One-tailed-test: MBM and Retention

Variable	**N**	***r***	***p***	***M***	***SD***
Knowledge	76	.22	.03*	3.97	0.88
Retention				3.01	2.21
Support	78	.22	.03*	3.47	1.18
Retention				2.99	2.19
Protection	78	.25	.014*	3.13	1.28
Retention				3.08	2.21
Promotion	70	.09	.24	3.23	1.14
Retention				3.17	2.25
Helping	79	.34	.001***	3.56	1.22
Retention				3.01	2.22
Information	78	.50	.00***	3.41	1.12
Retention				3.01	2.20
Loyalty	80	.40	.00***	3.66	1.32
Retention				3.03	2.20
Prestige	73	.31	.004**	3.36	1.16
Retention				3.23	2.19
Succession	76	.38	.00***	3.36	1.05
Retention				3.12	2.21
Development	80	.12	.31***	3.83	1.46
Retention				30.03	2.20
Turnover	77	.30	.004**	3.75	1.38
Retention				3.05	2.18
Productivity	77	.20	.04**	3.61	1.24
Retention				3.05	2.18
Perks	77	.36	.001***	3.30	1.16
Retention				3.10	2.21

Note. * = Significant at $p < .05$. ** = Significant at $p < .01$. *** = Significant at $p < .001$

Research Question Three: What are the differences among demographics (gender, age ethnicity district type, socio economic status, second career choice, certification, content area) and the likelihood of retention in the current/same teaching position?

There was no statistical difference between males and females with regard to retention after participating in the induction program: $t(78) = .159$, $p = .87$, (Male M = 3.09; Female M = 3.00). Results of equal variances were reported since Levene's test for equality was not violated ($p = .519$). Table 17 displays the summary of results for the first *t*-test.

Table 17

t-tests: Gender and Retention

Variable	N	Mean	SD	*t*	*p*
Male	23	3.09	2.29	.159	.87
Female	57	3.00	2.19		

Research Question three also examined differences among age categories. The ANOVA results showed no statistical differences: $F(2, 79) = .05$, $p = .95$, (ages 21 – 30 M = 2.98; ages 31-41 M = 3.18; ages 42 – 57 M = 3.00). Levene's statistics was not violated, $p = .69$. Table 18 provides an overview of the results.

Table 18

ANOVA: Age and Retention

Variable	N	Mean	SD	F	*p*
21-30	56	2.98	2.18	.05	.95
31-41	17	3.18	2.35		
42-57	7	3.00	2.38		

Differences among ethnicity categories were also examined in research question three. The ANOVA results showed no statistical differences: $F(3, 79) = .70$, $p = .55$, (White, M = 3.04; Hispanic, M = 3.28; Black, M = 2.29; two or more, M = 3.33). Levene's statistics was not violated, $p = .29$. Table 19 provides an overview of the results.

Table19

ANOVA: Ethnicity and Retention

Variable	N	Mean	SD	F	*p*
White	28	3.04	2.28	.70	.55
Hispanic	29	3.28	2.07		
Black	14	2.29	2.55		
Two or More	9	3.33	1.87		

Research question three also examined differences among district type: major urban, major suburban, and rural. ANOVA for District Type violated homogeneity of variance. Therefore, the data were blocked and analyzed according to two categories: urban and major

suburban. Rural was recoded as major suburban and a *t-test* was run: $t(50) = .43$, $p = .67$, (Major Urban, M = 3.17; Major Suburban, M = 2.94). Levene's statistic was violated, $p = .096$. Results of equal variances were not assumed. Table 20 displays a summary of the results.

Table 20

t-tests: District Type and Retention

Variable	N	Mean	SD	*t*	*p*
Major Urban	29	3.17	2.47	.427	.67
Major Suburban	51	2.94	2.06		

There was no statistical difference between socio-economic status: Title I and Non-Title I with regards to retention after participating in the induction program: $t(78) = .058$ $p = .95$, (Title I, M = 3.03; Non-Title I, M = 3.00). Results of equal variances were reported since Levene's test for equality was not violated ($p = .50$). Table 21 displays a summary of the results.

Table 21

t-tests: Socioeconomic Status and Retention

Variable	N	Mean	SD	*t*	*p*
Title I	60	3.03	2.18	.058	.95
Non-Title I	20	3.00	2.34		

There was no statistical difference between second career and non-second career with regard to retention after participating in the induction program: $t(78) = .253$, $p = .80$, (Yes M =

3.12; No M = 2.98). Results of equal variances were reported since Levene's test for equality was not violated (p = .37). Table 22 displays a summary of the results.

Table 22

t-tests: Second Career and Retention

Variable	N	Mean	SD	*t*	*p*
Yes	26	3.12	2.32	.253	.80
No	54	2.98	2.17		

There was no statistical difference between certification types, alternative and traditional, with regard to retention after participating in the induction program: $t(78) = .253$, $p = .80$, (Alternative, M = 3.12; Traditional, M = 2.98). Results of equal variances were reported since Levene's test for equality was not violated (p = .69). Table 23 displays a summary of the results.

Table 23

t-tests: Certification Type and Retention

Variable	N	Mean	SD	*t*	*p*
Alternative	26	3.12	2.21	.253	.80
Traditional	54	2.98	2.22		

The differences in primary teaching content areas were also examined in research question three. The ANOVA results showed no statistical differences: F(4, 79) = .78, *p* = .54, (Science, M = 3.10; English Language, Arts M = 2.85; Math, M = 2.40; Social Studies, M = 2.60; Other M = 3.50). Levene's statistic was not violated, *p* = .65. Table 24 displays a summary of the results.

Table 24

ANOVA: Content Area and Retention

Variable	N	Mean	SD	F	*p*
Science	10	3.10	2.56	.78	.54
English/LA	13	2.85	2.34		
Math	15	2.40	2.16		
Social Studies	10	2.60	2.32		
Other	32	3.50	2.05		

Summary

New teachers felt that the components of the CIM and factors of the MBM were important and had some major effects on their experiences when participating in a comprehensive induction program. However, they were not the major reasons for returning to the classroom after the first year of teaching.

At the participation level of the CIM, the first-year teachers rated the effects of the five components (mentoring, planning, professional development, networking, and standards-based

assessment). Professional development and standards-based assessment were considered to have had the highest effect.

At the participation level of the MBM, the first-year teachers rated the effects of the 13 factors included (knowledge, support, protection, promotion, helping in doing job, information, loyalty, prestige, managerial succession, managerial development, turnover, productivity, power and perks). Knowledge, turnover, productivity, loyalty, and helping in doing job were considered to have had the highest major or moderate effect. Demographic data were gathered from first-year new teachers (gender, age, ethnicity, district type, campus type, second career, certification, and primary teaching content). There were no differences among the demographic data as they relate to retention.

Although there were statistically significant correlations between the models and retention, retention scores were moderate at best. Based upon the results in correlations and backgrounds, participation in an induction program did not necessarily lead to first-year teacher retention.

CHAPTER V

Overview, Summary, and Purpose

Introduction

This chapter provides an introduction of the study, discussion on the factor analyses of the two models applied to the study (Comprehensive Induction Model & Zey's Mutual Benefits Model), conclusions related to the research, discussions related to findings, suggested implications, directions for future studies, and a chapter summary.

Significant thought must be given to what is being done by school districts and campus principals regarding the critical issue of teacher retention. Studies suggested attrition rates have reached an all-time high. Teachers leaving the classroom has been referred to as a revolving door (Ingersoll & May, 2011; Ingersoll & Perda, 2010). Research indicated there was an acute need in America's middle schools to retain teachers. Teachers who work with adolescents at the middle school level are often stressed and lack preparation, and specializations to meet the needs of students. According to Project Lead, 50% of all certified teachers permanently left the teaching profession before the end of their fifth year of teaching (Abdullah, 2011). Research showed that teachers who left the profession would have stayed, if they had engaging experiences in the profession and participated in a system wide network of support with highly effective teachers (Towne, 2009). Other literature showed that induction programs are designed to prevent the loss of teachers as human capital and progress teachers through the continuum of teacher development to become an expert in practice and to contribute to high quality teaching (Bartell, 2005; Ingersoll & Strong, 2011). Therefore, there was a need to examine the development of teacher induction skills and their relationship to retention of middle school teachers.

It was the purpose of the study to examine the relationship of induction to teacher retention at the middle school level. The impact of induction on first-year teacher retention has gone without resolve for over 30 years. The New Teacher Project (2012) suggested teacher turnover as one of the most discussed topics in education, but the least understood phenomenon dealing with teacher retention. States, districts, and individual campuses continue to struggle with finding a way to retain teachers and keep them in the classrooms after the first year of teaching. It is imperative that policy makers, educational stakeholders, and district leadership understand the importance of induction and the factors contributing to why teachers stay and why teachers leave the field of teaching within the first five years.

The study was conducted to examine the relationship of induction programs on Texas teacher retention, specifically in the middle school level. The study was conducted utilizing the Teacher Induction Quality Survey (TIQ) developed by the researcher. The study was based on two guiding theories. The Comprehensive Induction Model was based on the concept that induction is comprehensive, coherent, and sustained (AEE, 2004). The second theory, Zey's (1991) MBM, was drawn from the Social Exchange Theory and was established on the premise that participating parties enter into and continue to be part of a relationship to meet their individual needs, as long as the participants continue to benefit (Ingersoll & Strong, 2011). Both theories performed well according to factor analyses with the participants.

Factor Analysis

Factor analysis was important to the study for two reasons. First, the TIQ was self-developed based on the CIM and MBM. There was no previous research known at the time of this study that has developed an instrument based on the models. Thus, it was imperative to understand how components of the models, as well as the models themselves, performed.

Results of the CIM showed that the standards-based assessment component of the CIM was the most important factor. As it applies to new teachers, this component refers to evaluations of whether the novice is becoming a professional, as well as concern about assessment for teacher quality. The indication is that the importance of an induction program should focus on helping new teachers understand how they will be assessed in order to become professionals. This, in turn, will help induction programs focus on critical issues for training, and it will help teachers focus on developing specific skills based on what will be assessed. Overall, the model also performed well according to planning (helping teachers connect material to student learning) and mentoring (relationship with a veteran teacher to help with support and protection), and to a lesser extent with professional development (intensive effort to improve teaching), and networking (forming connections with peers and others in the profession and community). Factor analysis indicated first-year teachers are concerned about short-term success strategies for scoring well on assessments, plans for connecting teaching to learning, and ways to be protected in a new field, possibly because of their uncertainty of the participating in a new work culture.

Second, the MBM showed the strongest factor loadings for development, productivity, and promotion. Development in the model refers to a teacher's connection to the organization more than the mentor/mentee relationship. It refers to the development of skills to help a novice become a professional. It does not refer so much to teaching skills as it does to overall skills needed to succeed in the profession. Productivity also is a function of a teacher's relationship with the organization more than the mentor/mentee relationship. It refers to teachers working in teams to meet the objectives of the organization for increased productivity. Promotion concerns the mentor/mentee relationship. It refers to opportunities to move to higher positions based on teaching experience. However, when the components were rotated, they tended to cluster

differently than the original model. The mentor/mentee relationship involves knowledge, loyalty, prestige, development, turnover, and perks; the relationship to the organization includes support, helping, information, and productivity. It also includes protection, promotion, and succession. Even though the model performed well for this study, it would be redesigned for future studies. Figure 2 shows the original MBM, and Figure 3 shows how it would look as redesigned in comparison to how it was originally developed. However, what is not known in the redesigned model is which components directionally relate to the organization and which ones directionally relate to the mentor/mentee relationship. Future studies could examine this relationship.

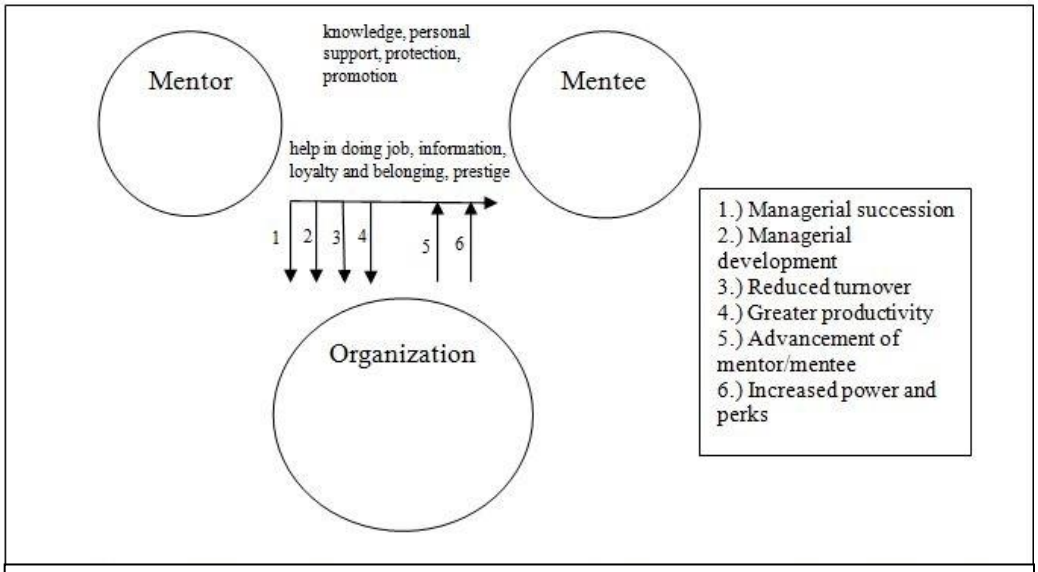

Figure 2. Original Mutual Benefits Model (Zey, 1991)

