

The State of New Teacher Support Programs in Minnesota Public Schools

A DISSERTATION
SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
OF THE UNIVERSITY OF MINNESOTA
BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF EDUCATION

Department of Education Policy and Administration

University of Minnesota

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August 2009

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ACKNOWLEDGEMENTS

I would like to acknowledge the following individuals for their assistance during my journey in achieving an Ed.D. at the University of Minnesota-Twin Cities.

First, I would like to thank my adviser Jennifer York-Barr, Ph.D. whose tireless assistance and patience guided me through many thought provoking and paradigm changing discussions and writings. She was an inspiration during the writing of my dissertation and one whom I will always recall as a friend.

Julie Kalnin, my co-adviser, was a great help in assisting me with rewriting and rethinking many parts of the dissertation.

I would also like to thank my other committee members Kyla Wahlstrom, PhD. and Matthew Lau, Ph.D. for their support and flexibility during the past few years.

I appreciate those instructors at the University of Minnesota who have had such an impact on what I have achieved: Dr. Richard Nunneley, Dr. Nicola Alexander, Dr. Scott McLeod, Dr. Cryss Brunner, and Dr. Karen Stout. I would also like recognize Dr. Lois Hirst and Dr. David Blomquist of Northern Michigan University for their encouragement.

I also want to acknowledge my colleagues from Cohort IIIA for all of their help and camaraderie: Dr. Mary Denton, Dr. Nancy Flynn, Dr. Karen M. Hammel, Dr. Jane Holmberg, Dr. Barry J. Kamrath, Dr. Robert F. Klindworth, Dr. Debbie Lloyd, Dr. Ed Minnema, and Bernadeia H. Johnson.

Finally, special thanks to my family, especially my wife LaVonne, who stood by me during many long hours of classes, researching, writing, and studying. Without her help, I would not be at this point today. I am grateful for the support of my parents Teresa and Jack Bertucci, my son John, daughter Christina, her husband Bobby, and their children Bella, Noah, and Eli, as well as Recarda and Emil Carlson and my brothers and sisters.

I would also like to thank God for giving me the health and opportunity to attend the University of Minnesota and to complete this degree.

DEDICATION

This dissertation is dedicated to my deceased brother Joseph Paul Bertucci, a brilliant man and loving brother, who left us much too soon, and to my family, especially my wife, LaVonne.

Abstract

Teachers leave the profession at an alarming rate and, many times, the most talented among them (Henry, 1989; Heyns, 1988; Schlechty & Vance, 1981, cited in Gold, 1996; Shen, 1997). Historically and, even sometimes still today, there often has been little support for new teachers. To retain a sufficient number and quality of teachers, it is imperative that districts find solutions. This study aimed to examine the presence and quality of new teacher support programs as one means of providing intentional support to new teachers.

The study included a conceptual framework based on the literature to help districts envision the process of implementation and maintenance of new teacher support programs. The study provided a 79 question online survey to staff development coordinators in all of the public school districts in the state of Minnesota. Specifically, letters and follow-up post cards were sent to the coordinators indicating the purpose of the study and providing a link to the online survey.

The response rate to the survey was disappointingly low with only 45 of the 339 districts responding. The low response rate raised concerns about the representative nature and validity of the response set. Timing of survey administration likely hindered the response rate. The survey was sent toward the end of the school year and the state education agency had sent a survey to essentially the same respondent group not long before the survey of the present study was sent.

No correlations were conducted but some qualified summary statements were suggested from the data that were returned. Of the districts that responded all of the 45

indicated that they have some form of new teacher supports and many offered evidence to suggest that best practices, such as providing mentors and focused workshops, allowing time for teachers to meet, observe, teach, and learn from experienced teachers, were in place. Responding districts also indicated common facilitators of new teacher support programs, including budgets and leadership, as well as common challenges for implementing and maintaining a high quality new teacher support system, such as funding, lack of training opportunities, and lack of leadership.

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The State of New Teacher Support (NTS) Programs in Minnesota Public Schools

Chapter One: Introduction

Entering any profession usually requires years of study and preparation, including internships, mentoring, and specialized on the job training; however, this is not always the case in teaching. When teachers accept a teaching job after completing a licensure program or entering the field as an alternate route teacher, too often, if any on the job training is offered, it is modest. (DePaul, 2000; Kilgore & Kozisek, 1989; Moore, 1998) For some new teachers, the orientation is as brief as someone handing them the keys to their room. Lack of support when entering the profession can create serious problems for teachers and their schools, as well as for the students they are employed to serve (Allen, 2000; Feinman-Nemser, 1999; Smith, Basmadjian, Kirell & Koziol, 2003). Students need well-qualified teachers who are well-prepared and who will continue to improve their practices and remain in the profession for many years. For the education profession to be strong, the best and the brightest must be attracted and supported to remain in the field despite the inherent challenges teachers will face in a career that is constantly under public scrutiny and in the center of political debate (Joerger & Bremer, 2001; Shen, 1997).

Since 1983 when the “A Nation at Risk” report surfaced, there has been an explicit focus on teacher quality. More recently, the Federal No Child Left Behind (NCLB) legislation has accentuated this focus. Problems of teacher preparation and teacher quality are now of foremost concern as high stakes testing and Adequate Yearly Progress (AYP) dominate the educational landscape (Berry, 2004; Kaplan, 2004; Moir & Gless, 2001).

In some districts, assistance for their new teachers has come in the form of NTS programs. Many such programs have been shown to make a positive difference for teachers entering the profession and to result in benefits for students and schools (Breux, 1999; Brewster & Railsback, 2001; Weiss & Weiss, 1999; Wilkinson, 1994, as cited by Menchaca, 2003). In a national study focusing on urban teacher support programs, Recruiting New Teachers (RNT) (1999) found that intentionally designed and implemented NTS programs seem to help in attracting and retaining new teachers. Numerous states and school districts throughout the country have developed effective programs and exemplary teacher support programs. The California Beginning Teacher Support and Assessment Program (BTSA), for example, has resulted in teachers using instructional practices that improve both student learning and teacher retention (Olebe, 2001). Effective programs have been found in small and large districts and in both urban and rural locations (Odell & Ferraro, 1992; Stupiansky & Wolfe, 1992). If retention is one measure of success, many programs have shown that they retain teachers well above the national average. Typically teachers leave the profession at a rate of about 30% after one year and 50% after five years (Kaplan & Owings, 2004; Menchaca, 2003). In contrast, numerous teacher support programs have attained effective retention rates of 90% or better over a period of one to several years. (See Appendix A for programs around the country that have achieved these results.)

In spite of such positive data, support programs, however, have not grown as rapidly as one might expect (RNT, 1999). Even though greater numbers of teachers are now served by support programs, the number of teachers who need such programs is increasing (RNT, 1999). Further, some existing programs often are not powerful, and

may lack key components, such as mentoring (Gold, 1996; Feiman-Nemser, 2001; Kilgore & Kozisek, 1989).

There has been confusion when it comes to defining NTS programs. For example, NTS programs can be viewed as the same as, or definitive of, mentoring. “In more than 30 states, mentoring predominates as an induction method, often with little more” (Britton, Paine, Raizen & Pimm, 2003, p. 108). There are important differences between a NTS program and mentoring. NTS programs are more comprehensive. Designed well, they serve to organize the expertise of experienced educators to communicate shared values of an institutional culture and provide a “systematic structure of support” for beginning teachers (Massachusetts Department of Education, 2001, p. 1). Mentoring, on the other hand, is one important component of NTS programs and is a one-on-one teaching process that is concerned with supporting individual teachers (Wong, 2003).

Formal mentoring is an important component of effective NTS programs, but just one of the important components. Some early forms of NTS programs incorporated informal mentoring which was little more than assigning another teacher to help a new teacher; these informal practices can be problematic (Feiman-Nemser, 1996). Informally assigned teachers, or mentors, have “little experience with the core activities of mentoring—observing and discussing teaching with colleagues” (p. 3). Rather than reforming, many mentors actually limit reforms (Feiman-Nemser, 1996). Further, some mentoring programs fail to include important elements (Zepeda & Ponticell, 1997) and some believe that the only form of new teacher support that is necessary is mentoring. In practice, mentoring ranges from formal to informal, resulting in varying degrees of effectiveness (National Foundation for the Improvement of Education, 1999). The choice of the

mentor, for example, has been shown to be one of the most important aspects of mentoring (Ganser, 1995). The quality of the mentor is directly related to the quality of the mentoring program. Further, a high quality mentoring situation has resulted in benefits not only for the mentee but for the mentor and organization as well (Huling & Resta, 2001; Zuckerman, 2001). Thus, effective programs include effective mentoring as one important component. The Recruiting New Teachers (RNT) (1999) study found variations, such as the role of mentors, responsibilities, and training, in the characteristics of programs that assist teachers, although when part of NTS programs, mentoring was found to be beneficial as was networking and teaching strategies for teachers in their first five years of practice.