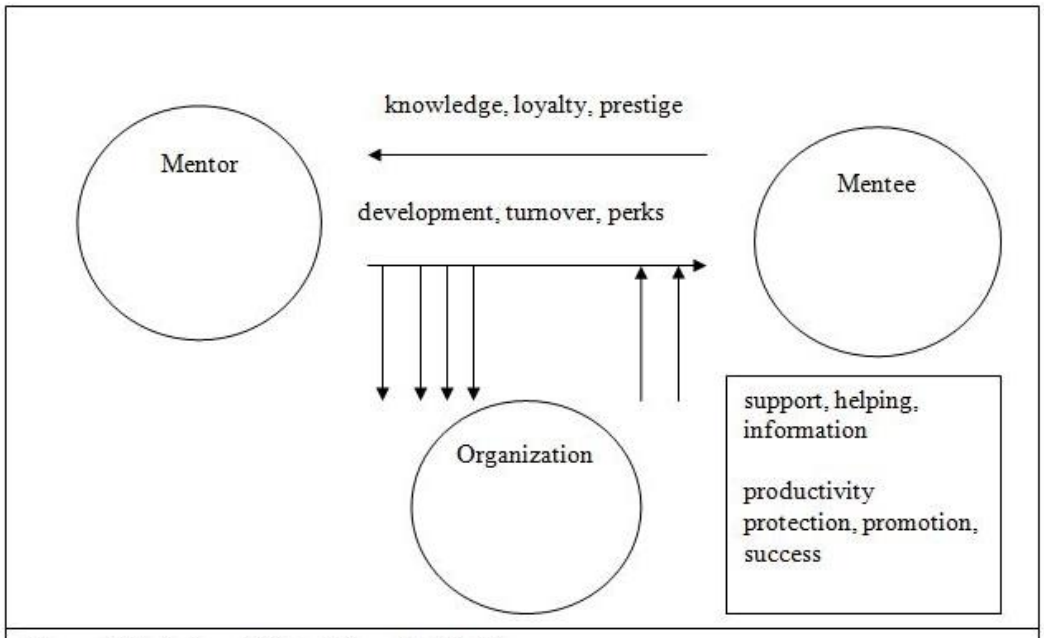

Figure 3. Redesigned Mutual Benefits Model

In short, both models demonstrated relevance for understanding induction as it pertains to new teachers. The question becomes, though, how does induction relate to retention? The following information addresses that question.

Conclusions

Based on the descriptive results, it is concluded that regardless of demographics, first-year middle school teachers planned to remain in the field after their first year of teaching. However, the results revealed the induction process is not a strong contributor to retention, which suggests, for the most part, new faculty plan on remaining as teachers, but not because of the impact of induction programs. Furthermore, factor analysis results explained the value of the CIM with its five components and the MBM using the 13 factors measured in the TIQ so that retention could be further understood.

Research Question One

What is the correlation between the five components of the CIM and the likelihood of retention of first-year middle school teachers?

One-tailed correlations were used because the construct suggests directional relationships, although not causation. Additionally, it should be noted that retention did not have a strong mean score. In other words, although the models performed well with regard to what new teachers prefer in an induction program, the results indicated teachers are uncertain about whether they would be likely to return to the classroom or not. There were six statements on the TIQ to measure retention. The mean score ranged from 2.99 to 3.08, on a 6-point total score for retention, depending on the correlation. This indicated a mid-level perspective about returning. Although 60% of respondents planned on returning, only 18% indicated that the induction program influenced them to return. There were 22% of the respondents who did not respond to the question.

Only about half of the teachers enjoyed the program, at 49%, and 42% did not think it was well organized. There were 22% of the respondents who did not respond to the question. Teachers did not feel the program was engaging, at 46%. There were 22% of the respondents who did not respond to the question. Teachers were split in their views of whether the program met expectations or not at 40%. There were 22% of the respondents who did not respond to the question.

Thus, even though there were statistically significant relationships, it cannot be concluded that the induction program as a whole was effective for retention. The results indicated that certain components of induction appealed to the perspective of retention better than others. Mentoring, planning, professional development, networking, and assessment were all statistically significant with retention. However, the correlations were not strong. This

supports previous work that the induction process continues to have deficits that ignore a focus on teacher quality (AEE, 2004). Since the purpose of an induction program is to improve teacher retention (Ingersoll & Strong, 2011), it is likely they will continue to miss the mark given their current structure. The results of this study indicated that induction programs need to be better organized, more engaging, and have clearer expectations. In addition to this, a sense of connection to other teachers in the profession is important, as indicated by statistical significance in retention and mentoring, planning, professional development, networking, and assessment.

Gilpin (2011) indicated that the major factors to retention were career opportunities, instructional support, work conditions, salaries, and culture. This may be true. However, new teachers have had very little exposure to these factors because they are, in fact, new teachers. Thus, over the long term those factors may be the most important, but for the short term, induction programs need to look at other issues.

With regard to the short term, data were examined in light of two aspects of this study: (a) factor analysis of the CIM model; and (b) the correlations. The factor analysis showed *what* was important to new teachers. They were more favorable toward standards-based assessment focusing on how to become a professional in the field with regard to teacher quality than any other factors. The Editorial Projects in Education (2011) suggested that in order to improve teacher quality, there needs to be high performing systems of proactive recruitment implemented. Strategies included providing salary incentives, recruiting top teachers from their graduating class, and offering alternative teacher certification options (EPE, 2011). However, these strategies still do not address the issue of retention once they become teachers. It cannot be assumed that incentives and recruiting will transfer into retention. According to the results of this study, induction should focus on how to transition these new teachers from being students

themselves as they graduate from pre-service or alternative programs to becoming full-time teachers.

Second, the correlations show *where* relationships between induction and retention are important: mentoring; planning; professional development; networking; and assessment. One-tailed correlations were used because the construct suggests directional relationships, although no causation. Additionally, it should be noted that retention did not have a strong mean score. Respondents indicated that participating in a comprehensive induction model had some effects on their role as a teacher.

New teachers considered mentoring to be a major effect, at 26%, and 16% considered it to be a moderate effect. Teachers also felt mentoring had no effect, at 8%. There were 16% of the respondents who did not respond to the question. Teachers indicated planning to be a major effect at only 14%, and 33% indicated it to be a moderate effect. Teachers considered planning to have no effect, at 8%. There were 16% of the respondents who did not respond to the question. Professional development within a comprehensive induction model was considered to be a major effect by only 19% and a moderate effect by 32%. Teachers selected no effect at 4%, and 15% of the respondents did not respond to the question. Respondents felt networking had a major effect at only 8%, and 31% indicated a moderate effect. There were 16% of the respondents who did not respond to the question. Teachers considered assessment to be a major effect at 20% and a moderate effect at 29%. Teachers considered assessment to have no effect, at 6%. There were 17% of the respondents did not respond to the question.

The results indicated that certain components of a comprehensive induction model affect experiences better than others. The results showed research should be focused on the substance of teacher preparation programs and the links between teacher induction, mentoring, and

professional development (Carroll & Foster, 2010). The Center on Innovation and Improvement (2010) recommended ongoing professional development and the use of varied assessment methods. The research results indicated new teachers found these components effective when utilized in induction programs, however, findings also showed that delivery of the key components had no effect. Additionally, the CII (2010) study confirmed that professional development should be differentiated to meet the needs of teachers and go beyond the traditional means of presentation and delivery. The results of this study, consistent with previous research, showed a "package of supports" to meet the needs of teachers and improve retention are still varied (AEE, 2004, p. 11). According to the results, the offering of induction including mentoring, planning, professional development, networking, and assessment made strides, but remained ineffective.

Research Question Two

What is the correlation between the 14 factors of the MBM and the likelihood of retention in the current/same teaching position?

One-tailed correlations were used because the construct suggests directional relationships, although not causation. Additionally, it should be noted that retention did not have a strong mean score. In other words, although the models performed well with regard to what new teachers described in an interrelationship and the effects on their experiences in a comprehensive induction model, the results indicate varied experiences. There were thirteen statements on the TIQ to measure retention. Due to an oversight in converting the survey to the online environment, the fourteenth aspect of the model was not included: advancement of mentor/mentee. Additionally, the mean score for retention ranged from 2.99 to 3.08 on a 6-point total score for retention depending on correlation.

Respondents indicated that participating in a comprehensive induction model was related to the teacher and the mentor, and the teacher and the organization. However, the relationships were low to moderate. Not only were the relationships low, new teachers rated the effect of induction programs as low to moderate. The percentages from descriptive results indicated how low the perceptions of effectiveness are. New teachers considered knowledge to be a major effect, at only 20%, and a moderate effect, at 43%. There were no respondents who selected no effect. There were 22% of the respondents who did not respond to the question. Teachers indicated personal support to be a major effect, at only 16%, and a moderate effect at 29%. Teachers selected no effect at 4%. There were 23% of the respondents who did not respond to the question. Teachers considered protection to be a major effect at only 14% and a moderate effect at 17%. Teachers also felt protection had no effect at 10%. There were 22% of the respondents who did not respond to the question. Teachers indicated promotion to be major effect at only 10% and a moderate effect at 18%. Teachers selected no effect at 6%. There were 22% of the respondents who did not respond to the question. Teachers considered helping in doing the job a major effect at only 18% and a moderate effect at 32%. Teachers selected no effect at 5%. There were 22% of the respondents who did not respond to the question. Teachers indicated information to be a major effect at only 13% and a moderate effect at 31%. Teachers selected no effect at 2%, and 20% of the respondents did not respond to the question. Teachers considered loyalty and belonging to be a major effect at 25% and a moderate effect at 26%. Teachers selected no effect at 8%, and 22% of the respondents did not respond to the question. Additionally, teachers felt prestige had a major effect at only 9% and a moderate effect at 30%. Teachers indicated prestige had no effect at 8%, and 22% of the respondents did not respond to the question. Teachers considered managerial succession a major effect at only 10% and a

moderate effect at 24%. Teachers selected no effect at 5%. There were 22%, of the respondents, who did not respond to the question. Teachers felt managerial development had a major effect at only 10%, and a moderate effect at 24%. Teachers selected no effect at 5%, and there were 22%, of the respondents, who did not respond to the question. Teachers selected reduced turnover a major effect at 20%, and a moderate effect at 33%. Teachers indicated no effect, at 9%. There were 23%, of the respondents, who did not respond to the question. The teachers considered increased productivity to have had a major effect at only 18% and a moderate effect at 34%. Teachers selected no effect at 7%, and there were 23%, of the respondents, who did not respond to the question. Teachers indicated power and perks had a major effect at only 7% and a moderate effect at 37%. Teachers selected no effect at 8%, and 22% of the respondents did not respond to the question.

The results indicated certain factors of the MBM and teacher participation in an induction program affected interrelationships and experiences better than other indicators. The results of the study revealed that knowledge was important in the process. Knowledge needed to be an expert teacher and can be based on interpersonal relationships and working conditions which influence retention (Borman & Dowling, 2008; Butt et al., 2005; Maele & Houtte, 2012a). The results showed new teachers found the factors marginally effective when used in induction programs, however, findings also showed that delivery of key factors were rated as neutral, missing, or had no effect. In a study conducted by Schneider (2012), mentorship along with induction-related items reduced the chances of new teachers leaving the profession. According to the results based on Schneider's (2012) work, interrelationships developed while participating in a comprehensive induction model between mentor and mentee and the organization yielded effective results in knowledge; turnover; productivity; loyalty and belonging; and helping in

doing job. While gains have been made in these areas, factors such as: personal support; power and perks; information; prestige; managerial succession; managerial development; protection; and promotion remain ineffective.

Research Question Three

What are the differences among demographics (gender, age, ethnicity, district type, socio economic status, second career choice, certification, content area) and the likelihood of retention in the current/same teaching position?

T-tests were used to examine whether there was a statistical difference between males and females in regards to retention after participating in an induction program. The results indicated there was no statistical difference between males and females and their decision about whether they would be likely to return to the classroom or not. The mean for males was 3.09 and females 3.00. There were 24% of the respondents who were male and 72% who were female. There were 4% of the participants who did not respond the question.

A *t*-test was used to determine whether there were statistical differences between gender categories in regards to retention after participating in an induction program. Thus, gender did not matter as to whether the induction program related to retention or not. It indicated that if a first-year teacher decides to remain or leave, it was not gender based.

An ANOVA was used to examine whether there were statistical differences among age categories in regards to retention after participating in an induction program. The results indicated there was not a statistical difference between age categories and new teachers' decision about whether they would likely return to the classroom or not. The mean score for retention ranged from 2.98 to 3.18 on a 6-point scale within the age categories: 21-30; 31-41; and 42-57. There were 95% of the respondents who responded to the question and 5% who did not respond.

This indicated that regardless of age, new teachers view the professional similarly. The implication is that retention programs do not have to differentiate their approach to training according to age.

An ANOVA was used to determine whether there were statistical differences among ethnicity categories in regards to retention after participating in an induction program. The results indicated there was not statistical difference between ethnicity categories and new teachers' decision about whether they would likely return to the classroom or not. The mean of retention ranged from 2.29 to 3.33 with categories: White; Hispanic; Black; and two or more races. There were 96% of the respondents who responded to the question and 4% who did not respond. Therefore, ethnicity was not a determinant in whether new teachers left the classroom or decided to stay. Similar to age, the implication is that retention programs do not have to differentiate their approach according to ethnicity.

An ANOVA was used to determine whether there were statistical differences among district type in regards to retention after participating in an induction program. The results for the ANOVA violated homogeneity of variance when using district type: major urban; major suburban; and rural. Therefore, the data were recoded and analyzed according to two categories: urban and major suburban. Rural was recoded as major suburban and a *t*-test was run to examine whether there was a statistical difference between major urban and major suburban districts in regards to retention after participating in an induction program. The *t*-tests results indicated there was no statistical difference between district type and new teachers' decision about whether they would likely return to the classroom or not. The mean for major urban was 3.17 and major suburban 2.94. There were 35% of the respondents who responded major urban and 61% who responded major suburban. There were 4% of the respondents who did not respond to the

question. This indicated that district type did not play a role in whether a first-year teacher decides to remain or leave the classroom. Again, demographic background was not statistically significant when related to retention.

T-tests were used to examine whether there was a statistical difference between socio-economic status including Title I and Non-Title I schools in regards to retention after participating in an induction program. The results indicated there was no statistical difference between Title I and Non-Title I status and first-year teachers' decision about whether they would likely return to the classroom or not. The mean score for retention for Title I was 3.03 and Non-Title I 3.00. There were 75% of the respondents who selected Title I and 21% who selected Non-Title I. There were 4% of the respondents who did not respond to the question. This indicated that regardless of socio-economic status, new teachers have concerns that are similar which, relate to the issue of retention.

T-tests were used to examine whether there was a statistical difference between second career and non-second career in regards to retention after participating in an induction program. The results indicated there was no statistical difference between second-career and non-second career first-teachers and their decision about whether they would be likely to return to the classroom or not. The mean score for retention for yes was 3.12 and the mean for retention for no was 2.98. There were 27%, of the respondents, who selected yes as a second career and 69%, of the respondents, who selected no. There were 4% of the respondents, who did not respond to the question. Thus, second career choice did not matter whether the induction program related to retention or not. It indicated that if a first-year teacher decides to remain or leave, it is not based on teaching as a second career.

T-tests were used to examine whether there was a statistical difference between traditional and alternative certification types in regards to retention after participating in an induction program. The results indicated there was no statistical difference between new teachers who held traditional or alternative certifications and their decision about whether they would be likely to return to the classroom or not. The mean for retention for alternative was 3.12 and traditional 2.98. There were 32% of the respondents who held an alternative certification and 64% who held a traditional certification. There were 4% of the respondents, who did not respond to the question. This indicated that regardless of certification type, new teachers continue to have commonalities that relate to the issue of retention.

An ANOVA was used to examine whether there was a statistical differences between first-year teachers' primary teaching content areas in regards to retention after participating in an induction program. The results indicated there was no statistical difference between first-year teachers who taught varied content areas and their decision about whether they would be likely to return to the classroom or not. The mean scores for retention ranged from 2.40 to 3.50 with content areas represented as: Science; English; Math; Social Studies; and other. There were 95%, of the respondents, who responded to the question. There were 5% of the respondents, who did not respond to the question. Thus, primary teaching content areas did not matter whether the induction program related to retention or not. This indicated that if a first-year teacher decides to remain or leave, it was not based on the content area they teach.

Results began to show trends in several areas. For the most part, induction programs remain largely ineffective when correlated to retention. The relationship to retention is weak. Much of this is due to the mismatch between the content being taught in induction programs and the actual skills first-year teachers need in the classroom. Another area revealed by the results

showed a lack of teacher characteristics and retention. This indicated that first-year teachers have a bond or connection to the teaching profession beyond their background or geographic area. These are discussed in more detail below.

Discussion

Alliance for Excellent Education (2011) indicated the case for comprehensive induction was noted to have high levels of achievement in teacher job satisfaction, teaching practices, student achievement, and retention. The Alliance for Excellent Education's design of a high quality comprehensive induction program that retains and develops new teachers involves five components: (a) structured mentoring; (b) common planning time; (c) intensive professional development; (d) participation in a network of other teachers; and (e) standards-based assessment and evaluation (AEE, 2004). The support for this perspective was found in the results of the research with the CIM. There were weak to moderate relationships between retention and aspects of the model: retention and mentoring, $r = .47$, $p < .001$; retention and professional development, $r = .48$, $p <.001$; retention and network, $r = .40$, $p < .001$; retention and assessment, $r = .28$, $p < .01$. However, it must be kept in mind that the retention mean score was low, indicating that although teachers were planning on returning to the profession, only 24% indicated that the induction program was the reason for returning even though 60% planned on returning. First-year teachers indicated varied reasons for returning to school for their second year that were not related to induction. Participants were provided an opportunity to give qualitative responses to their experience in an induction program. There was an area in the instrument for comments and those helped bring additional understanding. Comments are included in Appendix J. Responses to the TIQ regarding staying in the same middle school setting included: paying off student loans; lacking job availability in other areas; creating

opportunities to unlock and explore the potential of this age group of students; and desiring to feel at ease to relate with students and colleagues.

First-year teachers wanted the experiences that are provided through an induction process, but it may be that induction programs do not meet all the needs that teachers may have. If it is accepted that induction programs through the years have been ineffective, it may not be related to the first-year teacher, but to the conditions found of the who, how, what, and where of induction and retention.

The demographics of first-year middle school teachers in South Texas School Districts were not found to be related to the decision to remain in the teaching profession. The demographics of gender, age, ethnicity, district type, socioeconomic status, second career, certification type, and primary teaching content area were not statistically significant with retention. This indicated first-year teachers are drawn together by the profession more than their background characteristics. Induction programs can focus on specific needs that new teachers have to be successful without regard to specific demographic characteristics.

Being taught by a high-quality teacher has high consequences on student achievement and academic performance. According to Rand Education (2012), effective teachers can be identified by their on-the-job performance and what the teachers do in the classroom verses attributes and demographics. The research also shared future implications on policies forthcoming that will require evaluating teacher's job performance based on evidence of student learning. Policy initiatives, such as No Child Left Behind, Race to the Top, and Common Core State Standards influence teachers' contributions to student learning. "Policy discussions focus on teachers, because it is arguably easier for public policy to improve teaching than to change students' personal characteristics or family circumstances" (Rand, 2012, p. 1). Multiple methods

for measuring teacher's effectiveness such as, student achievement, Value-Added Modeling (VAM) 101, and Student Growth Percentile (SGP) 101 are becoming models for measuring teacher performance, content, and quality of the teachers' instruction (Rand, 2012; Downey, 2014). How they are included in teacher induction programs is not known and should be examined.

Eduviews (2008) reiterated the belief that evaluating teachers to establish they are highly effective is a more important measure than years of experience, course work taken, and any other factors. Research completed by Rand Education (2012) suggested, among school-related factors, effective teachers mattered most. The results provided by the TIQ provided support that first-year teachers would benefit from comprehensive induction regardless of age, stage of life, gender, or experience to become more effective teachers.

The results of this study suggested first-year teachers were interested in induction programs that would meet their needs, but had other concerns when they are related to retention. First-year teachers responded that they felt competent, but needed a program to help them become successful and one that would provide support. New teachers, who also responded in the qualitative portion of the survey, indicated that middle school was where the biggest impact on students could take place. According to Towne (2009), students who dropped out of secondary schools may have stayed in school, if they were to have had engaging experiences and a system wide network of highly effective teachers. In other words, all new teachers ought to receive the benefits of induction training, but the training needs to be more relevant to the actual work that first-year teachers face than the perceptions of what others think is important.

The work of a first-year teacher is different of that from a tenured teacher. Providing a new teacher with what he or she needs for success requires specific work on behalf of each

teacher, colleague, and administrator. In a briefing by the NCTAF (2007), it was noted that new teachers were oriented to working as a team, multi-tasking, communicating and collaborating, being idealistic, and using technology to reach students. This approach often creates generation gaps with colleagues and may lead to dissatisfaction and higher teacher turnover. When induction programs are designed, these characteristics should be considered to ensure connections are made. First-year teachers undergo a learning curve along with their students, which veteran teachers do not undergo.

Goodwin (2012) also identified first-year teachers as having a number of problems. They have commonalities of struggling with classroom management, being burdened by so many resources and very little support in learning how to use them, and sinking in unsupportive environments. In addition, new teachers revealed their pre-service programs failed to adequately prepare them for the real-world classroom and handling disruptive students. Another concern raised was the lack of guidance in using resources and preparing lesson plans. The study suggested novice teachers struggle with the use of time, developing ideas, and finding approaches that work. Lastly, Goodwin explored the difficulties of interactions with veteran colleagues and administrators. He reported the sink or swim nature offered by the culture of campuses added to the attrition rates of new teachers. Although the sink or swim construct was not measured, participants indicated induction programs were not particularly important for them to return to the job.

In light of knowing what is different for first-year teachers and examining the analyses in the current research and the results from the TIQ survey, changes must be made in the induction process. First-year teachers bring new ideas and excitement into classrooms and school buildings. Often, first-year teachers are placed in settings that do not match their visions as they

enter the profession (Eduviews, 2008). New teachers need assistance and guidance as they enter the classroom and transform from a novice to a professional. Investing time, talents, and resources into comprehensive induction programs of first-year teachers will meet their needs, cut attrition rates, and increase retention rates of our new teachers.

First-year teachers have also placed high value on their own professional growth and the need for relationships with campus leadership. First-year teachers responded with 51% moderate effect or major effect on the survey in regards to professional development. The survey also allowed respondents to provide comments about their experience. Teachers indicated they wanted opportunities for learning and spending time with colleagues to gain knowledge and find ways to improve their teaching. Other comments mentioned meeting with district coaches and mentors to receive guidance, share ideas, and write lesson plans proven to benefit their learning. Additionally, first-year teachers conveyed that some of the professional development offered was too rushed. Most importantly, first-year teachers responded they wanted more professional development.

In a study by Waddell (2010), implications were brought forth on the nurturing of teachers and making them feel valued, therefore increasing loyalty, commitment, and retention. The study related to the development of personal and professional relationships within the school to increase a teacher's sense of belonging. Teachers who participated in the study by Waddell (2010) stated that their relationships with administration and colleagues influenced their decision to remain in teaching. If teachers are to be retained in the classroom, programs must value and respect new teachers individually and their role on campus.

The results of the study showed that the standards-based assessment and evaluation component of the CIM were the most important factors to first-year teachers. In the state of

Texas where assessing students is at the forefront, new teachers are also striving to improve their instruction to meet federal, state, and local expectations. First-year teachers undergo walkthroughs by administrators in their classrooms to receive feedback on their development. Teachers are also asked to participate in the PDAS and have feedback conferences with their campus administrators to understand how they are progressing and how they are actually being assessed in their job performance. New teachers need to know how standards-based assessment and evaluation affect their work. Induction programs are a good place to provide this information.

The results of the study suggested first-year teachers wanted to receive feedback on performance from leaders. Teachers remarked that leadership was either central to their success or not. Schneider (2012) offered school leadership as a factor in retention and recommended teachers are looking for support from administrators in creating and providing collaboration, direction, communication, vision, and a positive school climate. The results showed mentoring as an important area in which training for first-year teachers should occur and how teachers would like to receive feedback about their teaching quality.

It appears that there is a mismatch and poor alignment in a number of areas between what is conveyed in induction programs and what teachers want. The mismatch and poor alignment has continued to rise in the area of what is important to new teachers. As mentioned previously, standards-based assessment was important to new teachers. The research showed induction systems continue to have gaps pertaining to advancing first-year teachers from being students themselves to retaining them as teachers in the classrooms. Results of the study indicated more time should be focused on what is important to first-year teachers and finding ways to make teachers better at the specific crafts. Looking at the factor analysis, assessment was the most

important factor for first-year teachers in an induction program, explaining approximately 45% of the variance. Assessment is the culmination of the process to determine whether a novice has become a professional in the field of teaching. Standards-based assessments should be tied directly to teacher-quality standards (AEE, 2004). The results showed first-year teachers want an induction program that shows them how to become a professional. This is consistent with results of the MBM. Professional development, promotion, and increased productivity account for approximately 61% of the variance in which mentors, mentees, and organizations interact.

The results of the study suggested that professional development ranked the highest, with only half of the teachers receiving opportunities to improve teaching and learning. The issue remains whether the effectiveness of the services of induction programs offered to first-year teachers are effective or not. The Center on Innovation and Improvement (2010) suggested professional development should be: differentiated to meet the individual needs of teachers; results-driven; job-embedded; focused on developing communities; and go beyond the traditional means of presentation and delivery.

Implications

This study was conducted to examine the relationship of the factors of the CIM and the MBM to the likelihood of retention of first-year middle school teachers. While there has been a fair amount of research citing how induction processes prepare new teachers for the journey into a successful teaching career (Ingersoll, 2012; Ingersoll & Strong, 2011; New Teacher Center, 2012; Wong, 2003), there have not been studies which have utilized the theoretical framework or the impact of induction on the retention of first-year middle school teachers. Results of the study revealed induction programs may not need to consider teacher background, as there were no statistical differences. The implication is that a focus of these induction programs should be on

the specific needs of first-year teachers regardless of background. First-year teachers are in agreement with the need and importance of purposeful, meaningful, and systemic induction. School districts and campus principals can use this data to establish induction programs immediately upon recruiting, hiring, and placing first-year teachers in the classrooms. Beginning the transition of going from a novice to a professional teacher should begin immediately upon hire.

Based on the results of the study and literature, there are several implications for redesigning induction programs. First, since demographics were not statistically significant, induction programs do not need to be concerned with differentiating between ages, regions, academic disciplines, or other demographics. The common element among these teachers is they are first-year teachers, regardless of background. As first-year teachers, the induction program should focus on teacher effectiveness. As students in the classroom continue to change, teachers must be provided opportunities to find new ways to teach 21st century students and support their needs. Students' needs may be social, emotional, technological, or curriculum-based. Having these skills and feeling confident will also allow teachers the infrastructure to communicate effectively with students, parents, colleagues, and administrators about the progress that is being made. Filling a teacher's toolbox with the resources needed to succeed and have a long career will not only create a quality teacher, but an effective teacher.

Second, teachers indicated they would return to teaching, but not necessarily because of the influence of induction programs. If current induction programs do not change, then campus leaders need to. Having a leader who supported ideas and allowed for a teacher's vision to be set in the classroom is found in the literature as important for teacher retention. It is important for new teachers to identify a leader figure, whether it is a principal or more importantly a mentor.