Successful NTS programs are part of career long professional development (Blackwell, 2004; National Staff Development Council, 1995; Sparks & Hirsh, 1997). They are designed to respond to the particular needs in specific district and school contexts (Britton Paine, Pimm & Raizen, 2003; Henry, 1989; Ingersoll & Smith, 2004; Kester & Marockie, 1987; Moir & Gless, 2001). Further, it has been shown that when NTS program assistance --setting up classrooms, providing management skills, responding to behavior problems, assessing student performance, and assigning specialized mentors-- is tailored to the needs of individual teachers, teaching effectiveness improves and the number of barriers to good teaching are removed (Brewster & Railsback, 2001; Weiss & Weiss, 1999).

Effective NTS programs do not just happen. They are well-planned and have specific goals (Steffy, Wolfe, Pasch & Enz, 2000). They include intentionally selected strategies (McCormick & Brennan, 2001). Extensive research has added to the knowledge base

about NTS programs. Based on the following research based components, a framework for effective programs is developed and depicted in Figure 1.1:

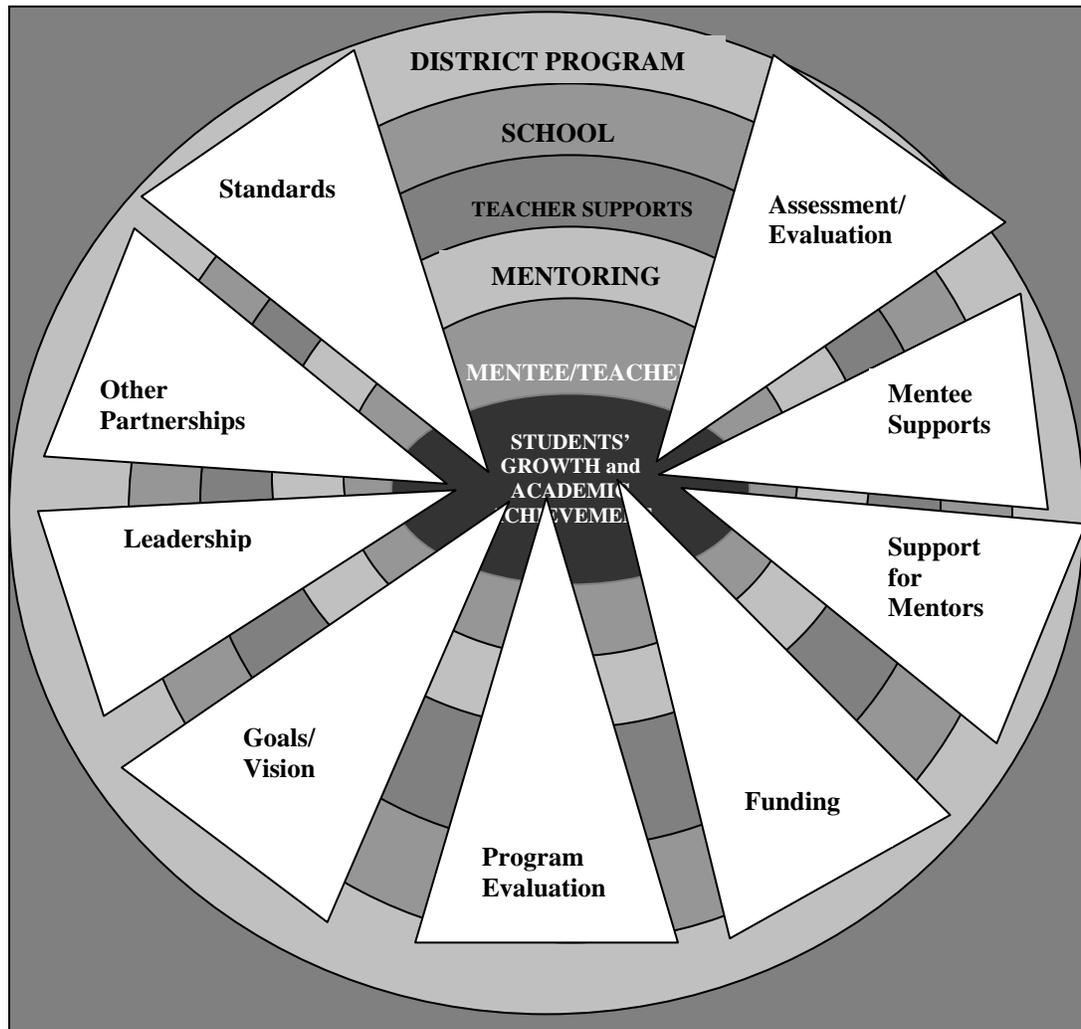


Figure 1.1. New Teacher Support (NTS) Program Framework

- Program goals that are considered as part of ongoing professional development (Blackwell, 2004; National Staff Development Council, 1995; Sparks & Hirsh, 1997);
- Design elements that take into consideration unique school and district context (Britton Paine, Pimm & Raizen, 2003);

- Providing multiple supports for teachers (Britton Paine, Pimm & Raizen, 2003; Henry, 1989; Ingersoll & Smith, 2004; Kester & Marockie, 1987; Moir & Gless, 2001);
- Mentoring (Allen, 2000; Ishler & Kester, 1987; Moir & Gless, 2001);
- Development opportunities for personnel involved in the provision of new teacher supports, such as mentors, leaders, and veteran teachers (Certo & Fox 2002; Ishler & Kester, 1987; Kester & Marockie, 1987);
- Establishing continuity in leadership and administrative support (Certo & Fox, 2002; Ishler & Kester, 1987; Kester & Marockie, 1987);
- Commitment at both the school and district levels (Allen, 2000; Kester & Marockie, 1987);
- Clearly distinguishing between providing teacher assistance and conducting teacher evaluations (Allen, 2000; Britton, Paine, Pimm & Raizen, 2003; Moskowitz & Stephens, 1997);
- Establishing teacher, teaching, and program standards (Allen, 2000; Huling-Austin, 1992; Moir & Gless, 2001; Moore, 1998; Moskowitz & Stephens, 1997);
- Providing specialized induction for specific disciplines, especially math, science, music, and special education. (Fielding & Simpson, 2003; Herbert & Worthy, 2001; Luft, Roehrig & Patterson, 2002)
- Collaboration with institutions of higher education (Moir & Gless, 2001; Moore, 1998).

Each of these dimensions is considered to be important for NTS programs and is discussed more fully in Chapter Two. The conceptual framework in Figure 1.1 has two

intersecting dimensions. First, there is a series of concentric circles, the innermost of which represents the goal of the district: students' academic achievement. Each circle is intended to show the forces that work together to reach this goal, leading to the outermost circle which is the school district. The circles are intended to suggest that what ultimately happens for students depends on what happens in the successive circles around the students. The second dimension of the framework is the set of NTS program component groups, each of which is represented by a wedge extending from the outer layers of the system to the innermost layers. That the wedges intersect across the layers of the system indicate that they, too, are influenced by these layers. The wedges represent groups of components in a NTS program and each group contains other New Teacher Support components identified in the literature. The groups are separated into two categories: program attributes and program practices. Program attributes are those components that are directly related to program implementation and maintenance while program practices show how districts directly assisted the mentees. The groups and components identified are based on the literature and each group is comprised of the following components listed below (see Appendix E, Table 3):

Program Attributes.

- Goals/vision: districts have explicit goals for learning, have support for new teacher, and have purpose/vision statement to support new teachers
- Leadership/leadership supports: a person is assigned to the NTS program; the person has special training to lead NTS program; the person has sufficient time to lead NTS program; principals conduct assessments;

principals clarify purpose, focus, and process of orientation; and principals engage mentee in reflective conversation.

- Funding: There is funding from the state for NTS program, mentors are compensated, Q-Comp is available, and there is a budget formally allocated for NTS programs.
- Partnerships: there are partnerships with IHE and other professional associations and organizations.
- Program evaluation: the NTS program is evaluated
- Standards: program standards and formal set of professional teacher standards are articulated.

Program Practices.

- Mentee supports
 - Mentee district components: differentiated support, separate orientation, teacher development opportunities beyond orientation, follow-up support for workshops, district personnel made available, and workload of new teachers adjusted.
 - Mentee school components: Schools have ongoing active support for new teacher, formal orientation at building level, three formal observations, clarification of purpose of observation for new teacher by principals, engagement of new teacher in reflective conversation by principals, regular grade and subject meetings, and regular collaboration and learning meetings.

- Mentee/mentor components: colleague informally supports new teachers, specific mentors available (e.g., content, discipline, grade level), mentoring importance fully explained to new teachers, mentors invite new teachers to identify areas of concern, mentors support reflection on instruction, mentor/mentee meet a specific number of times on average, and mentors are part of formative evaluation.
- Mentee assessment/evaluation: mentors participate in formative evaluations regarding mentee; principals conduct three formal evaluations, and principals clarify purpose, focus, and process of observation
- Mentor: mentors selected using established guidelines, mentee provided with clear expectations about mentoring, mentors meet with principals of new teacher to share information, mentors provided with in-district support, mentors provided with training to support the new teachers, and mentors are compensated.

Effective induction programs have a variety of supports (Britton Paine, Pimm & Raizen, 2003; Henry, 1989; Ingersoll & Smith, 2004; Kester & Marockie, 1987; Moir & Gless, 2001) and these are some of the key components which districts could consider when developing their programs.