Feeling at ease among students and colleagues and making connections with other teachers played a role in teachers' retention, according to the qualitative information gathered.

Third, teachers also shared that during their experience they felt valued by the students, enjoyed teaching, and knew that they could make a difference in their students' lives. New teachers commented that middle school students were in need of a lot of support. Teachers need to know they have support. Induction programs can provide support information for how to find support once they leave an induction program. Teachers also commented that they were willing to work to close gaps in learning at this age in order for them to be successful. Given that Texas has an initiative to close the achievement gaps, strategies can be included in induction programs to teach teachers how to close gaps in learning.

Fourth, teachers also revealed reasons for staying, such as paying off student loans and low job availability in the cities in which they taught. Induction programs should not only focus on how teachers become experts, but also how to balance their personal lives with their professional ones. Building in support systems to enhance a teacher's sense of pride in self and the job can reduce turnover and positively impact the overall climate of a school. Induction programs should also integrate support programs that go outside of the realm of the classroom. Designing programs focusing on time and money management, as well as how to balance their personal lives with the demands of being a new teacher, may be of some assistance. With all of the pressures and expectations of being a first-year teacher, teachers may become overwhelmed and suffer in the classroom. When teachers suffer, students suffer, consequently impacting student and teacher success. This leads to teacher turnover and impacts retention rates.

Fifth, induction programs need to have a central focus that is tied to state initiatives. The results of the study showed teachers are concerned with their development. Development is one

of the most important aspects of teaching based on state initiatives. Induction programs should be redesigned to focus on a central theme, such as development, which was one of the strongest factors loadings. Development refers to how teachers connect with the organization. Since these are new teachers, the environment can feel foreign to them. It should be the responsibility of induction programs to help new teachers settle into the new environment and not overwhelm them with additional responsibilities. All other activities should be an extension of development. Figure 4 provides an example of what a redesigned induction program could look like:

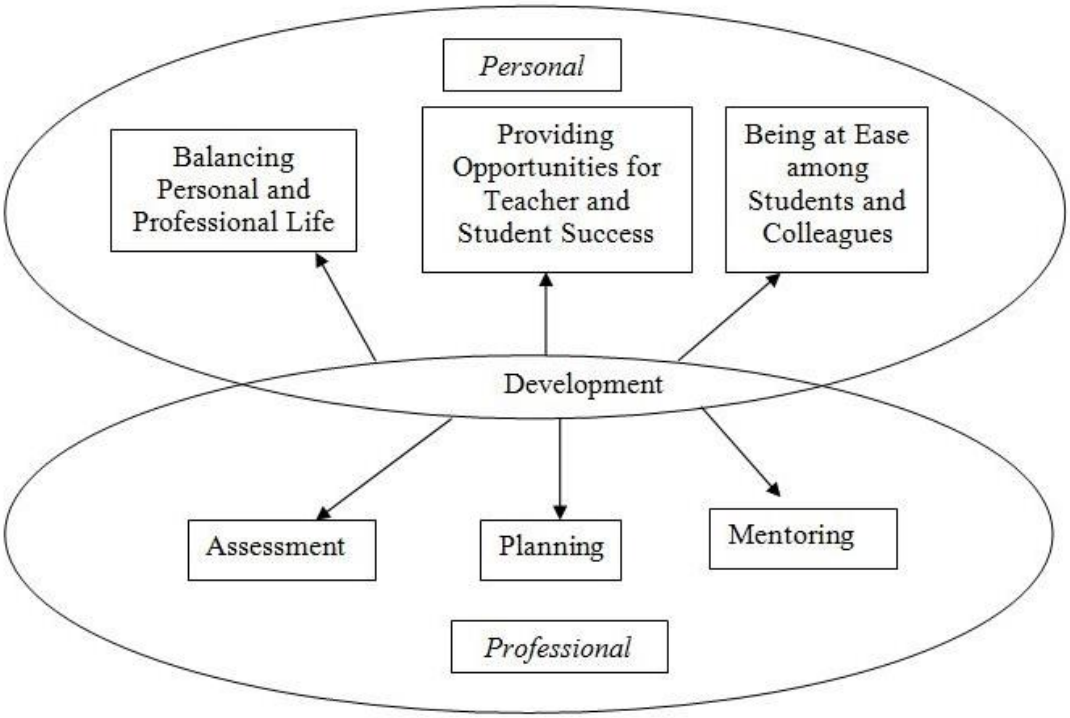

Figure 4. Redesigned Induction Model

Finally, and probably of most concern, is teachers indicated the induction program was not a major influence for teachers to be retained. If teachers are to be retained, induction programs need to show new teachers how to transition into the profession. It appears induction

programs give new teachers more responsibilities, but limited support. What new teachers need are processes and procedures to manage their responsibilities, along with tips, ideas, and solutions in order to have as seamless transition into the profession as possible.

As Figure 4 illustrates, development becomes the foundation for induction programs. Development is referred to as how teachers connect with the organization. It has two major components to it: (a) personal life; and (b) professional life. First, personal life has three aspects: (a) balance; (b) opportunities; and (c) being at ease. With development (connection with the organization) as a foundation, induction programs need to show new teachers that work life is not to consume their personal life.

Balance in one's personal life and professional life relates to development. This balance can be achieved in a number of ways, such as providing time management strategies, supporting financial planning services, and developing a rapport with leadership to guide and counsel new teachers through their first-year journey. Often, first-year teachers enter their new careers without a solid foundation in the areas of time management, planning, budget and finance, and expectations for their first year. Seeking out opportunities to provide new teachers with personal support is beneficial to the teacher and the organization. If new teachers are unable to balance their personal lives, it could have an impact on their professional lives.

Additionally, induction programs should show how development relates to new teachers providing opportunities for student success as well as their own success. Providing first-year teachers with opportunities to experience success is important to their development as a person and as a professional. First-year teachers must be placed in an environment where they can be successful. New teachers need to be shown how to connect with each generation of middle school students. Students bring different sets of expectations, which can include peer

relationships, technology, views on authority figures, and views of their peers. In addition to this, they are going through growth issues that involve significant changes in body appearance, emotions, and values as they mature. Induction programs need to address these issues with new teachers. It will help the teachers identify with students better.

Being at ease among students and colleagues means establishing a positive and nurturing school culture and climate, therefore, impacting their development. Moreover, since development should include showing new teachers how to be at ease with students and colleagues, there should be less anxiety about the role of being a new teacher. By having teachers receive support and development on how to become effective and efficient teachers, it eases the stress on their personal life, and in-turn they feel successful. Students become empowered to take control of their own learning and set goals for achievement. Induction programs can help teachers be at ease their first-year by understanding the perceptions and views of being a new teacher, providing opportunities to meet as a new teacher cohort to problem solve first-year issues, and providing work conditions, which allow new teachers to thrive and experience multiple successes during the school year.

Second, professional life also has three aspects: (a) assessment; (b) planning; and (c) mentoring. Induction programs need to invest in new teachers so that they are not only highly qualified, but also effective in their professional life. This can be done a number of ways: providing professional and personal support for a minimum of three years; closing the gap of expectations between new teachers and veteran teachers; and providing the necessary resources and experiences for new teachers to learn how and what to teach. Providing support likely would be most effective when a mentor is provided. New teachers need someone who is experienced, who can give insights into what works in the classroom, in the school, and in the

district. This does not leave a new teacher alone to figure out on his or her own how to solve the problems he or she will face. Being in a mentoring relationship can have mutually beneficial outcomes to close gaps to help new teachers become veteran teachers. Veteran teachers can assist new teachers to become irreplaceables (TNTP, 2012). Veteran teachers can benefit from the energy, excitement, and new concepts that first-year teachers bring to the environment. In addition, often, veteran teachers have accumulated a vast array of resources to help them teach, interact as team members, and approach academic and administrative issues with experienced resolve. New teachers can benefit from this knowledge.

Additionally, induction programs should show how development relates to new teachers being assessed for performance. By having new teachers participate in assessment activities, it adds to their professional development and classroom expertise. Teachers and administrators are able to identify strengths and weaknesses to enhance classroom performance and effectiveness. New teachers are then able to determine their individual needs and seek professional development and assistance from administrators, content coaches, colleagues, and educational support agencies. Assessment activities, such as portfolio building, PDAS, classroom walkthroughs and visits, and administrative performance conferences can lead to success in a first-year teacher's professional development.

Furthermore, since a first-year teacher's professional development should also include planning, new teachers should be better prepared to meet the needs of their students and feel confident in providing the instructional content they teach. Providing content knowledge and resources to first-year teachers during induction and offering a common time to plan to network with other colleagues should strengthen their individual development. Planning provides the opportunity to find and view resources, design lessons, and spend time collaborating with

colleagues to increase knowledge in pedagogy. This time can also be used to observe master teachers and bring the knowledge gained from observations back to their classrooms to further lesson design. Planning should take place between team members, mentor teachers, content coaches, and campus leadership. Allowing for planning and designing is essential for a new teacher's development and growth in their professional life.

Providing opportunities for mentoring relates to a new teachers professional life by adding to their knowledge and developing a trusted relationship during the school day. Induction programs can provide formal mentoring to first-year teachers by: (a) identifying the instructional needs of the first-year teacher; (b) identifying and matching a veteran teacher with the expertise, experience, patience, and content knowledge to mentor; (c) creating time for the mentor/mentee to meet extensively; (d) providing training for the mentor/mentee; (e) setting goals, purpose, and expectations; and (f) evaluating the experience. Fostering positive relationships through a mentor experience impacts the organization and aids in building a positive professional life for a first-year teacher. By having new teachers participate in a formal mentoring process, they are able to seek out assistance in a non-threatening manner and meet professional goals that may fail to be met unless mentoring is provided. Placing these steps in induction programs will foster support and increase success in professional life of a new teacher.

Finally, and probably of most concern, teachers indicated the induction program was not a major influence for teachers to be retained. If teachers are to be retained, induction programs need to show new teachers how to transition into the profession. It appears induction programs give new teachers more responsibility, but limited support. What new teachers need are processes and procedures to manage their responsibilities, along with tips, ideas, and solutions, in order to have a seamless transition into the profession.

Future Research

The results of the study offer opportunities for future research on induction and teacher retention. The results indicated induction programs need to be better organized, more engaging, and have clearer expectations for participants. Furthermore, the sense of relationships and connection with others in the profession is important as it relates to mentoring, planning, professional development, networking, and assessment. The researcher recommends the following for further research.

First, an examination of the current structure of formal and informal induction processes can be studied. The structures of formal and informal induction should be compared to determine effectiveness and impact on the success of new teacher retention. The examination would involve the types of induction practices on campuses. Many times teachers develop relationships with colleagues in an informal manner and get advice, help with lesson planning; however, there is no formal accountability from anyone involved in the process. Informal induction processes are generally not monitored or supported by funding. Formal induction is generally approved by administrators and administrative support is provided. A systematic structure is typically provided and accountability is imposed upon the new teacher and generally a mentor teacher or coach. Funding is usually provided by the campus or a district source to provide the supports for a new teacher in formal induction.

Second, research should be conducted to compare the induction of first-year teachers and third-year teachers on probationary contract prior to becoming tenured. Third-year teachers are considered new teachers in most districts and campuses. Teachers are generally moved from probationary contract to continuing or term contract at the end of their third year. The transition from first-year teacher (novice) to a professional should undergo several changes from a

teacher's first year to their third year. Research shows that teachers continue to leave the profession before their fifth year in the profession (Abdullah, 2011; Moir, Barlin, Gless, & Miles, 2010). Future research can examine what changes actually take place and see if the impact of those changes influenced teachers to remain in the profession or leave it. Finding the appropriate supports for teachers while they are still considered new teachers would be beneficial to move the teacher and the campuses forward. The challenges teachers face vary through their tenure, so induction supports provided should also vary. Using teacher feedback throughout their tenure to determine whether their needs were met through the induction program would help put more effective strategies into place. This would allow opportunities for supports to continue throughout the summer and the beginning of the school year as a means to close the knowing/doing gap each year. The ability to establish a program that would scaffold and spiral the preparation of a first-year teacher through their third-year will lead to greater retention.

Third, research can be expanded to focus on transition techniques to retain teachers. A comparison study would look at districts with high retention rates and districts with low retention rates. The research would compare the techniques used. The study would need to take into consideration the types of experiences pre-service teachers receive as a part of their college training. Many new teachers begin the school year excited about entering their own classrooms. Often, their expectations and hopes for their first year are different once the students arrive and the challenges begin. As a pre-service student teacher, there is still an opportunity to receive support from the teacher of record who often remains in the classroom. Pre-service teachers are able to spend time observing students and making plans for their own classrooms. The first teaching experience is often quite different from the college experiences provided, and new teachers are left to learn as they are teaching. The late hours of planning, handling discipline,

communicating with parents, responding to state and campus expectations, and being involved in extra-curricular activities often take a toll on new teachers, both physically and mentally (Fry, 2007; Goodwin, 2012). Developing a system to focus on ways to transition new teachers from being students themselves to becoming fulltime teachers would encourage first-year teachers to remain in the field of teaching and work through the difficulties they encounter during their first years of teaching.

Fourth, an examination of the perception of new teachers and their concerns regarding retention once they become teachers is crucial to continue retention and improve instruction from the perspective of self-efficacy. Bandara (1994) defined self-efficacy as the beliefs and factors that influence performance levels and affect how people behave. Understanding why teachers stay in the field of teaching would play a major role on getting future teachers to remain. Determining what structures impacted retention at the district and campus level could provide data on what is or is not working. Often, district and campus leaders provide support on what administrators of induction programs think teachers need, such as book studies, guest speakers, and observations. Giving new teachers the chance to open-up and share their needs and suggestions provides new teachers a voice and also improves self-efficacy. Providing training, materials, resources, people, professional development, and other growth opportunities will help teachers adjust to the changing and challenging role of the classroom teacher.