New Teacher Support in Minnesota

RNT (1999) has indicated that little is known about NTS programs in the U. S. and whether they actually meet the needs of teachers and schools. This dearth of information about NTS programs is true for Minnesota as well. Little is actually known about the number and kinds of programs within the state. Minnesota has been at the top in ACT

scores and has ranked high in other national tests (Schaubach, 2005), but some believe it will be difficult to remain at the top in ACT scores and some national tests unless an effort is made to retain the best teachers (McCabe, 2006; Minnesota Educator, 2005). Knowing how to develop and initiate effective programs in Minnesota could be crucial to the state's future educational success.

This Study

The central issues of this study were (a) to identify the NTS program components that Minnesota districts reported, organized around program attributes and program practices; (b) to investigate how specific characteristics may influence a district's NTS program development and effectiveness as measured by the robustness of the program; (c) to investigate how these district characteristics may influence the teacher retention rate of districts; and (d) to identify the specific influences on the quality of NTS programs, both facilitators and barriers. This study of new teacher supports was intended to address some questions about the scope and nature of the ways in which schools and school districts in Minnesota are actually implementing their programs, how they are funding them, and which goals they are hoping to accomplish.

Statement of the Problem

Kaplan and Owings (2004) and Marzano (2003) have indicated how quality teachers make a difference for student achievement. The need for good teachers has never been greater with the current emphasis of NCLB (Kilgore & Kozisek, 1989). Mager (1992) has indicated that the job of teaching has become more complex and challenging than in the past, and for a number of reasons-- financial, accountability, working conditions, lack of respect, lack of administrative support, loss of dream, and others-- has added to attrition

(Darling-Hammond, 1990; Gold 1996; Inman & Marlow, 2004; Tye & O'Brien, 2002).

This turnover is very costly to districts and states (Heyns, 1988; Schlechty & Vance, 1981, 1983 as cited in Gold, 1996). The New Teacher Center at the University of California-Santa Cruz found that \$1.50 is spent on teacher replacement for every one dollar spent on NTS programs (Owen, 2007).

Not only is attrition costly, it also has contributed to teacher shortages as has the number of teachers retiring and class size reductions. In a national study, the National Education Association (NEA) (2003) predicted that by 2014 about 3.9 million teachers will be required to teach our nation's young people. Others indicate, however, that the need is imminent and by 2010 over two million new teachers will have to be added to the profession (Moir & Gless, 2001). Ways in which the attrition rate can be reduced has become an issue that needs to be addressed. There is a substantial research base that indicates that quality support programs with mentoring can improve the retention rate and thus stop the flow of teachers out of the ranks. Researchers have pointed out that a quality NTS program can retain teachers (Gold, 1996; Huling-Austin, 1987; RNT, 1999).

Research Questions

The study addresses the following research questions:

1. What new teacher support practices do Minnesota public school districts report implementing?
 - a. What are the program practices that districts report?
 - b. What are the program attributes that districts report?
2. Do specific characteristics have an effect on implementation and perceived robustness of a new teacher support program?

3. Is there a correlation between reported practices and retention?
4. What are considered to be major influences on the quality of new teacher support programs?
 - a. What are some of the facilitators to implementation and development among programs?
 - b. What are some of the barriers to implementation and development among programs?

Significance of the Study

This study of NTS programs in Minnesota was intended to add to the scholarly research and literature in the field of new teacher support in Minnesota and is important for several reasons: (a) identifying the types of support or components that teachers receive in quality programs could assist other districts to develop similar types of support for their teachers, (b) distinguishing the extent of support in Minnesota and whether mentoring is a part of the support process, (b) determining the scope of district programs (using the number of reported components per district), (c) determining if characteristics of a district play a role in implementation and effectiveness, (d) determining if one district program (using reported retention rates by districts) retains teachers better than another, and (e) identifying the goals of the NTS programs. Although the larger interest of this study is to understand more fully the state of NTS programs and their impact on teacher effectiveness and retention, the sample of convenience was drawn from the state of Minnesota.

Overview of Study Methods

The study was conducted using a 79 question survey sent online to staff development coordinators at all 339 public school districts in Minnesota. The coordinators were asked to complete the survey to describe their district's NTS program. Participants were asked to respond by considering teachers with one to five years of experience in their respective school districts.

Definition of Terms

The following terms in the survey help the reader to understand the precise meaning of words that are used outside of their ordinary meanings:

- NTS program: New Teacher Support program
- Induction: A group process which organizes the expertise of educators within the shared values of a culture and provides a systematic structure of support for beginning teachers.
- Specialized induction: New teacher support programs provided in a particular discipline, such as mathematics or science.
- Mentoring: A one-on-one learning process between an experienced and a novice teacher concerned with supporting and guiding the novice.
- Mentors: Individuals who volunteer or are chosen to help support new or beginning teachers in a district or school.
- Mentee, protégé, inductee: Beginning novice teachers or teachers new to district or school.

- Multiple supports: Effective new teacher support practices identified as common elements of programs that were beneficial, such as mentoring, networking, and teaching strategies, etc.
- Components: Each individual support which is a part of a NTS program.
- Conceptual Framework: A framework designed to give an overview of the what induction should look like in the state.
- Concentric Circles: Circles that represent levels of the NTS system.
- Wedges: They represent component groups which are a part of the conceptual framework.
- Component Categories: Two categories that contain component groups. One is program attributes and the other is program practices.
- Program Attributes: One of two component categories for groups of components in a NTS program.
- Program Practices: Another of a component category for groups of components in a NTS program.
- Teacher challenges: Situations that cause teachers to leave the teaching profession.
- Reality Shock: Teachers' experiences moving from training to the eventual first job.
- Retention: The effectiveness of a program in keeping with teachers within a school or district.
- Attrition: The loss of teachers each year from the teaching ranks due to the many challenges.

- Program effectiveness: The ability of new teacher support programs to support and retain teachers.
- Effective programs: Programs identified as increasing the quality and retention rate of teachers. Effectiveness may also be measured by the level of preparation available to assist a teacher in teaching well and becoming enculturated into a district or school.

Limitations of the Study

The study was limited by the number of districts that responded to the survey. Surveys sent to all 339 public districts resulted in a low response rate, only 45 out of the 339 districts responded. The survey was designed by the researcher and, as such, the researcher's bias could have shown up in the questions and in the interpretations of participants' responses since the survey results are based on perceptual data of the staff development coordinators. Minimizing such biases and limitations, however, were the following: adherence to a conceptual framework grounded in a comprehensive review of the literature, an expert review of the survey, and a pilot study of the survey. The research was also influenced by the specific questions the researcher chose to ask each district. Other limitations might have been the constraints of the individual's position when reporting, as well as that individual's knowledge of the district's support process. Some very small districts might not have had a staff development coordinator; the job of coordinator may be part of an individual's many responsibilities.

Delimitations

The study confined itself to the survey of key district personnel (i.e., district staff development coordinators), presumably involved with NTS programs in

all of the 339 districts, as outlined previously, in Minnesota. This sampling might have created problems as it is likely that subjects being surveyed may not hold the equivalent positions across districts or did not share the same knowledge of the NTS process. The study was also limited to the NTS program's coordinator's level of knowledge of the ongoing program and personal involvement in the program.

Conclusion

This study of NTS programs in Minnesota was intended to present the current state of programs in Minnesota by means of data collection and analysis related to programs as they exist statewide. Unfortunately, the low response rate does not allow conclusions to be drawn about the current state and, therefore, the prospective needs of teachers and the programs intended to support them, in Minnesota.

Chapter 2: Review of Literature

New Teacher Support Programs

Beginning teachers often bring with them energy and enthusiasm to their schools (Johnson & Kardos, 2003). They also typically face a variety of challenges (Gold, 1996; Joerger & Bremer, 2001; Kardos, Johnson, Peske, Kauffman & Liu, 2001; Veenman, 1984), ranging from student discipline to organizing classes to parent relations (Veenman, 1984; Odell, 1989). New teacher support (NTS) programs and supports are designed and implemented in an effort to respond to early career teacher needs.

Before 1950 new teacher support programs in the U.S. were seldom discussed. In fact, Huling-Austin (1987) noted that during the early 1970s little was being written about new teacher support programs in this country and few programs existed. Written works about programs largely arose from Great Britain and Australia, although the National Association of Secondary School Principals (NASSP) conducted a study of beginning teacher programs in 1968. Until 1985, this remained the only major study of new teacher support programs by a professional organization (Ishler & Kester, 1987). Further, only the American Federation of Teachers (AFT) and the NASSP had formally addressed these programs.

In 1983 a major national focus was on the conclusions of the “A Nation at Risk” report. This report raised a number of concerns about inadequacies in the educational process, among them that the “teaching profession should be strengthened through higher standards for preparation and professional growth” (North Central Regional Educational Laboratory, 2004, p. 1). After this report was released, NTS programs gained momentum. During the 1980s, Ishler and Kester (1987) indicated that other studies “called attention

to teachers' needs and the necessity for reform on teacher education" (p. 62). New teacher support was increasingly becoming an issue and states were recognizing that the needs of teachers are much greater in their first few years of teaching (Veenman, 1984; Kilgore & Kozisek, 1989; Recruiting New Teachers, Inc. (RNT), 1999).