Fifth, an examination of the retention rates of new teachers in varied induction programs is needed. States, districts, and campuses offer varied types of induction. In many districts, new teacher induction is a decision for the campus principal. The formats of induction come with a wide range in processes, procedures, and support. Research to identify which induction programs are successful would not only be beneficial for teachers, but also for students. This

would include a comparison between induction programs and student success. Future research could investigate whether there is a strong positive correlation between new teachers who feel the induction program had a positive effect on their development and the success of their students. The experiences in which teachers are successful should be shared with states, districts, and individual campuses. As teachers and schools are held to higher accountability standards, it is imperative that positive results are noted from the induction process of new teachers. Teaching teachers how to teach cannot end at the conclusion of their pre-service program. Often, new teachers are left to learn on their own after they graduate from a program. Induction can ensure ongoing development for new teachers and growth on a continual basis, but researchers, administrators, and induction program administrators need to know what works. If there are successful programs producing results in teacher retention, these programs should be duplicated and adapted to the specific needs of districts. From this examination, implications, such as administrator training, budget development, staffing changes, and types of professional development would need to be revisited to ensure the program could and would be implemented with fidelity. Examining the retention of teachers in varied induction programs would identify what is working in schools and how it is impacting the retention of our teachers.

Sixth, a longitudinal study should be conducted to track how long new teachers remain on the job after participation in an induction program. The relationship between their satisfaction with participation in an induction program can be compared to how long they remain in a teaching position and how satisfied they are with their role as teacher. This type of study can compare the same variables with those who did not participate in an induction program. This study can also include examining the factors related to the two new models: CIM and

MBM. How much the components of the models impact a teacher's motivation to remain as a teacher can be taken into consideration.

Finally, there should be an in depth study to explore specifically what factors should be present in an induction program to help retain new teachers. A qualitative approach would hold a series of focus group interviews among first-year teachers and ask them what they consider the most important reasons for wanting to teach and why they stayed. This should be a longitudinal study to track teachers for three years. Three years is important because most teachers are recommended to be moved from probationary contract to a continuing or term contract by the end of the third year. The Board of Trustees in each school district determines the policy of employment of teachers (Texas Classroom Teachers Association, 2014).

Summary

School administrators have varied opportunities to utilize the induction process for new teachers. When hiring and developing new teachers, it is vital to be able to provide them with the tools that they need to be successful and be able to retain them in the classroom. States and school districts must maximize the funding made available to create, implement, monitor, and evaluate the effectiveness of induction programs.

Certain components appealed to first-year teachers and had a low to moderate relationship to retention. The majority of the first-year teachers participating in the study selected to remain in the position for the following school year, but not necessarily because of their participation in induction. Many said that they felt that they could make a difference with students at the middle school age group and chose to stay, regardless of induction. Others said some colleagues served as resources, and that mentors were provided. Student adolescent behaviors and discipline were areas of concern as well as the time taken to address issues versus

teaching. Regardless of the first-year teachers' experiences, 60% of the teachers who completed the survey stated that they would stay. This is compared to the national average of 50% of all certified teachers who will leave the teaching profession prior to the end of their fifth year of teaching and up to one-third of new teacher who leave the profession within the first three years (Abdullah, 2011; Moir, Barlin, Gless, & Miles, 2010). But, the reasons they said they would stay tend not to be related to the profession.

The research also showed 40% of the first-year teachers would not return. Some teachers pointed out lack of preparation time and more support to complete daily tasks and expectations. Others felt administration did not provide support, were too busy, and rarely visited classrooms. Respondents also indicated that they did not have positive experiences transitioning and fitting in with colleagues.

According to national and state research, schools are continuing to lose new teachers at increasingly high rates (Hanushek, Kain, & Rivkin, 2004a; New Teacher Project, 2012) and their basic needs are not being met as first-year teachers. First-year teachers are in need of multiple induction components to make a difference in retention. Educational entities and local campus administrators must know and implement the components needed and the purpose behind induction, or similar to the previous 30 years, the teaching profession will continue to miss the mark with retaining new teachers for another 30 years.

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APPENDIX A

FOR COMPLIANCE OFFICE USE ONLY:
IRB#
Date Received:
☐ Revision

Application for Review of Research Involving Human Subjects
Institutional Review Board (IRB)

Texas A&M University-Corpus Christi

TEXAS A&M UNIVERSITY CORPUS CHRISTI
RESEARCH COMMERCIALIZATION OUTREACH

INSTRUCTIONS

IRB protocol application forms are ONLY accepted in electronic format. Please utilize digital signatures and email form with the IRB Protocol Application Form to irb@tamucc.edu.

1. Complete CITI Training
CITI training is required for all researchers and faculty advisors listed on the protocol.
Note: The Certificate of Completion will be automatically emailed to the Research Compliance Officer upon completion.

2. Complete Form
All sections of the form are required. The protocol review will not begin if any section is incomplete. The form must be complete and free of typographical/grammatical errors.

3. Submit Application & Completed Supplemental Documents
Review of application will not begin until all required documentation is received.

If you have any questions or need assistance completing this application, please contact Kassandra Brown at *(361)825-2892 or kassandra.brown@tamucc.edu* ***or Erin Sherman at*** *(361)825-2497 or erin.sherman@tamucc.edu.*

Check which of the following documents are submitted with the protocol application:

- ☒ Any other documents referenced in this application as applicable (survey instrument, interview questions, debriefing form, payment schedule, etc.)
- ☐ Grant/contract proposal as applicable
- ☐ Permission from site of study as applicable
- ☐ Recruitment Materials as applicable: Flyers, Letters, Phone Scripts, Email, Online Posting, etc.
- ☒ Consent Documentation as applicable: Informed Consent Form, Assent Form, *Translated Informed Consent Form, and *Translated Assent Form
  **See Translator/Interpreter Guidelines on the IRB forms page*
- ☐ Conflict of Interest Disclosure as applicable

INVESTIGATOR INFORMATION

A. Principal Investigator Information:

Name: Angela F. Portis-Woodson, Doctoral Student

Address: 4801 Goldeneye Drive
Corpus Christi, Texas 78413

Please include unit number if address is on campus.

Phone Number: 361-992-4993 home or 361-779-7461 cell

Page 1 of 12

Email Address: aportiswoodson@islander.tamucc.edu

Department: College of Education, Department of Educational Leadership

College: Texas A & M University Corpus Christi

○ Faculty ○ Staff Member ○ Undergraduate Student ◉ Graduate Student ○ Faculty Advisor ○ Other

Specify Other:

B. Co-Principal Investigator or Faculty Advisor Information:

Name: Randall Bowden, PhD.-Associate Professor of Educational Leadership

Address: College of Education, Texas A & M University Corpus Christi
Faculty Center 219
6300 Ocean Drive Unit 5818
Corpus Christi, Texas 78412

Please include unit number if address is on campus.

Phone Number: 361-825-6034

Email Address: Randall.Bowden@tamucc.edu

Department: Educational Leadership and Higher Education Administration

College: College of Education

○ Faculty ○ Staff Member ○ Undergraduate Student ○ Graduate Student ◉ Faculty Advisor ○ Other

Specify Other:

C. Co-Principal Investigator or Faculty Advisor Information:

Name:

Address:

Please include unit number if address is on campus.

Phone Number:

Email Address:

Department:

College:

○ Faculty ○ Staff Member ○ Undergraduate Student ○ Graduate Student ○ Faculty Advisor ○ Other

Specify Other:

D. Co-Principal Investigator or Faculty Advisor Information:

Name:

Address:

Please include unit number if address is on campus.

Phone Number:

Email Address:

Department:

College:

◯ Faculty ◯ Staff Member ◯ Undergraduate Student ◯ Graduate Student ◯ Faculty Advisor ◯ Other

Specify Other:

CONFLICT OF INTEREST CERTIFICATION

All Principal Investigators and Co-Investigators must certify the Conflict of Interest Statement below and comply with the conditions or restrictions imposed by the University to manage, reduce, or eliminate actual or potential conflicts of interest or forfeit IRB approval and possible funding. This disclosure must also be updated annually (for expedited and full board reviews)when the protocol is renewed.

Carefully read the following conflict of interest statements and check the appropriate box after considering whether you or any member of your immediate family* have any conflicts of interest.

****Immediate family is considered to be a close relative by birth or marriage including spouse, siblings, parents, children, in-laws and any other financial dependents.***

Financial conflicts of interest include:

- ***a) A financial interest in the research with value that cannot be readily determined;***
- ***b) A financial interest in the research with value that exceeds $5,000.00;***
- ***c) Have received or will receive compensation with value that may be affected by the outcome of the study;***
- ***d) A proprietary interest in the research, such as a patent, trademark, copyright, or licensing agreement;***
- ***e) Have received or will receive payments from the sponsor that exceed $5,000.00 in a specific period of time;***
- ***f) Being an executive director of the agency or company sponsoring the research;***
- ***g) A financial interests that requires disclosure to the sponsor or funding source; or***
- ***h) Have any other financial interests that I believe may interfere with my ability to protect participants.***

ORIGINAL SIGNATURES REQUIRED

PLEASE NOTE: SIGNATURE PAGES MAY BE SUBMITTED EITHER (1) SCANNED ORIGINAL SIGNATURE(S) ON SIGNATURE PAGE EMAILED AS AN ATTACHMENT WITH FORM (2) SUBMITTED AS PRINTED HARD COPY

Principal Investigator *(Typed)*: Angela F. Portis-Woodson

Principal Investigator *(Signature)*: Digitally signed by Angela F. Portis-Woodson
DN: cn=Angela F. Portis-Woodson, o=Texas AM Corpus Christi, ou=Department of Education-Educational Leadership, email=aportiswoodson@islander.tamucc.edu, c=US
Date: 2014.03.12 19:45:56 -05'00'

Date: March 12, 2014

Conflict of Interest Certification: ◉ I have no conflict of interest related to this project. ◯ I have a non-financial conflict of interest related to this project** ◯ I have a financial conflict of interest related to this project**

B. Co-Principal Investigator or Faculty Advisor Certification:

Co-Principal Investigator/ Advisor *(Typed)*: Randall Bowden, PhD.

Co-Principal Investigator/ Advisor *(Signature)*: Randall Bowden
Digitally signed by Randall Bowden
DN: cn=Randall Bowden, o=Texas A and M Corpus Christi, ou=Educational Leadership, email=randall.bowden@tamucc.edu, c=US
Date: 2014.04.05 11:08:51 -05'00'

Date: April 5, 2015 Check one: ◯ Co-PI ◉ Faculty Advisor

Conflict of Interest Certification: ◉ I have no conflict of interest related to this project. ◯ I have a non-financial conflict of interest related to this project** ◯ I have a financial conflict of interest related to this project**

C. Co-Principal Investigator or Faculty Advisor Certification:

Co-Principal Investigator/ Advisor *(Typed)*:

Co-Principal Investigator/ Advisor *(Signature)*:

Date: Check one: ◯ Co-PI ◯ Faculty Advisor

Conflict of Interest Certification: ◯ I have no conflict of interest related to this project. ◯ I have a non-financial conflict of interest related to this project** ◯ I have a financial conflict of interest related to this project**

D. Co-Principal Investigator or Faculty Advisor Certification:

Co-Principal Investigator/ Advisor *(Typed)*:

Co-Principal Investigator/ Advisor *(Signature)*:

Date: Check one: ◯ Co-PI ◯ Faculty Advisor

Conflict of Interest Certification: ◯ I have no conflict of interest related to this project. ◯ I have a non-financial conflict of interest related to this project** ◯ I have a financial conflict of interest related to this project**

**PROVIDE DETAILS AS ATTACHMENT FOR ANY NON-FINANCIAL CONFLICT OR FINANCIAL CONFLICT OF INTEREST RELATED TO THIS PROJECT.

PROJECT CLASSIFICATION

◯ Research Project ◯ Masters Thesis ◯ Class Project ◉ Doctoral Dissertation ◯ Program Evaluation ◯ Other

Specify Other:

REVIEW REQUESTED

Please thoroughly review the Human Subject Research Categories and Notes at the end of the protocol form before completing this section.

Exempt Review

*Are you requesting exempt status for the project?

◉ Yes ◯ No

If yes, based on which category outlined at the end of the application?

Category 2

Expedited Review

***(Expedited review does NOT mean rushed approval**. Please allow at least three weeks for the expedited review process.)*

**Are you requesting an expedited review of the project?*

◯ Yes ◉ No

If yes, based on which category outlined at the end of the application?

Category

Full Board Review

Are you requesting full board review for the project?

◯ Yes ◉ No

** You may only select one of the above choices. A protocol cannot qualify for more than one category of review.*

EXTERNAL FUNDING

Is the project externally funded? ○ Yes ◉ No *If yes, complete the remainder of the External Funding Section. If no, go to next section.*

External Funding Submission Deadline/Award Date:

Funding Agency:

PROJECT TITLE

Title of Project: The Impact of Induction on Retention of First Year Middle School Teachers in Five South Texas School Districts

PROJECT DATES

Starting Date: Upon IRB Approval

The starting date CANNOT be a date before IRB approval is received. If you will start as soon as approval is received, enter "Upon IRB Approval" for the starting date.

Estimated Completion Date: December 2014

The above is an estimated date of completion. A Completion Report is due at the conclusion of the project noting the actual completion date.

PROJECT PURPOSE & OBJECTIVES

Describe Project Purpose:

Be specific and thorough.

The purpose of the study is to examine the impact of the factors of the Mutual Benefits Model and the Comprehensive Induction Model to the likelihood of retention of first year middle school teachers in five Texas School Districts.