With the growth of these programs "there has also been an increased interest in empirical research on the variety and effects of these initiatives" (Ingersoll & Smith, 2004, p. 30). Studies "seem to provide support for the hypothesis that well-conceived and well-implemented teacher mentoring and NTS programs are successful in increasing the job satisfaction, efficacy, and retention of new teachers" (p. 30). Thus, well-developed and comprehensive programs of support and guidance are recognized as ways to improve the likelihood of teacher retention (Feiman-Nemser, 2003; Feimer-Nemser, Schwille, Carver & Yusko, 1999; Moir & Gless, 2001; Young, 1999) and effectiveness. NTS programs, however, are not universally in place and, actually, are a relatively new phenomenon.

Overview of this Review

This literature review has four sections. The first begins with a question: Why new teacher support programs? Reasons discussed include the need to slow the attrition rate of teachers, the desire to improve teacher quality, the requirement to accomplish NCLB mandates, and the goal to achieve urban and minority equity. Also presented is a history of support, highlighting programs in specific states. Challenges in the design and implementation of new teacher support programs are then described along with why these must be overcome to improve teacher support. Finally, findings for effective programs are discussed as are several programs that have been found to be effective in improving

teacher retention.

The second section addresses mentoring, given the important role of mentoring to new teacher support. The history of mentoring and some of its challenges are presented. The need for effective mentors, as well as consideration for selecting mentors and designing effective mentoring programs, also is discussed. Successful mentoring programs are highlighted next, followed by a discussion of mentor benefits.

The third section of this paper presents a brief history and some current efforts with new teacher supports and mentoring in Minnesota. The fourth and final section introduces a proposed study to determine the current state of new teacher support programs and mentoring in Minnesota school districts.

Why New Teacher Support Programs

Because the demands of teachers are many and varied, beginning teachers undergo an extraordinary transition. Veenman (1984) uses the term “reality shock” as used by the English and German literature to identify the teachers’ experiences moving from training to the eventual first job. Researchers (Muller-Fohrbrodt, Cloetta & Dann, 1978, as cited by Veenman, 1984) have identified five indicators of reality shock; the most significant of which is teachers leaving the profession. Many of the problem areas that Veenman identified for beginning teachers are listed in Figure 2.1. These problems were identified by beginning teachers, principals, and experienced U. S. teachers. The numbers indicate the order of importance with classroom discipline considered to be the greatest challenge. Similarly, Odell (1989) discussed significant needs as identified by beginning teachers with the two most significant needs being “support in the instructional process and in managing children” (p. 49).

Greenberg and Erly (1989) also identified early career needs of teachers but intentionally took into consideration the varied contexts in which beginning teachers work. They asserted that if administrators were aware of the specific concerns in their respective buildings then the individual concerns of their teachers could be effectively addressed. Each individual school, then, could build its own program based on observed needs. Further, instead of focusing on what goes wrong for teachers, Greenberg and Erly suggest that building administrators focus on what could assist beginning teachers in their first year, emphasizing that “insights into what makes school buildings supportive of new teachers can be an enormous contribution to establishing contexts that can make induction into the profession a positive process” (p. 41). This idea of focusing on the positive could be an area of further research (Herbert & Worthy, 2001; Greenberg & Erly, 1989).

PROBLEMS IDENTIFIED (Veenman, 1984)	Beginning teachers	Beginning teachers: identified by principals	Experienced U.S. teachers problem areas
Classroom discipline	1	1	
Motivation of students	2	3	1
Dealing with individual differences among students	3	2	4
Assessing students' work	4	6	
Relations with parents	5		6
Teaching slow learners		4	
Organizing classes		5	
Devising schemes of work		7	
Lack of motivational assistance from the school			2
Finding time for individuals and remedial work and counseling			3
Time-consuming routine demands			5

1 = most seriously perceived problem area

Figure 2.1. Challenges for new teachers (Veenman, 1984)

As stated previously, a major reason for these programs is high teacher attrition due, in part, to the challenges teachers encounter. Thirty to fifty percent of teachers leave in the first five years of teaching (Delgado, 1999; Gold, 1996; Kaplan & Owings, 2004; Moir & Gless, 2001; Recruiting New Teachers, 2000; Shen, 1997). The need for NTS programs also results from “class size reduction and a demographic bulge of teachers approaching retirement” (Moir & Gless, 2001, p. 109). Moir and Gless (2001) said that more than two million new teachers would be needed by 2010. Furthermore, “urban districts face a hiring demand of 700,000 teachers or more over the next decade” (Recruiting New Teachers, 2000, p. 2; AFT, 2000). Keeping teachers is a problem especially in the most difficult of situations. Shen (1997) found that teachers were more likely to leave teaching from economically disadvantaged schools. This is particularly problematic because disadvantaged students need quality teaching and quality teachers have been shown to make a difference in students’ achievement (Kaplan & Owings, 2004; Marzano, 2003). In fact, Kaplan and Owings stated that “teacher and teaching quality are the most powerful predictors of student success” (p. 1).

Another reason for NTS programs is that the work of teaching is becoming more difficult. As Mager (1992) said, “The work of teaching has itself become a greater challenge, even for veteran teachers” (p. 12). He offers several reasons:

- (a) teachers face a wider range of children in classrooms—children who differ in intellectual abilities, cultural backgrounds, background experiences, interests, and learning styles;
- (b) the curricula which classroom teachers are expected to address is [sic] more extensive, more varied, and more prescribed;
- (c) a greater variety of instructional tools are available for use in classrooms, ... including multiple tests,

learning centers, sophisticated audiovisual materials, and computer technologies; while they enrich the instructional process, they also challenge the teacher to incorporate them effectively and appropriately; and (d) teaching itself seems a more complex task.... (p. 12-13).

Finally, also adding to the teacher shortage and need for retention is an increasing number of students (Voke, 2003).

Voke (2003) believes, however, that the problem is one of distribution of teachers. Voke suggests that the real problem is not a lack of qualified teachers, but a lack of teachers willing to teach in urban and rural schools, especially schools with high numbers of low-income students or minorities. Others have indicated a shortage of teachers in certain fields such as science, math, bilingual, and special education (Brewster & Railsback, 2001; Roehrig, 2005; Voke, 2003; Weiss & Weiss, 1999). Similarly, the National Association of State Boards of Education (NASBE) (1998, as cited by Voke, 2003) stated that there are enough quality teachers, but asserts the need to change their program's emphasis to attract new candidates "who are willing and able to meet the needs of the schools in which they will be asked to teach" (Voke, 2003, p. 4). Since many teachers face serious problems "from handling discipline problems, learning the curriculum, understanding district policy and paperwork, to connecting theory to practice" (p. 3), loss of candidates is a continuous concern with many of the most talented leaving early (Gold, 1996). Thus, there is a need to reduce the challenges and provide more effective support in order to increase the retention rate.

Additional factors influencing teacher retention are listed in Table 2.1. For each cited study, factors are ranked in order of importance. Darling-Hammond (1990) said there are

many reasons teachers leave, but for those who leave for “occupational factors,” the most prevalent single reason is financial: 60% of recent former teachers surveyed in 1985 said they left due to teaching’s low salaries (p. 277). The same was true for current teachers considering leaving (Certo & Fox, 2002; Metropolitan Life, 1985; Tye and O’Brien, 2002). Other frequently reported factors among studies included lack of administrative support, student attitudes, lack of parental support, and accountability.

Teacher attrition is costly in terms of both fiscal and human resources. Retention issues should be high on the list of district and state priorities. Districts and states need to come up with ways to retain teachers. “According to Darling-Hammond ‘beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in early years’ (2000, p. 22)” (as cited by Voke, 2003, p. 9).

Table 2.1. *Reasons Affecting Retention*

Reasons that shrink the teaching ranks (Gold, 1996)	(Darling-Hammond, 1990; Inman & Marlow, 2004)	Those who have left teaching (Tye & O’Brien, 2002)	Those who would consider leaving (Tye & O’Brien, 2002)	(Certo & Fox’s, 2002) Findings
Lack of respect for teacher	Financial	Accountability	Salary considerations	Insufficient salary
Attrition: talented leave	Working conditions	Increased paper work	Increased paper work	Lack of administrative support
Loss of dream and burnout	Administrative factors	Student attitudes	Accountability	Lack of planning time
Lack of mobility	Lack of input/ administration support	No parent support	Low status of the profession	
Lack of financial rewards	Extent of nonteaching duties	Unresponsive administration	Unresponsive administration	
Lack of parents interest and support	Student factors	Salary considerations	Student attitudes	
Discipline problems		Isolation	No parent support	

Columns 2,3,4,5 are in order of importance

These programs can play a major role in teacher retention (Shen, 1997). Further, due to recent emphasis on accountability for student achievement, quality teachers have become an essential element to success (Allen, 2000; Feiman-Nemser, Schwille, Carver & Yusko, 1999; Kaplan & Owings, 2004; Smith, Basmadjian, Kirell, Stephen & Koziol, 2003).

NTS programs, done well, can make a difference. Wilkinson (1994, as cited by Menchaca, 2003) stated that 95% of teachers “nurtured through an induction program experience success during their initial years,” and they “remain in teaching after three years, and 80% of them remain after five years” (p. 26). Furthermore, “structured mentoring and induction programs in particular have been linked to numerous benefits for students and schools, as well as for participating teachers (Breux, 1999; Weiss & Weiss, 1999)” (Brewster & Railsback, 2001, p. 10). Quality programs with mentoring, then, cannot only help to improve teaching and retain early career teachers, but can also help to retain quality teachers in the profession.

With today’s emphasis on high stakes testing results from the No Child Left Behind (NCLB) legislation, there is an ever increasing need to retain the best teachers. Zeichner (2003) said, “The effects of the shortages of fully qualified teachers are disproportionately borne by students who are in low-achieving schools, schools with high numbers of students of color, and schools with high numbers of students who qualify for free and reduced-price lunch” (p. 495). The continued battle between the professionalization, deregulation, and social justice agendas causes further problems in the drive to establish a sound plan for the nation’s children. Further, NCLB has stated that the achievement gap must be closed (Berry, 2004). This means all schools and all

students including “poor, minority, and lower achieving children” (p. 6). Thus, NCLB puts even more pressure on districts to keep those teachers who are the best. However, assistance for the beginning teacher can be scarce or limited and often first year teachers are treated the same as most veteran teachers (Kilgore & Kozisek, 1989). Moore (1998) agrees: “Yet, while we do not ask our doctors to perform surgery after just several weeks of clinical experience, we expect students to prepare to become teachers with only a few weeks of in-classroom training” (p. 1). She said a teacher’s career is a continuum. There are many stages to the professional career (Steffy, Wolfe, Pasch & Enz, 2000) and they all need to be appropriately addressed.

Support for Teachers

Despite well articulated needs to assist beginning teachers, NTS programs and supports have been slow to develop. Hawk and Robards (1987) reported that only ten states and the District of Columbia had statewide programs, 15 states had plans for new teacher support programs, and six were piloting such programs. The greatest obstacle to implementation of programs was the lack of funding. The greatest benefit was reported as assistance to and smoother transition for beginning teachers, as well as “better defined” teacher competencies.

In more recent years, it seems that these programs are catching on. Recruiting New Teachers, Inc., (1999), in their national study, identified three waves of onset for state supported programs since 1980 (see Table 2.2). Gold (1996) indicated that a fourth wave began in 2000. By the summer of 1996 there were 27 states that had “some type of state support system for beginning teachers” (RNT, 1999, p. 80). Among these programs about 17 had some state funding. Currently, there are programs at different stages of

development in many states. The study found, however, that many of these programs were never funded or were eliminated during the financial problems of the 1990s.

Table 2.2. *States Involved in New Teacher Support (RNT, 1999)*

1980s First Wave	1986 to 1989 Second Wave	1990 to 1996 Third Wave	1999
Eight states	Seven states	Ten states + DC & PR	Six states
Florida, Oklahoma, Virginia, California, Kentucky, Maine, New Jersey, and Washington	Connecticut, Idaho, Indiana, Minnesota, Pennsylvania, Georgia, and New Mexico	Puerto Rico, Ohio, Colorado, Texas, West Virginia, District of Columbia, Michigan, Missouri, South Carolina, Delaware, Louisiana, and North Carolina	North Dakota, Montana, Kansas, Massachusetts, Illinois, and Iowa.

A move over the last fifteen years to involve more teachers in support programs has also steadily increased. In 1990-1991, only four in 10 beginning teachers were in formal programs; by 1993-1994 just over half of beginning teachers were involved; and by 1999-2000, eight of 10 beginning teachers were in some form of new teacher support program (Ingersoll & Smith, 2004). Unfortunately, it was not possible to discern the quality of programs in which these teachers were involved (National Center for Education Statistics, July 1996, as cited by RNT, 1999). DePaul (2000) said, “Nearly 50% of beginning teachers still do not participate in anything more substantive than brief school orientations” (p. 3). Her research showed that new teachers are still isolated and need to “collaborate with colleagues, learn from principals, and form partnerships with parents” (p. 21).

The extent to which districts create effective programs for beginning teachers and are able to retain strong, effective teachers, will determine the quality of our schools (Feiman-Nemser, 2001). Many programs are not powerful enough to meet the needs of first-year teachers (Feiman-Nemser, 2001; Gold, 1996; Kilgore & Kozisek, 1989). Some programs are even missing important elements and fail to connect beginning teachers with their work in the classroom and the “human dynamics embedded in the school’s

culture” (Zepeda & Ponticell, 1997, p. 20). Some other programs ignore the “intellectual, moral, and political endeavor” (Lawson, 1992, p. 163).

Huling-Austin (1987) identified a number of issues that must be addressed if new teacher support programs are to successfully develop and retain better teachers. Issues include: (a) the assignment of teachers (that is, misassignment), (b) working conditions, (c) teacher isolation, (d) teacher salary, (e) status of the teaching profession, (f) and limited opportunities for advancement. She concluded by saying that quick fixes will not be sufficient. A concerted effort will be required to improve teacher status by educating society about the importance of attracting strong future candidates.

Program Components

Recruiting New Teachers, Inc. (RNT) (1999), a nonprofit organization formed to “raise esteem for teaching and improve the nation’s policies and practices for teacher recruitment and development” conducted a study of new teacher support programs in the United States. This study, referred to as RNT offers many useful findings. Even though districts are at different points in development much was learned by investigating these initiatives. “[A] rich and detailed composite picture of how induction programs work in America” resulted (p. 137). The findings were organized into eight categories (see Figure 2.2): program management, program creation, budget funding, program focus and purpose, program characteristics, characteristics of mentees served, program recruitment/selection process, and program evaluation. One finding of particular significance was that not only was the number of teachers being served by these programs increasing, but that the number of those in need of support programs was also increasing substantially.

Categories	Findings					
Program Management	Most schools coordinate own programs					
Program Creation	Three- quarters well established and most implemented prior to 94-95	State mandates, but not funding, spur programs				
Budget Funding	Separate line item of district's budget or part of staff development funding	State funding is common, but not reliable	Corporate funding is rare	One in three has had to cut back due to insufficient resources		
Program Focus and Purpose	NTS program activities in 94% of programs described as formal, in-depth, and sustained	Try to accomplish variety of goals to address districts and mentees' needs	Despite new standards for licensure, assessment mentioned less often than support of novice	Directors regard formal assessment of mentees, not mentor function except some peer review programs	Coordinators say programs geared to remediation of mentees' inadequate professional preparation	Indicate little or no previous training for alternate route candidates
Program Characteristics	Most emphasize support/assistance by mentor more than any other activity	Yet, mentor role, responsibilities, training, and deployment vary enormously	Content and curriculum address barriers to mentee success	After nuts-and-bolts phase, mentors help mentees increase instructional effectiveness, etc.	Besides mentoring, programs employ wide variety of strategies to orient, assist, assess, train, and develop mentee	mentees usually involved in school reform
Characteristics of Mentees Served	More than one-quarter not serving all eligible mentees	Mentee usually licensed teacher with traditional preparation in first year				
Program Recruitment/ Selection Process	Participation is usually mandatory, exceptions for experienced teachers	Often offer incentives for participation: release time, stipends, etc	Reduced workloads are all but nonexistent			
Program Evaluation Findings	Mentees generally satisfied with program offerings, esp. mentor support	Most success: improve mentee knowledge, skills, performance; personal support; orientation to system; acculturation to system values	Programs are not able to keep pace with demand, due usually to insufficient resources	Outcomes for mentors were positive, whether intended or unintended	Effective programs help reduce new teacher turnover	

Figure 2.2. Key findings from the study of U.S. Programs (RNT, 1999)

This suggests that there are many teachers who remain who are not served by support programs. The most “plausible explanation for lower than expected participant totals, then, lies in the 26% of programs that do not serve all eligible new hires—possibly as a result of insufficient resources, state guidelines, late hiring, inductees declining to participate, or other reason(s)” (RNT, 1999, p. 65).

Most participants, both mentees and mentors, identified common components of new teacher support programs that were beneficial, such as mentoring, networking, and teaching strategies. Also identified were components not considered beneficial, such as recordkeeping, portfolio documentation, time away from class, lecture-style, and theoretical presentations. Respondents also identified goals that were unmet by these programs. For example, goals considered important but unmet were “encouraging reflection on practice; developing inductee self-confidence; and reducing stress/burnout” (p. 67).

Several aspects of NTS programs were identified as needing improvement. Respondents indicated that mentors needed to be freed up to help mentees address feedback on teaching practices, to improve mentees’ exposure to culture shock, to experience some urban teaching in order to believe the challenges of urban teaching, to improve assessment of new teachers’ performance, and to improve self-evaluation structures that are threatening to some mentees. The program needs, as prescribed by the respondents, are listed below as are the percentage of those who mentioned it as a need: more release time for mentees (50%), funding (42%), reduced workload for mentors (39%), training for mentors (34%), and earlier assignment of mentees to schools and classrooms (27%). An important finding was that new teacher support programs seem to

have had a positive effect on attracting new teachers and also have been shown to increase retention of new teachers (RNT, 1999) and teacher quality (RNT, 2000).