(Teacher induction is a required professional development program for all first year teachers. It is designed to help them acclimate to the teaching profession in their respective districts.)

Describe Project Objectives and/or Research Questions:

Be specific and thorough.

Research Question One: What is the degree of association between the CIM five components and the likelihood of retention of first year middle school teachers?
A. Mentoring
B. Planning
C. Professional Development
D. Networking
E. Assessment

Research Question Two: What is the degree of association between the MBM, 14 factors, and the likelihood of retention in the same teaching position?
A. Knowledge
B. Personal Support
C. Protection
D. Promotion
E. Helping in doing job
F. Information
G. Loyalty and Belonging
H. Prestige
I. Managerial succession
J. Managerial development
K. Reduced turnover
L. Greater productivity
M. Advancement of mentor/mentee
N. Advanced power and perks

Research Question Three: What is the degree of association between demographics gender, age, ethnicity, urban/surburban/rural, socio economic status, second career, school region, and the likelihood of

retention in the current/same teaching position?

RESEARCH SUBJECTS

Description and Source of Research Subjects:

MINIMUM information to include:
1. Target number of participants
2. Location of participants (on campus or specifically provide names for other locations - permission needed from other locations)
3. Manner in which participants will be identified from a larger pool of individuals
4. Inclusion & Exclusion criteria for participants (ex. age, physical characteristics, learning characteristics, professional criteria, etc.)
5. Minimum age for participants
6. How participants will be contacted (ex. online, through a faculty member, through a social networking site, through a professional in a specific field, etc.)

1. The target number of participants is 200 first year middle school teachers from public south Texas independent school districts.

2. Every first year middle school teacher will be invited to participate in the study. Texas is divided into 20 regions for public schools (Texas Education Agency, tea.state.tx.us). South Texas consists of Regions 1, 2, 3, & 4. Region 1 has 99 middle schools; Region 2 has 39 middle schools; Region 3 has 24 middle schools; Region 4 has 222 middle schools.

3. The larger pool consists of all middle school teachers in south Texas. Those first year teachers who identify themselves as "first year teachers" on the Teacher Induction Quality survey will participate.

4. The Texas Education Agency maintains a public website by which schools can be identified and contact can be made. The search criteria is based on (a) District Type: Independent; (b) School Type: Public; (c) Instruction Type: Regular; (d) Grade Levels: Middle. This search criteria exclude specialty schools, such as charter schools, alternative & juvenile justice, magnets, residential facilities, alternative education, as well as elementary and high schools. They are not included because the study applies only to the general public category of education being provided.

5. The minimum age of participates is 18. Since they are teachers, they most likely are older than 18.

6. Contact information for principals will be obtained through Texas Education Agency. Contacting principals is done to inform them of the study being completed on their campuses. Contact information for teachers will be obtained from public school websites.

RESEARCH DESIGN, METHODS, & DATA COLLECTION PROCEDURES

Describe Research Design. Methods and Data Collection Procedures for Human Subject Interactions:

Be specific and thorough.

Be specific to your study.

Describe the methods and procedures step-by-step in common terminology. Describe each procedure, including frequency duration and location of each procedure. Describe how data will be stored and protected, how long data will be kept following the study, etc.

You do not need to describe the statistical methods for analyzing data once it is collected or other elements of the study not involving human subjects.

For the purpose of the study, the researcher will use the Teacher Induction Quality (TIQ) survey. The survey instrument contains 31 items: 6 demographic items; 5 items to measure the Comprehensive Induction Model; 14 items to measure the Mutual Benefits Model; and 6 items to measure teacher retention. (See attached TIQ survey for items and measurement scales)

DATA COLLECTION

Data collection for first year middle school teachers in south Texas takes place electronically. Principals are notified via email about the study (see attachment) according to contact information from the Texas Education Agency website. Three days later, teachers in their schools will be sent an email, inviting them to participate in the study (see attachment) according to contact information from each school's public website. If teachers are not first year teachers, they will be asked not to participate in the study.

The attached survey will be converted to an online version using Qualtrics, as a service through TAMU-CC (https://tamucc.co1.qualtrics.com, Bobby Martinez, System Support Specialist III, TAMU-CC Information Technology Services) .

A second email will be sent approximately a week after initial contact with teachers, reiterating the purpose of the study inviting them to participate in the study, if they have not already done so. A third email will be sent approximately two weeks after initial contact with teachers, reiterating the purpose of the study inviting them to participate in the study, if they have not already done so.

Consent will be obtained online (see attachment). All data are anonymous. It is anonymous because the researcher cannot connect respondents with data. Once contact is made, it is not known who completes the survey and who does not. All data are stored on the researcher's password protected computer. Data are kept for 3 years then destroyed.

RISKS & PROTECTION MEANS

Describe the Specific Risks

The research involves minimal risks to participants. The quantitative data will be collected and provided

and Protection Means for Human Subject Participants: *Be specific and thorough. If no risk, state "No risk." If risks associated with the study are minimal and not greater than risks ordinarily encountered in daily life, state: Minimal Risk* ***and describe risks.*** *The risk levels provided in the protocol and the consent forms must be consistent.* *Describe each potential risk and the steps taken to protect human subject participants from the risk (ex. breach of confidentiality, data protection, possibly injury, psychological distress, pressure to conform, pressure to participate, etc.) Describe the protection means specifically and how participants will gain access to any necessary outside assistance (ex. medical care, counseling, etc.) if available.* *Consider whether there are physical, emotional, social, legal, etc. risks if participants' participation were to become public.*	to the researcher via an online survey. The surveys will be completed and analyzed without identifying individual participants and specific schools. The survey instrument will ask questions concerning the subjects' experiences during their one year tenure and participation in an induction program. The subjects may briefly recall experiences which indicate the level of participation in a comprehensive induction model, their of participation in an interrelationship between a mentor and the organization, and their intentions about retention. Subjects may briefly recall events during their first year tenure as a middle school teacher. Subjects will be made aware of selection, via e-mail and via the online survey, that their participation is voluntary, that their responses are anonymous, and that they can skip any questions that may make them uncomfortable, and that they may opt out at any time. The survey is computer-based. The surveys will be completed and analyzed without identifying definite participants and specific schools Raw data will be viewed only by the researcher and faculty advisor. No personally identifiable information is included in the survey. The study involves the use of survey procedures and participants are appointed public servants.

BENEFITS VS. RISKS

Describe Benefits & Risks to Human Subject Participants: *Address benefits reasonably expected to the research participant and potential benefits to society. Any possible monetary compensation is not to be categorized as a benefit. Be specific and thorough.*	There are no direct benefits to the participants. However, they may feel like they have a voice in the quality of future induction programs for first year teachers. Results of the study could be useful to schools districts to design, develop, and implement aspects of first year teacher induction programs that assist with better teacher retention.

INFORMED CONSENT METHODS

Describe Methods for Obtaining Informed Consent from Human Subject Participants: *Be specific and thorough. Describe how researcher(s) will gain access to participants, how participants will be provided the consent documentation, in what format the consent will be provided, any discussion that will take place with participants, and methods of communication utilized to keep participants aware of their rights throughout the study, if applicable. Points to remember: (1) Participants must be given time to review the consent/ informational documents and ask questions*	Consent to the study will be obtained via online (see attachment) and data collected from the survey instrument will be anonymous. The e-mail will contain a link which will take participants to a consent screen. Participants may choose to consent. Choosing consent will take the participant directly to the TIQ survey. The participants will be contacted upon approval of IRB, anticipated in April of the 2013-2014 school year, to complete the online survey. Participants may read the e-mail for consent and participation and choose to participate. After the survey has been completed, no additional participation is required. Consent to participate is voluntary.

(2) minors must have a separate assent for participation written at a level appropriate to the age group of participants, and parents must be given a separate parental consent form.
(3) Information sheets should be utilized for exempt studies in which the only record of participants would be signed consent forms.
(4) The online consent template should be utilized as a guide for online survey consent.

☐ *Check if waiver of signed informed consent is requested. Justification must be provided for waiver. See waiver criteria at end of form.*

Justification:

INVESTIGATOR(S) QUALIFICATIONS

Qualifications of the Investigator(s) to Conduct Research:

Describe the qualifications of each investigator to conduct human subject research or attach CV/ biosketch.

Angela Portis-Woodson is a Doctoral candidate in the Department of Educational Leadership at Texas A&M University Corpus Christi. She is the principal at Stanley Kostoryz Elementary School in Corpus Christi, Texas. She has completed the online training course offered on protecting human research participants.

The study will be supervised by Dr. Randall Bowden, Co-Principal Investigator. Dr. Bowden is an Associate Professor of Education Administration and Research. His PhD is in Higher Education Administration. He has served in higher education for over 20 years as a faculty member and administrator. His dissertation chair/committee work includes serving on over 25 dissertation committees. He has over 25 publications in topics of education and management.

FACILITIES & EQUIPMENT

Facilities & Equipment to be Used in the Research:

Describe any equipment that will be used, including audio/video equipment.

** Specifically list (by name) any off-campus locations that will be used.*

List any on-campus locations where the study will occur.

The researcher will utilize a personal computer and personal office space. The researcher's computer will be used for data entry and analysis. E-mails will be sent to the e-mail addresses provided by the five school districts. Participants may respond using a personal computer or a computer provided to them by their school district.

* Investigators must submit permission from all off-campus study locations and/or organizations providing data, specimens, access to participants, etc. Permission must be submitted with the IRB protocol application.

INVESTIGATOR(S) RESPONSIBILITIES & SIGNATURES

By complying with the policies established by the Institutional Review Board of Texas A & M University-Corpus Christi, the principal investigator(s) subscribe(s) to the principles stated in "The Belmont Report" and standards of professional ethics in all research, development, and related activities involving human subjects under the auspices of Texas A & M University-Corpus Christi. The principal investigator(s) further agree(s) that:

A. Approval will be obtained from the Institutional Review Board before making ANY change in this research project.
B. Development of any unexpected risks will be immediately reported to the Institutional Review Board.
C. An annual continuation application will be completed and submitted annually for expedited and full review studies. The study will CEASE once approval expires.
D. Signed informed consent documents will be kept for the duration of the project and for at least three years thereafter at a location approved by the Institutional Review Board and as described in the protocol.
ALL INVESTIGATOR(S) AND ADVISOR(S) MUST SIGN THE PROTOCOL. The Principal Investigator should save a copy of the IRB Protocol

Form after emailing the form to the Research Compliance Officer for review. Type the name of each individual in the appropriate signature line. Add additional signature pages if needed for all Co-Principal Investigators, collaborating and student investigators, and faculty advisor(s).

ORIGINAL SIGNATURES REQUIRED

PLEASE NOTE: SIGNATURE PAGES MAY BE SUBMITTED EITHER (1) SCANNED ORIGINAL SIGNATURE(S) ON SIGNATURE PAGE EMAILED AS AN ATTACHMENT WITH FORM (2) SUBMITTED AS PRINTED HARD COPY

A. Principal Investigator Certification:

Principal Investigator *(Typed)*: Angela F. Portis-Woodson

Principal Investigator *(Signature)*: Angela F. Portis-Woodson
Digitally signed by Angela F. Portis-Woodson
DN: cn=Angela F. Portis-Woodson, o=Texas AM University Corpus Christi, ou=College of Education-Department of Educational Leadership, email=aportiswoodson@islander.tamucc.edu, c=US
Date: 2014.03.12 19:29:36 -05'00'

Date: March 14, 2014

B. Co-Principal Investigator or Faculty Advisor Certification:

Co-Principal Investigator/ Advisor *(Typed)*: Randall Bowden, PhD.

Co-Principal Investigator/ Advisor *(Signature)*: Randall Bowden
Digitally signed by Randall Bowden
DN: cn=Randall Bowden, o=Texas A and M Corpus Christi, ou=Educational Leadership, email=randall.bowden@tamucc.edu, c=US
Date: 2014.04.05 12:19:50 -05'00'

Date: April 5, 2014 Check one: ○ Co-PI ◉ Faculty Advisor

C. Co-Principal Investigator or Faculty Advisor Certification:

Co-Principal Investigator/ Advisor *(Typed)*:

Co-Principal Investigator/ Advisor *(Signature)*:

Date: Check one: ○ Co-PI ○ Faculty Advisor

D. Co-Principal Investigator or Faculty Advisor Certification:

Co-Principal Investigator/ Advisor *(Typed)*:

Co-Principal Investigator/ Advisor *(Signature)*:

Date: Check one: ○ Co-PI ○ Faculty Advisor

Human Subject Research Categories

Please Note

Research involving special or protected populations, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons, does not qualify for exempt review and is subject to full review.

The following types of studies do not qualify for exempt reviews and are subject to expedited or full reviews:
1) Studies involving a faculty member's current students

2) Studies supported by external funding
3) Studies involving the following and similar sensitive subject matters which can potentially cause discomfort and stress to the participant: Abortion, AIDS/HIV, Alcohol, Body Composition, Criminal Activity, Psychological Well-being, Financial Matters, Sexual Activity, Suicide, Learning Disability, Drugs, Depression

Studies involving audio taping and/or videotaping *DO NOT* qualify for exempt review.

Exempt Research Categories

Certain categories of research are exempt from the Protection of Human Subjects policy in the Code of Federal Regulations 45 CFR 46. The IRB Chair will determine, based on the federal guidelines, whether a research activity qualifies for exemption. Although exempt research is not regularly reviewed by the IRB, the exempt research form (and the informed consent form, if applicable) must be on file with the IRB, and the research may be reviewed at the committee's discretion. If the committee deems necessary, it may require a full review.