Initiating New Teacher Support Programs

Initiating new teacher support programs is challenging work, although Odell (1987) suggests that much has been learned about such programs and how they can be implemented successfully. After studying new teacher support for three years, the Association of Teacher Educators (ATE) Induction Commission asserted that all school districts should have programs to support beginning teachers. They also offered policy recommendations to serve as guidelines for establishing NTS programs. They stated:

induction programs must be based on the needs of the individuals as they adjust to their particular professional context; the experienced professionals who serve as sources of help to beginning teachers should receive training and support to facilitate their assistance, including reduced teaching loads; support personnel should be concerned with the professional development of individual beginning teachers and be separated from the evaluation role of a district; and the training of teachers should be recognized as an ongoing educational process from pre-service to retirement requiring cooperative financial and programmatic support from those involved including the local district, higher education, and state departments of education. (Huling-Austin, 1990, p. 538)

These recommendations offer a framework for studying new teacher support in the United States. There is much in the current literature that identifies areas that need to be addressed when designing a program. They collectively contribute to the likelihood of success. The practices cluster into four categories: school and district support,

mentee support, leadership and administration, and mentors and support personnel.

Among the areas of concern are the following: (a) establishing program goals as part of ongoing professional development (Blackwell, 2004; National Staff Development Council, 1995; Sparks & Hirsh, 1997); (b) building one's own program according to or aligned with unique school and district context: providing multiple supports for teachers (Britton Paine, Pimm & Raizen, 2003; Henry, 1989; Ingersoll & Smith, 2004; Kester & Marockie, 1987; Moir & Gless, 2001); (c) supplying a mentor (Allen, 2000; Huling-Austin, 1992; Ishler & Kester, 1987; Moir & Gless, 2001); (d) providing training and support for support personnel: mentors, leaders, staff, and veteran teachers (Certo & Fox 2002; Ishler & Kester, 1987; Kester & Marockie, 1987); (e) establishing leadership and administrative support (Certo & Fox, 2002; Ishler & Kester, 1987; Kester & Marockie, 1987); (f) providing school and district commitment (Allen, 2000; Kester & Marockie, 1987); (g) deciding between assistance or evaluation (formative or summative) (Allen, 2000; Britton, Paine, Pimm & Raizen, 2003; Moskowitz & Stephens, 1997); (h) establishing standards (Allen, 2000; Huling-Austin, 1992; Moir & Gless, 2001; Moore, 1998; Moskowitz & Stephens, 1997); and (i) providing specialized induction (Fielding & Simpson, 2003; Herbert & Worthy, 2001; Luft, Roehrig & Patterson, 2002), including collaboration with institutions of higher education (Moir & Gless, 2001; Moore, 1998); See Figure 2.3 for a comprehensive list of practices that have been identified by various authors and researchers as positively influencing new teacher support.

When initiating a program, one of the areas that should be addressed by each school or district is a set of articulated goals or program outcomes (Brock & Grady, 1998). Huling-Austin (1989) identified five commonly cited goals for teacher

induction programs (1) improve teaching performance, (2) increase the retention of promising beginning teachers during the induction years, (3) promote the personal and professional well-being of beginning teachers, (4) satisfy mandated requirements related to induction and certification, and (5) transmit the culture of the system to beginning teachers (p. 16).

PRACTICES	SUPPORTING LITERATURE
<i>SCHOOL AND DISTRICT</i>	
Multiple Supports	Ingersoll & Smith, 2004; Henry, 1989
Develop comprehensive plan for induction program and process/program vision	Moir & Gless, 2001; Kester & Marockie, 1987
School orientations	Gordon, 1991; Ishler & Kester, 1987
Tailored to fit context and culture, one model not better than another	Britton, Paine, Pimm, & Raizen, 2003; Moskowitz & Stephens, 1997
Adapted to a more global view of learning how to teach	Britton, Paine, Pimm, & Raizen, 2003
Licensure and certification	Moore, 1998
Develop around needs of people: all have different learning styles, needs, etc. Allow for differences	Gehrke, 1988; Gordon, 1991; Kestner, 1994; Lawson, 1992; Moir & Gless, 2001
Repair, clean, and provide supplies, etc.	Certo & Fox, 2002
Recognize teachers for contributions; and provide opportunities to advance; recognize teachers' strengths and successes; promote professionalism	Certo & Fox, 2002
Appropriate class placement	Allen, 2000
Release teachers from burdensome administrative tasks	Certo & Fox, 2002
Specialized training for each discipline	Luft, Roehrig & Patterson, 2002
Attend to special education teachers and show interest in children; reduce paperwork for special education	Certo & Fox, 2002
Policies to reduce class size; flexible career pathways and assignments	Certo & Fox, 2002
Receive support for induction program from state and local teacher organization units	Kester & Marockie, 1987
Assistance before assessment	Moskowitz & Stephens, 1997
Universities collaborate with schools as professional development	Moore, 1998; Moir & Gless, 2001
Focused on a sound professional development plan that is ongoing	Blackwell, 2004; Sparks & Hirsh, 1997; National Staff Development Council, 1995
Extended fifth year of graduate study for seminars/course work related to classroom/Extended beyond first year	Gordon, 1991; Schaffer, Stringfield & Wolfe, 1992; Moore, 1998;
	Continued on the next page

Special attention given teachers first years to link performance to high standards	Moore, 1998
Include induction requirements in the contractual process	Kester & Marockie, 1987
Alternative standards and evaluation/Professional standards	Allen, 2000; Huling-Austin, 1992; Moir & Gless, 2001; Moore, 1998; Moskowitz & Stephens, 1997
Include a good evaluation process of new teachers	Allen, 2000
Obtain financial support and time to implement the program; adequately funded	Allen, 2000; Kester & Marockie, 1987
<i>MENTEE SUPPORT</i>	
Limit new teachers' assignments; reduced teaching loads	Allen, 2000; Certo & Fox, 2002; Clement, 2000; Huling-Austin, 1992; Ishler & Kester, 1987
End practice of assigning least experienced to most difficult classes	Certo & Fox, 2002
Increase planning time	Certo & Fox, 2002
Ability to share with other beginning teachers	Huling-Austin, 1992
Provides assistance with everyday problems and encourages teachers to be reflective about work/reflective practice	Brewster & Railsback, 2001; Moore, 1998
Opportunity for action research with other teachers	Gordon, 1991; Huling-Austin, 1992
Team teaching with experienced teachers	Kestner, 1994; Moskowitz & Stephens, 1997; Moir & Gless, 2001
Coordinate mentees' schedules for conferring with peers and supervisors	Kester & Marockie, 1987
Provide continuous information to mentees regarding the system, profession, and teaching process	Gordon, 1991; Schaffer, Stringfield & Wolffe, 1992; Kester & Marockie, 1987
Release time: professional development or lesson plans/attend induction events	Clement, 2000; Kester & Marockie, 1987
Provide release time for mentees to attend induction events/Be creative in providing more time	Certo & Fox, 2002; Brewster & Railsback, 2001; Kester & Marockie, 1987; Moir & Gless, 2001
Build an atmosphere of collegial openness for the mentee to seek assistance	Kester & Marockie, 1987
Individualized plan for growth and development/opportunities for teachers to grow and must be part of daily lives/Classroom based teacher learning	Gordon, 1991; Moir & Gless, 2001
Opportunities to observe and be observed	Allen, 2000; Heidkamp & Shapiro, 1999; Huling-Austin, 1992
Induction should not make excessive time demands on teachers and staff	Brewster & Railsback, 2001
<i>LEADERSHIP AND ADMINISTRATION</i>	
Institutional commitment and support/Clear leadership and adequately staffed/Provide administrative support	Certo & Fox, 2002; Brewster & Railsback, 2001; Moir & Gless, 2001
	Continued on the next page.

Leaders have quality ongoing training on how to work with novice teachers	Brewster & Railsback, 2001; Ishler & Kester, 1987
Increase administrative time in classrooms	Certo & Fox, 2002
Listen and respond promptly	Certo & Fox, 2002
Provide information to administrators from teachers who have received induction training	Ishler & Kester, 1987; Kester & Marockie, 1987
<i>MENTORS AND SUPPORT PERSONNEL</i>	
Train support personnel: evaluation, observation, and clinical supervision/Train using best practice	Certo & Fox, 2002; Ishler & Kester, 1987; Kester & Marockie, 1987
Strengthen mentoring	Certo & Fox 2002
Limit beginning teacher caseloads for supervisors	Kester & Marockie, 1987
Teacher mentor or mentoring teams/Quality mentoring	Allen, 2000; Huling-Austin, 1992; Ishler & Kester, 1987; Moir & Gless, 2001
Mentors receive compensation, opportunities for professional growth, new and veteran teachers incentive for participation	Brewster & Railsback, 2001; Moore, 1998; Ishler & Kester, 1987

Figure 2.3. Effective new teacher support practices

She exhorted that to achieve these goals intentional development efforts are required. To be effective “program activities specifically targeted toward identified goals must be carefully designed and implemented appropriately” (p. 31). Kester and Marockie (1987) agreed that a comprehensive plan and process are necessary to achieve program outcomes. Goals must be part of a larger plan for action and ongoing attention. A common suggestion across authors is to ensure that teachers’ professional development is ongoing, on-site, and on-time (Feiman-Nemser et al., 1999; Johnson & Kardos, 2003; Moore, 1998; Odell, 1987). Wong (2004b) added: “What motivates and creates leadership is a structured, sustained, intensive professional development program that allows new teachers to observe others, to be observed by others, and to be part of networks or study groups where all teachers share together, grow together, learn to respect one another's work, and collaboratively become leaders together" (108). Sparks and Hirsh (1997) concurred that staff development must be at the center of reform and

Marzano (2003) emphasized that meaningful staff development is required to foster professionalism and collegiality.

Working from a knowledge base of effective new teacher support practices (such as those listed in Figure 3) schools and districts should intentionally design programs to fit their local circumstances (Odell, 1987). Findings from new teacher support studies in other countries have shown that one specific model is not necessarily better than another (Moskowitz & Stephens, 1997). What is important is that values unique to specific cultures and countries are identified, understood, and utilized in the design of these programs (Britton, Paine, Pimm & Raizen, 2003). Huling-Austin (1989) reinforced the view that school and district level programs must “transmit the culture of the system to beginning teachers” (p. 16). School and district specific orientations, for example, are one important element of program design (Gordon, 1991).

Assistance that is tailored to individual teachers has been shown to improve teaching and increase student achievement (Brewster & Railsback, 2001; Weiss & Weiss, 1999). Growth and development plans for each mentee should be individualized, targeting ways to increase instructional effectiveness and to decrease barriers to success (Brock & Grady, 1998; Gordon, 1991; RNT, 1999). A wide range of supports, both formal and informal, are available, but some will be more important than others (Kester & Marockie, 1987), but multiple supports are typically necessary (Henry, 1989; Ingersoll & Smith, 2004; Kester & Marockie, 1987; Moir & Gless, 2001). Initial supports for mentee success include a reduced and reasonable teaching assignment (Allen, 2000; Certo & Fox, 2002; Clement, 2000; Huling-Austin, 1992; and Ishler & Kester, 1987; SRI International, originally Stanford Research Institute, but no longer affiliated with Stanford University,

2000). Too often new teachers are given some of the least desirable assignments and most challenging students.

Once new teachers begin their work, the following practices often are supportive: providing for formal reflective conversations (Brewster & Railsback, 2001; Moore, 1998) and various emotional or social supports (SRI, 2000), allowing regular opportunities to observe other teachers (Heidkamp & Shapiro, 1999; Huling-Austin, 1992); finding ways to address barriers to mentee success and to increase instructional effectiveness (RNT, 1999); providing special inservice sessions, more frequent evaluation, use of peer teachers, and portfolio development (SRI, 2000); ending the practice of assigning new teachers the most difficult classes and increasing planning time (Certo & Fox, 2002); providing opportunities for action research with other teachers (Gordon, 1991; Huling-Austin, 1992) and providing release time for professional development, lesson plans, and induction events (Brewster & Railsback, 2001; Certo & Fox, 2002; Gordon, 1991; Kester & Marockie, 1987; Moir & Gless, 2001); allowing for team teaching (Kestner, 1994; Moskowitz & Stephens, 1997; Moir & Gless, 2001); and encouraging “teachers to develop self-efficacy and to come to terms with their own personal and professional needs as well as learning ways of meeting them...” and focusing on the technical skills of teaching (Gold, 1996, p. 586).

The support needs of new teachers also must be differentiated based on their respective teaching assignment (Fielding & Simpson, 2003; Herbert & Worthy, 2001; Luft, Roehrig & Patterson, 2002). Special education teachers, for example, often have specific individual needs beyond those more generally described above (Fielding & Simpson, 2003). Math and science teachers need specialized support (Roehrig, 2005) as

do early elementary education (McCormick & Brennan, 2001) and music teachers (Conway, Krueger, Robinson, Haack, & Smith, 2002).

Collaboration with other institutions, such as higher education, is another form of potential support in programs (Huling-Austin, 1990; Johnston & Kay, 1987; Moir & Gless, 2001). Moore (1998) attests to the positive potential of collaboration with “schools to create clinical learning environments for beginning teachers” (p. 40). Many of the successful programs discussed in the next section of this paper have an institution of higher education (IHE) component that was critical to its success (Odell and Ferraro, 1992; Stupiansky & Wolfe, 1992; Wong, 2003). Because many teachers are coming from backgrounds other than education, such IHE collaboration may be even more important in the future (Serpell, 2000).

Mentoring is consistently identified as yet another component of effective programs (Feiman-Nemser et al., 1999; Ishler & Kester, 1987; Mager, 1992; Moore, 1998; SRI, 2000). “Structured mentoring and induction programs, in particular, have been linked to numerous benefits for students and schools, as well as teachers” (Brewster & Railsback, 2001, p10; Weiss & Weiss, 1999). Most programs emphasize support and assistance by a mentor more than any other activity (RNT, 1999). Mentees and mentors in the RNT study identified mentoring and networking as beneficial components. Programs in other counties also stress mentoring (Britton, Paine, Pimm & Raison, 2003; Moskowitz & Stephens, 1997). Because of the consistency with which mentoring is identified and the robustness of this literature, mentoring is discussed more fully in the second major section of this paper (beginning on page 45).

Training and supporting all support personnel, particularly mentors, leaders, staff, and veteran teachers is another component. Kester and Marockie (1987) said it is important to limit beginning teacher caseloads for supervisors. They, as well as others, believe it is important to train support personnel in evaluation, observation, and clinical supervision using best practice (Certo & Fox, 2002; Huling-Austin, 1990; Ishler & Kester, 1987). Some felt it is important to reduce the teaching load of the support personnel who also teach (Brewster & Railsback, 2001; Huling-Austin, 1990). Brewster and Railsback (2001) emphasized that “leaders, staff, veteran teachers should all receive quality, ongoing training on how to work effectively with novice teachers. Training should help participants develop skills for coaching new teachers as well as productive strategies for discussing content area issues and teaching methods” (p. 16).

Strong leadership and administrative support is recognized as influencing the success of new teacher support programs (Brewster & Railsback, 2001; Brock & Grady, 1998; Carver, 2003; Dufour, 2002; Wong, 2003, 2004b). “It is time to acknowledge that creating an environment that supports and nurtures new staff is more a question of leadership than a question of money” (Dufour, 2002, p. 73). Carver (2003) identifies many principals’ practices that support new teachers, including assigning to proper grade levels, limiting extra duties, distributing challenging students, using orientations, building relationships, providing formative and summative evaluation, as well as many others. Without a doubt, the principal has a direct influence on teachers’ commitment especially when the principals “communicate clear expectations, provide fair evaluations, and provide assistance and support” (Singh & Billingsley, 1998, p. 237).

Institutional commitment and support in numerous forms are necessary for successful programs (Moir & Gless, 2001; Moskowitz & Stephens, 1997). Financial support is an important part of sustaining NTS programs (Allen, 2000; Huling-Austin, 1990; Kester & Marockie, 1987). Commitment in the form of providing time, as mentioned previously, has also been found to be important. Commitment to multiple teacher supports and ongoing professional development and evaluation are essential.

New teacher assessment is another component of effective programs. Districts must decide which form of assessment there will be for new teachers (Allen, 2000; Gardner, 2003; Huling-Austin, 1992; Moskowitz & Stephens, 1997) and whether there will be formative and summative assessment in the program. In many foreign countries assistance comes before assessment (Moskowitz & Stephens, 1997). The purpose of assessment should be to provide specific feedback for improving teaching. "It is formative in nature to guide professional growth. It provides information to teachers so they are able to make appropriate adjustments in their teaching or program" (Gold, 1996, p. 582).

In some states teacher and NTS program standards have been developed to improve teacher quality (Feiman-Nemser et al., 1999; Moore, 1998). When such is the case, use of these standards have a place in NTS programs. Organizations such as the National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium for Licensing of Teachers (INTASC), and the National Boards for Professional Teacher Standards (NBPTS) have used "national and state standards to ground the foundation for their programs' designs and for their teacher education outcome measures" (Darling-Hammond & Bransford, 2005, as cited by

Voke, 2005, p. 321). California has had standards for some time to guide its NTS programs (California Commission on Teaching Credentialing, 2002). Standards are viewed as having the potential to improve teacher education and teaching because they make explicit core principles and strategies for effective teaching (Blackwell, 2004).

These components identify and synthesize findings from the research on these NTS programs. These findings indicate that all new teachers should have some form of support once they enter the teaching field and that training should be ongoing. These components provide a framework for this to be accomplished. Many states and districts have used similar components to create programs that provide teachers with this support. The next section confirms some of the successes in new teacher support programs.

New Teacher Support Program Effectiveness

Reviewed in this section is evidence drawn from studies of 17 NTS programs identified as successful. These programs spanned 1988 to 2004 and included programs based at the school, district, and state levels. Programs investigated were drawn from eleven states and the District of Columbia. Three programs were from New York, two from California, and one each from other states and the District of Columbia. Urban and rural programs were represented. See Appendix A for a list of components for several programs. Reports on most of these 17 programs indicated relatively high retention rates. Not all programs, however, included descriptive information about programs. Following is a discussion of the programs reviewed.