Unless otherwise required by federal departments or agencies, research activities in which the only involvement of human subjects will be in one or more of the following categories are generally exempt from full review by the IRB:

1) Research conducted in established or commonly accepted educational settings, involving normal education practices, such as (i.) research on regular and special education instructional strategies, or (ii.) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

   Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless (i.) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii.) any disclosure of human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under the previous paragraph, if (i.) the human subjects are elected or appointed public officials or candidates for public office; or (ii.) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

5) Research and demonstration projects that are conducted by or subject to the approval of federal department or agency heads, and that are designed to study, evaluate, or otherwise examine (i.) public benefit or service programs (ii.) procedures for obtaining benefits or services under these programs (iii.) possible changes in or alternatives to those programs or procedures; or (iv.) possible changes in methods or levels of payment for benefits or services under those programs

6) Taste and food quality evaluation and consumer acceptance studies (i.) if wholesome foods without additives are consumed or (ii.) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture

Expedited Review Categories

Expedited review procedures are available for certain kinds of research involving no more than minimal risk, and for minor changes in approved research. Specifically, research is eligible for expedited review if it involves no more than minimal risk (see 45 CFR as amended) to the subjects and the only involvement of human subjects will be in one or more of the categories listed below:

(1) Clinical studies of drugs and medical devices only when condition (a) or (b) is met.

a. (a) Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.)

b. Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.

(2) Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows:

a. (a) from healthy, nonpregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or

b. from other adults and children' considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.

(3) Prospective collection of biological specimens for research purposes by noninvasive means.

Examples: (a) hair and nail clippings in a nondisfiguring manner; (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; (c) permanent teeth if routine patient care indicates a need for extraction; (d) excreta and external secretions (including sweat); (e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue; (f) placenta removed at delivery; (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques; (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; (j) sputum collected after saline mist nebulization.

(4) Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.)

Examples: (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy; (b) weighing or testing sensory acuity; (c) magnetic resonance imaging; (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.

(5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis). (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not exempt.)

(6) Collection of data from voice, video, digital, or image recordings made for research purposes.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)

(8) Continuing review of research previously approved by the convened IRB as follows:

a. where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or

b. where no subjects have been enrolled and no additional risks have been identified; or

c. where the remaining research activities are limited to data analysis.

(9) Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.

Criteria for Waiver of Consent

§46.116 General requirements for informed consent.

(c) An IRB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent set forth above, or waive the requirement to obtain informed consent provided the IRB finds and documents that:

(1) The research or demonstration project is to be conducted by or subject to the approval of state or local government officials and is designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs; and
(2) The research could not practicably be carried out without the waiver or alteration.

(d) An IRB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent set forth in this section, or waive the requirements to obtain informed consent provided the IRB finds and documents that:

(1) The research involves no more than minimal risk to the subjects;
(2) The waiver or alteration will not adversely affect the rights and welfare of the subjects;
(3) The research could not practicably be carried out without the waiver or alteration; and
(4) Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

APPENDIX B

TEXAS A&M UNIVERSITY
CORPUS CHRISTI

OFFICE OF RESEARCH COMPLIANCE
Division of Research, Commercialization and Outreach

6300 Ocean Drive, Unit 5844
Corpus Christi, Texas 78412
O 361.825.2497 • F 361.825.2755

Human Subjects Protection Program | Institutional Review Board

APPROVAL DATE:	April 7, 2014
TO:	Ms. Angela Portis-Woodson
CC:	Dr. Randall Bowden
FROM:	Office of Research Compliance Institutional Review Board
SUBJECT:	Initial Approval

Protocol Number:	#49-14
Title:	The Impact of Induction on Retention of First Year Middle School Teachers in Five South Texas School Districts
Review Category:	Qualifies for Exemption

Approval determination was based on the following Code of Federal Regulations:

Eligible for Exemption (45 CFR 46.101)

Criteria for exemption has been met (45 CFR 46.101) - The criteria for exemption listed in 45 CFR 46.101 have been met (or if previously met, have not changed).

(2)Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Provisions:

Comments: The TAMUCC Human Subjects Protections Program has implemented a post-approval monitoring program. All protocols are subject to selection for post-approval monitoring.

This research project has been granted the above exemption. As principal investigator, you assume the following responsibilities:

1. Informed Consent: Information must be presented to enable persons to voluntarily decide whether or not to participate in the research project unless otherwise waived.
2. Amendments: Changes to the protocol must be requested by submitting an Amendment Application to the Research Compliance Office for review. The Amendment must be approved before being implemented.
3. Completion Report: Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the Research Compliance Office.
4. Records Retention: All research related records must be retained for three years beyond the completion date of the study in a secure location. At a minimum these documents include: the research protocol, all questionnaires, survey instruments, interview questions and/or data collection instruments associated with this research protocol, recruiting or advertising materials, any consent forms or information sheets given to participants, all correspondence to or from the IRB or Office of Research Compliance, and any other pertinent documents.

5. Adverse Events: Adverse events must be reported to the Research Compliance Office immediately.
6. Post-approval monitoring: Requested materials for post-approval monitoring must be provided by dates requested.

APPENDIX C

ONLINE INFORMED CONSENT FORM

The Impact of Induction Programs on Retention of First Year Middle School Teachers in South Texas School Districts

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. If you decide to participate in this study, this form will also be used to record your consent. You were selected to be a possible participant because your school district identified you as a first year middle school teacher. *If you are a first year teacher, please continue with the consent and survey. If you are not, please do not continue.*

You have been asked to participate in a research project studying the impact of induction programs on the retention of first year middle school teachers. The purpose of this study is to provide important information to districts and campus leadership regarding professional development opportunities for new teachers and retain them in the profession. The research questions ask for your opinions on the following: What is association between receiving the Comprehensive Induction Model five components and the likelihood of first year middle school teachers staying in the field of teaching? What is the association between the mentor, mentee, and organization when the 14 factors of the Mutual Benefits Model are received by a new middle school teacher? What is the degree of association between demographics and the likelihood of a first year teacher staying in the teaching position?

What will I be asked to do?

If you agree to participate in this study, you will be asked to complete the Teacher Induction Quality Survey (TIQ) online. You can click the link provided in the email and it will take you directly to the survey. It will take approximately 15 minutes of your time to complete the TIQ. Upon completion of the consent and the online survey, no further participation is required. You may receive two additional emails to encourage you to complete the survey if you have not already done so.

What are the risks involved in this study?

The risks associated with this study are the participants may be inconvenienced by taking part in the survey 15 minute and reading the emails associated with the study. It is the belief that the benefits outweigh the minimal potential risk. The risks associated in this study are minimal, and are not greater than risks ordinarily encountered in daily life.

What are the possible benefits of this study?

The possible benefits of participation are increased instructional strategies, collegial relationships, and support from school districts and campus leaders. Sharing this data with superintendents and principals may provide an opportunity for developing teacher induction programs with new teacher perspectives in mind which will affect teachers and students in South Texas, therefore, impacting teacher retention and student success.

Do I have to participate?
No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University-Corpus Christi Texas A&M University-Kingsville being affected.

Who will know about my participation in this research study?
This study is anonymous and the identity of the participants will not be known since there is no way to identify whether you participated in the study or not. The survey is computer-based and will be completed and analyzed without identifying definite participants or specific schools. The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that may be published. Research records will be stored securely and only I, Angela F. Portis-Woodson, Principal Investigator, and Dr. Randall Bowden, Co-Principal Investigator will have access to the records.

Whom do I contact with questions about the research?
If you have questions regarding this study, you may contact Angela Portis-Woodson, Principal Investigator at 361-779-7461 or email **aportiswoodson@islander.tamucc.edu**. You may also contact Dr. Randall Bowden at 361-825-6035 or email **Randall.Bowden@tamucc.edu**.[

Whom do I contact about my rights as a research participant?
This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Erin Sherman, Research Compliance Officer, at (361) 825-2497 or **erin.sherman@tamucc.edu**

Agreement to Participate

You agree to participate in the study entitled The Impact of Induction Programs on Retention of First Year Middle School Teachers in Five Texas School Districts by completing the following Teacher Induction Quality Survey (TIQ). Participants must be 18 years of age or older.

Please do not complete the survey if you do not wish to participate in this study.

APPENDIX D

Teacher Induction Quality Survey (TIQ)

You are being asked to participate in a *Teacher Induction Quality Survey* for first year middle school teachers. Your participation is vital to understanding the needs of first year teachers and how induction programs affect the decision to remain a middle school teacher. *If you are a first year teacher, please continue with the survey. If you are not, please do not continue.*

Your responses are anonymous and will be used for research purposes only. I will not reveal to anyone how any individual participant responded to the survey. Only aggregated information will be released.

The survey consists of four sections. The first section seeks demographic information about you. The second part refers to the Comprehensive Induction Model (CIM). The third part refers to the Mutual Benefits Model (MBM) and the fourth part refers to Retention.

Section I

Demographic Information:

1. What is your gender?

☐ Male ☐ Female

2. What is your age? ☐

3. What is your race/ethnicity?

☐ White ☐ Hispanic/Latino

☐ Pacific Islander ☐ African American/Black

☐ Asian ☐ Two or More Ethnicities

☐ Other ☐ American Indian/Alaska Native

4. What is your district type?

Major Urban (District in a county with a population greater than 825,000)
Major Suburban (District is contiguous with major urban with a student enrollment of at least 4,500)
Rural (District enrollment is less than 4,500)

☐ Major Urban ☐ Major Suburban ☐ Rural

5. What is your campus socio economic status?

☐ Title I ☐ Non-Title I

6. Is this your second career?

☐ Yes ☐ No

7. How did you earn your certification?

☐ Alternative ☐ Traditional

8. What is your primary teaching content area? ☐

Section II: Comprehensive Induction Model (CIM)

This portion of the survey asks you to describe your role as a teacher as a result of participation in a comprehensive induction model for first year teachers. Considering your experiences during the current year, you are asked to indicate the effect of each component. Please use the following scale as a frame of reference when in responding to each item:

1 No Effect

2 Minor Effect

3 Neutral

4 Moderate Effect

5 Major Effect

N/A Not Applicable

1. **Mentoring:** I feel like I have established a strong mentoring relationship with a veteran teacher on my campus who supports my development, such as: teaching, counseling, supporting, protecting, and at times promoting and/or counseling.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

2. **Planning:** I have ample structured collaboration time with colleagues in my school, such as: connecting with others, time to examine teaching and student learning, designing lessons, and collaborating on Texas Essential Knowledge and Skills.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

3. **Professional Development:** I have received sustained intense opportunities to improve teaching and student achievement, such as: observing mentor teachers, attending workshops, and developing as an educator.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

4. **Network:** I feel as though I have had plenty of occasions to form connections between teachers, outside communities, and classroom work with opportunities, such as: blogging, emailing, attending teacher led trainings, and visiting other campuses.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

5. **Standards-Based Assessment:** I feel as though I have participated in an evaluation of my first year of teaching to help me develop as a professional, such as: Professional Development and Appraisal System (PDAS), Teacher Self-Report (TSR), campus walk-throughs, and administrative feedback conferences.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

Section III: Mutual Benefits Model

This portion of the survey asks you, as a mentee/protégé, to describe your participation in an interrelationship between a mentor and you, as well as you and the organization, as a result of participation in a comprehensive induction model for first year teachers. Considering your experiences during the current year, you are asked to indicate the effect of each aspect. Please use the following scale as a frame of reference when responding to each item:

1 No Effect

2 Minor Effect

3 Neutral

4 Moderate Effect

5 Major Effect

N/A Not Applicable

1. **Knowledge:** The knowledge I gained to perform the job significantly impacted me in areas, such as: correct information, realistic ideas about teaching, career path, and organizational structure.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

2. **Personal Support:** I received substantial personal support to enhance my performance, such as: advice, personal interaction, and intervention activities for help with stress.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

3. **Protection:** The nurturing process made me feel secure to explore creative and innovative ideas and activities in the classroom.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

4. **Promotion:** I have a thorough understanding of the variety of opportunities for advancement in the teaching field.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

5. **Helping in doing job:** I have received assistance in my job performance in ways such as: implementing programs, providing fresh ideas, providing feedback, balancing skills, and assuming responsibilities.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

6. **Information:** I have gained a considerable amount of technical, organizational, and political information through the trust of individuals and networks established.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

7. **Loyalty and Belonging:** I have developed a sense of attachment, allegiance, and belonging to the organization.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

8. **Prestige:** I have a clear understanding of the opportunities to gain exposure, be visible, and build a positive professional reputation and presentation of one's self in the organization.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

9. **Managerial Succession:** I understand the organization's history and can assist in transferring the goals, practices and values of the organization to others.

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

10. **Managerial Development:** The array of skills and knowledge that I have gained played an important role in my personal development from a novice to a professional.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

11. **Reduced Turnover:** The relationships I have developed with my colleagues are a positive influence for me to continue in my current position.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

12. **Increased Productivity:** I feel our team members working together to meet the needs of the organization increased productivity.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

13. **Advancement:** I have a clear understanding of the range of opportunities for upward movement within the school district and my career.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

14. **Power and Perks:** The power and perks I gained from the organization directly impacted me in areas such as: reputation, standing, professional credibility, and influence.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

Section IV: Retention

This portion of the survey asks you to answer questions about retention as a result of participation in a comprehensive induction model for first year teachers. Considering your experiences during the current year, you are asked to indicate yes or no.

	Yes	No
1. I enjoyed participating in the induction program.	☐	☐
2. I thought the program was well organized.	☐	☐
3. The induction program mostly kept me engaged in activities meaningful to me.	☐	☐
4. The induction program mostly met my expectations.	☐	☐
5. I plan on remaining a middle school teacher next year.	☐	☐
6. The induction program was a major factor to remain or leave middle school next school year.	☐	☐

7. Please provide the number one reason for staying a middle school

teacher or leaving middle school teaching.

APPENDIX E

Letter of Recruitment-Principal

Date

Dear Principal,

I hope that your school year continues to progress successfully! It is hard to believe that our school year will be coming to a close soon. As a campus principal, myself, I understand the demands of time and commitment to excellence on your campus.

My name is Angela Portis-Woodson, and I am currently a Doctoral Candidate in the Department of Educational Leadership at Texas A & M University-Corpus Christi. I want to let you know that I am in the process of researching the impact of induction programs on the retention of first year middle school teachers.

I am notifying you and requesting your support for your first year middle school teachers, in all grade levels, to participate in this educational research by completing an online survey. The survey should not take more than 15 minutes to complete and there is minimal risk to the participants in the study.

Please know that I appreciate the fact that your time and your teacher's time are valuable and limited. However, my research holds the possibility for providing empirical data that could serve to inform principals, districts, and policy makers as well as create best practices.

Please allow me to thank you in advance for your assistance in the project and for all that you do for the students of Texas!

If there are any questions, you may contact the Principal Investigator, Angela Portis-Woodson, at 361-779-7461 or email at aportiswoodson@islander.tamucc.edu.

Sincerely,

Angela Portis-Woodson

APPENDIX F

Letter of Recruitment- Teacher

Date

Dear Teacher,

I, Angela Portis-Woodson, am currently a Doctoral Candidate in the Department of Educational Leadership and Research at Texas A & M University-Corpus Christi. I am investigating the impact of induction programs on retention of first year middle school teachers as my dissertation research. *If you are a first year teacher, please continue with the survey. If you are not, please do not continue.*

As a first year teacher you have been selected to participate in this educational research study by completing an online survey instrument. This is an opportunity for you to express your opinions on a topic close to our hearts as professional educators.

Your participation in this survey is completely voluntary. All individual responses to the questionnaire will remain confidential.

The survey instrument itself follows the Informed Consent Form; completion of the survey should not take more than 15 minutes of your time. I know that your time is extremely valuable at this time of the year however, I value your input. This research can help districts and educators become more effective with professional development opportunities so all teachers have long, prosperous careers.

If there are any questions, you may contact the Principal Investigator, Angela Portis-Woodson, at 361-779-7461 or email at aportiswoodson@islander.tamucc.edu.

Clicking on the following link will take you to the Informed Consent Form and the survey instrument.

https://tamucc.co1.qualtrics.com/SE/?SID=SV_eQX4YFYQgd94Kjj

I thank you in advance for your participation in my research study.

Sincerely,

Angela Portis-Woodson

APPENDIX G

First Follow-up Letter of Recruitment-Teacher

Date

Dear Teacher,

Approximately a week ago, you received and email, inviting you to participate in an important study on first year teacher induction. *If you are a first year teacher, please continue with the survey. If you are not, please do not continue.* If you have already completed the survey, thank you very much. If you have not completed the study, I encourage you to set aside 15 minutes to participate.

This is an opportunity for you to express your opinions on a topic close to our hearts as professional educators.

Your participation in this survey is completely voluntary. All individual responses to the questionnaire will remain confidential.

The survey instrument itself follows the Informed Consent Form; completion of the survey should not take more than 15 minutes of your time. I know that your time is extremely valuable at this time of the year however, I value your input. This research can help districts and educators become more effective with professional development opportunities so all teachers have long, prosperous careers.

If there are any questions, you may contact the Principal Investigator, Angela Portis-Woodson, at 361-779-7461 or email at aportiswoodson@islander.tamucc.edu.

Clicking on the following link will take you to the Informed Consent Form and the survey instrument.

https://tamucc.co1.qualtrics.com/SE/?SID=SV_eQX4YFYQgd94Kjj

I thank you in advance for your participation in my research study.

Sincerely,

Angela Portis-Woodson

APPENDIX H

Second Follow-up Letter of Recruitment-Teacher

Date

Dear Teacher,

Approximately two weeks ago, you received and email, inviting you to participate in an important study on first year teacher induction. *If you are a first year teacher, please continue with the survey. If you are not, please do not continue.* If you have already completed the survey, thank you very much. If you have not completed the study, I encourage you to set aside 15 minutes to participate.

This is an opportunity for you to express your opinions on a topic close to our hearts as professional educators.

Your participation in this survey is completely voluntary. All individual responses to the questionnaire will remain confidential.

The survey instrument itself follows the Informed Consent Form; completion of the survey should not take more than 15 minutes of your time. I know that your time is extremely valuable at this time of the year however, I value your input. This research can help districts and educators become more effective with professional development opportunities so all teachers have long, prosperous careers.

If there are any questions, you may contact the Principal Investigator, Angela Portis-Woodson, at 361-779-7461 or email at aportiswoodson@islander.tamucc.edu.

Clicking on the following link will take you to the Informed Consent Form and the survey instrument.

https://tamucc.co1.qualtrics.com/SE/?SID=SV_eQX4YFYQgd94Kjj

I thank you in advance for your participation in my research study.

Sincerely,

Angela Portis-Woodson

APPENDIX I

Glossary of Terms

The following are generally accepted definitions of terms used in this study:

Common planning time Structured collaboration that helps teachers connect what and how they teach to student achievement; time with other teachers to examine how her/his teaching leads to student learning (Alliance for Excellent Education, 2004)

Comprehensive induction A package of support, developments, and standards-based assessments provided to beginning teachers during at least their first two years of full-time professional teaching (Alliance for Excellent Education, 2004)

First-year teacher A person who has completed their first full year of teaching designated by the school district calendar; states have the authority to define; one who is brand new to the profession and holds a valid teacher certificate (National Association of Special Education Teachers, 2006; Rhode Island Board of Regents, 2011)

Help in doing job The assistance in job performance by implementing programs, providing fresh ideas, providing, feedback, balancing skills, assuming responsibilities, and teaching job skills (Zey, 1991)

Information The amount of technical and political information that is readily accessible and available through the trust of individuals and networks (Zey, 1991)

Intensive professional development A sustained intensive effort to improve teaching that leads to student achievement; collaborative, long-term and content driven (Alliance for Excellent Education, 2004)

Knowledge The skills needed to perform the job; to receive correct information about one's job, profession, career, and organization (Zey, 1991); knowledge is gained by the persons involved in the exchange; therefore, benefiting the organization

Loyalty Loyalty and belonging are defined as a sense of moral debt and feeling of obligation to the organizational relationship and being part of trusted confidants (Zey, 1991)

Mentee A person, usually of junior status; a beginner who is less experienced (Zey, 1991)

Mentor An experienced teacher who is trained and assigned to coach, support, and provide instructional, emotional, and/or practical advice to new/novice teachers (Alliance for Excellent Education, 2004); a person who oversees the career and development of another person, usually a junior, through teaching, counseling, protecting, and at times promoting or sponsoring (Zey, 1991, p.7)

Mentoring Formal or informal relationship which offers new teachers coaching, support, and feedback from more experienced teachers (Alliance for Excellent Education, 2004)

Middle school campus A campus that includes a configuration of grades sixth through eighth is widely associated with middle school (Beane & Lipka, 2006)

Network Working with peers to form connections between teachers, classroom work, and the larger profession; community outside the local school (Alliance for Excellent Education, 2004)

Not applicable An answer used to indicate when information does not apply or not given; N/A is the abbreviation

Organization A large problem-solving machine that has been established to produce, protect, administer, or meet the needs that confront society (Zey, 1991); a complex social organization that purposefully creates, supports, and uses learning communities as primary means of inducting new members; creating, developing, and importing knowledge (Schlechty, 2009)

Personal support A personal array of activities, services, advice, and interventions designed to help confront and conquer transition stress (Zey, 1991)

Prestige Using organizational influence to provide the opportunity to gain exposure, visibility, and professional reputation in the organization (Zey, 1991)

Promotion The advancement from one organizational position to a higher position (Zey, 1991)

Protection A system that provides a safe, secure, and nurtured sub-environment for creative activity; it provides intervention in conflicts as well as the time and freedom necessary to develop ideas and innovations and successfully introduce them into the mainstream (Zey, 1991)

Protégé The junior member in a mentoring dyad; protégé is a French derivative of the Latin word, meaning to protect (Johnson, 2007)

Standards-based assessment The evaluation of a new teacher during their first years on the job; culmination of the process to determine whether a novice has become a professional; assessment should be tied to teacher-quality standards (Alliance for Excellent Education, 2004)

Structured mentoring Carefully selected teachers who are trained to coach new teachers and can help improve teacher practice; same subject area (Alliance for Excellent Education, 2004)

APPENDIX J

Qualitative Responses on TIQ

Personal
I know this is where I "belong". I feel competent, influencial to students, and valued as an instructor! the majority of my students had not passsed STARR last year and were the behavioral problem students in the school. I did not think it was in the students or the teachers best interest to group all these students together because they could not help each other when it came to doing group work. It is an ezpectation of the teachers to have the students worlk in groups and have hands on learning going on in the classroom however, with this many low achieving and probomatic students grouped together, it is almost an impossability to reach there goals. I have to teach at least 3 years in order to become a school counselor. My students and future students! job availability dictates that I must remain where I am Reaching students in a meaningful way and having a positive impact on thier lives. I enjoy teaching the students in this age range. There are no jobs in the area. I love the kids Need to pay off loans I plan on learning more next year and working harder. I came in at an odd time in the year. I live in a small city and everyone in my family is a teacher. Want to try something else. Maybe I'll teach in a few years. I developed relationships with other coaches not too many content teachers. I really had fun this year. My students were quite a challenge. 6th graders don't quite fit in middle school or elementary school. I didn't realize how much time I would spend solving issues verses teaching.

Professional
We didn't have program to help new teachers. I was assigned too many preps, discipline problems were not handled effectively, teachers at this campus do not plan together or share lesson plans and ideas. I love the kids, but am going to explore other career options. Lack of discipline from studentsz Teaching at the middle school allows me to be around my athletes everyday. The connections to other teachers and students among with the feeling of my workplace being more than just a place to come to with, but a family Staying - I feel that I can make the most difference at this age level. Elementary they are too young and everything is hand holding. High School it's "They're on their own." Middle School (in my opinion) is that difficult transition from hand holding to "don't let the door knob hit you on the way out." With 15 years Navy experience, I've trained dozens of men to become better organized and "Walk & Think on their own." I feel that I have a unique skill set that enables me to teach these young impressionable kids how things are done while providing positive reinforcement, guidance and "walk with them" while still providing that strict structure in the classroom as they navigate the most awkward phase in their lives. To me, middle school is where I can make the biggest impact on childrens lives. At this level, I gain an opportunity to assist students in exploring uptapped gifts and potentials as they investigate career interests. Going to the elementary level next year. I continue to search to find ways to get better at teaching and reaching my students. Our mentoring program was great! I enjoyed having someone to share and bounce ideas off of. The induction program was a tsuccess on our campus. New teachers met often as a team to help each other. Great leadership who allow you to do what you do best and support your ideas and vision for the classroom. Middle school students are in need of great support and few people want to work with middle school students. Something needs to be done to help new teachers

I felt at ease with my students and colleagues. The program enabled me to have relationships and grow as a teacher.

We didn't have program to help new teachers.

The school and administrators were too busy with other school business to work with me. I was in an outside area and was rarely visited.

The math department really took me in and supported me. I am not sure if it was a program.

Our school is very small and the music department was also small. We helped each other as much as possible, but there wasn't a program that helped the new teachers.

Middle school students are a group that you have to love to teach them. I want to get better at my job and help more students become successful.
I applied to have a transfer to a new school. The experiences I had were not all positive.

I am staying because I see a huge gap for the students that I served.

There was not an induction service at my campus, that is why I have scaled my answers so low. I did not receive support, although it was promised. I am staying because of the children, not because of the atmosphere.

Technology is the future and I believe that in order to prepare our students they need to be technology forward. I came from the business world andit is rough out there. Our students need to be ready.

It was great to be able to work with a great group of teachers and have a mentor this year. I don't know what I would have done without the support and help from everyone.

I am staying a middle school teacher because I think that it is important to teach our students about health and fitness. I got along with my colleagues ok, but it could have been a lot better.

I plan on getting my certification in EC-4 and going to elementary school.

The kind and generous support I received from my mentor teacher, electives team, and the assistant principals. I also really appreciated the advice/guidance provided by the "teacher coach for new teachers" assigned to me and the other new teachers at the campus (as part of a grant). The teacher coach was fantastic, giving weekly tip sheets for survival/success, making classroom visits, and arranging for periodic one-on-one or small group meetings. She worked with the Student Services Department as part of the Campus Intervention Support team. She was a retiree with over 35 years of experience in education and 28 years in the ISD.
In her words, her responsibilities were the following: / “*Provide beginning teachers with the support needed to become successful teachers. / *Provide tools, guidance, and inspiration throughout your first year in the ISD. / *Meet with you as an individual or as a

group. / *Visit your classroom on a regular basis. / *Work at your campus 2 days per week. (Tuesday/Thursday most weeks) / I will not be part of your evaluation team. I am here to support you, be a sounding board for your ideas, help you with challenging students, and give you helpful tips to strengthen your teaching tools. I will also be learning from you. I am a lifelong learner and I love collecting strategies from everyone. /Teaching is a process. You will grow and learn every day. You have the opportunity to make a difference in the lives of so many students." /

I am leaving my current middle school position for another middle school position in another district. My teaching team was very split due to events from years prior. I did not have a veteran teacher I could follow on my campus. My math coach was the person who led me and he was an amazing mentor to have. I also had another mentor; she was new to the campus like me, but she had taught for 3 years before. My department head was not someone that would help me. My principal and assistant principals' were also amazing leaders for me. Anytime I needed help, I could ask them for advice or assistance.

My teacher induction service was very rushed and I didn't get all the information I needed to start the year. I felt very "thrown in the deep end" my first 6 weeks.
When it came to the end of the year though, I still loved teaching. I may be moving away from this district, but I still have my passion for teaching.

* comments marked with an asterisk overlapped both Personal and Professional