Since 1988 The state of California through the California Commission on Teacher Credentialing (CCTC) (2002) and the California Department of Education (CDE) “sponsored research and built policy and programs based on findings related to education

of beginning teachers” (Olebe, 2001, p. 71). The findings showed that participating teachers as compared to other teachers “more consistently used instructional practices that improve student achievement, more complex, challenging instructional activities, and a wider range of instructional materials. They were more successful in both motivating and setting high expectations for students of diverse backgrounds” (p. 71-73). In addition, these programs resulted in higher levels of retention for minority teachers and teachers in urban settings. The California New Teacher Project (CNTP) evolved as a research and development program and many local districts got involved. From 1988 to 1992 key components of these NTS programs included: individualized mentoring, curriculum and instruction workshops, and teacher self-assessment. Subsequent legislation resulted in the Beginning Teacher Support and Assessment Program (BTSA). From 1992-1997 the BTSA through planned research and evaluation developed these components: “Support Provider Training, a coaching program for mentor teachers; Diversity Training, a staff development program for both new and experienced teachers of culturally and linguistically diverse children; and Site Administrator Training, for principals and vice-principals of beginning teachers” (p. 75). They also included performance-based formative assessments with classroom observation, teaching portfolios, and local program evaluations. The CCTC reported overall retention rates for local programs through the third year of teaching were 92%. Further, retention was higher for minority teachers involved in the BTSA programs than teachers not involved (Kester, 1994; Recruiting New Teachers, 2000).

In Los Angeles a nontraditional approach, referred to as Center X, was initiated in an effort to retain urban educators. The Center X approach relied heavily on

“tailoring these efforts to meet the particular needs of urban teachers, their schools, and their communities” (Hunter Quartz & TEP Research Group, 2003, p. 109).

Center X employed these strategies: an Urban Educator Network (UEN), an online journal (www.TeachingToChangeLA.org) (TCLA), extensive professional development through the California Subject Matter Projects (CSMP), and ongoing support to achieve certification from the National Board for Professional Teaching Standards (NBPTS)” (p. 108). Teachers who completed Center X requirements stayed in urban teaching longer. The study revealed that Center X teachers received support focused on learning to build on the strengths of urban communities; becoming a change agent; and joining the profession (Hunter Quartz & TEP Research Group, 2003).

There are other reports of programs achieving promising results. Varah, Theune, and Parker (1989) reported on the Wisconsin Improvement Program. It was a program initiated in 1971 to provide assistance and support to meet the needs of beginning teachers. There were several key features of the program. Each new teacher was assigned a “representative from the school’s central administration, a mentor teacher, and a university consultant” (p. 83). School representatives were not involved in evaluation of new teachers. Mentors and mentees were assigned at the same grade level with mentors carefully screened and training for mentors provided by the university. Finally, higher education faculty was involved in teaching methodology and learning theories to beginning teachers. A study of this program that included an experimental and control group of teachers showed that in the experimental group, nine of the 12 teachers planned to return to teaching the next year; whereas, only three of the 12 control group teachers

said they would return. Administrators reported that there were fewer problems for teachers in the experimental group. Mentors, mentees, administrators, and supervisors in the experimental group reported benefits for themselves. They felt that the collaborative effort helped the mentees “develop security and confidence” which improved their teaching, eliminated isolation, and helped with retention.

Odell and Ferraro (1992) studied a program with the Albuquerque Public Schools, a district of 85,000 students, in conjunction with the University of New Mexico. This program began in 1984. If retention is a measure of success, then this program was very successful. The attrition rate for the 160 beginning teachers between 1985 and 1989 was 4.3 %, compared to the national average of 40.5% and the New Mexico average of 45.4%. Beginning teachers rated the program very highly, as did principals. Key components of this program were clearly articulated: established goals; selection, preparation, and compensation of clinical support teachers; separation of assistance from assessment for beginning teachers; elaboration of support beyond that offered by the support teachers; collaboration between school systems and university educators. The program also utilized a collaborative approach that included a graduate intern, beginning teacher, clinical support teacher, and program director. The setup of the collaborative program was funded through a unique system of personnel exchange that did not add additional cost to the district. There were benefits in addition to those experienced by the beginning teachers and principals. The clinical support teachers “reinforced the long-held belief that those who teach teachers become themselves better teachers” (p. 68). The program director benefited by integrating theory with practice and also learned more about the needs of beginning teachers. The schools benefited from building a staff that

was satisfied with its profession. Finally, the university extended its reach to the local school district by being involved with beginning teachers' first years. Overall, much was gained and learned from this effort.

In contrast to the previous examples located in urban areas, the North Country Mentor/Intern Teacher Program was located in isolated, rural schools in the northeast corner of upstate New York. Stupiansky and Wolfe (1992) studied this program that began in 1986. The program was a collaborative effort with the State University of New York at Plattsburgh. It aimed to attract and retain high-quality early career teachers through "differentiated staff development programs for training these new teachers" (p. 77). This consortium of school districts was developed to meet the needs of beginning teachers and provided common orientation sessions and comprehensive needs assessments. It also included training sessions that addressed collective needs and strategy sessions for implementing local activities, as well as evaluation sessions. Local and regional training activities and "assistance for meeting district and individual needs of mentors and interns" was another effort (p. 84). Stupiansky and Wolfe (1992) said that the outcomes from the first four years were very good. Evidence was provided which indicated all of the "program goals have been accomplished, that the participants and all those connected with the program are pleased with the outcomes, and that there remains a strong desire for continuation" (pp. 88-90) of the programs and consortium. The success was verified through several sources: the Beginning Teacher Needs Assessment Inventory; an analysis comparing the pretest and posttest data to determine whether needs had been met; mentors and mentees responses to an evaluation focusing on teaching skills; and program evaluations from administrators and steering committee members.

Daniels and Boring (2003) described the program at the Plain Local Schools of Canton, Ohio, where they have determined that one year of support is not enough. The first year of support for each new teacher at Plain Local included a mentor who received a yearly stipend and had 15 hours of training, a peer consultant who provided collegial support for experienced teachers new to the district and shared expectations, culture, and curriculum goals (40 to 75 hours a year), and six professional development sessions provided for all new teachers. At the end of the year, administrators and teachers agreed that more support was necessary for “developing knowledgeable and confident teachers” (p. 52). They added a peer consultant for teachers in their second through fifth years of teaching. Teachers, who were new to the district, but who were not first year teachers, received feedback from the peer consultants, who also acted as mentors for new teachers. Administrators, peer consultants, and these experienced teachers meet just twice a year for evaluation purposes. The 98% retention statistics suggest to all those involved that the program was effective.

The next seven programs were described by Harry K. Wong (2002, 2003, 2004a). He is a former teacher who is now an educational consultant. He is also coauthor of *New Teacher Support Programs: How to Train, Support, and Retain New Teachers*.

One of the new teacher support programs described as successful by Wong was Flowing Wells Schools of Tucson, Arizona. Wong (2002) noted that “educators from around the country come to the district to attend an annual workshop to learn how to implement such a program in their own districts” (p. 53). Flowing Wells has a lifelong staff development program: The Institute for Teacher Renewal and Growth. The framework for the first eight years of new teacher support from novice to expert is

presented (Wong, Breaux, & Klar, 2003). Wong, et al. (2003) describe all of the workshops, key concepts to be learned, follow-up coaching activities, mentors roles, and instructional coordinators' activities which involve both formative and summative evaluations. Flowing Wells Schools have produced 12 finalists for Teacher of the Year--more than any other school district--for the state of Arizona" (Wong, 2004b, p. 106).

Another program identified by Wong (2003) as successful is the Lafourche Parish Public Schools of Louisiana. New teachers meet frequently with a team of three curriculum coordinators and a principal. They also meet once a month with a facilitator, once a month with a support group, and once a week with mentors. They observe mentors and also are observed by "mentors, administrators, curriculum facilitators, and curriculum coordinators" (Wong, 2003, p. 42). They have two full days of meetings to prepare for the Louisiana State Assessment which they must pass. Finally, they meet for a full day of review in which "new teachers share their first-year successes and receive further training in anticipation of their second year" (p. 44). After the first year of the program, the attrition rate dropped from 51% to 15%. Currently the attrition rests at about 7% (Wong, 2004b, p. 107). Lafourche Parish lost just one of 46 new teachers hired for the 2001-2002 school year, and for the past four years have lost only 11 of 279 teachers that they have hired. Because of its success, Louisiana has adopted it statewide as a model.

Wong (2003) examined other schools considered to have exemplary programs. Goldfarb Elementary School in Nevada has a new teacher support program that includes "an orientation program...a Community Day... a teaching strategy resource manual... monthly training sessions... a teacher-training cadre available for training and assistance,

on-site mentor facilitators, monthly newsletters, new-teacher socials, and intranet services” (p. 46). It has had a 100% retention rate for six years.

Newport-Mesa Schools, California, reported an increase in retention from 85% to 97% after the district established a two-year program (Wong et al., 2003). This program focuses on sustained professional development. It sponsors teachers who want to attend conferences, but “requires that new teachers, veteran teachers, and administrators attend in groups to support the district’s focus on teamwork” (p. 43). Other important components are study groups that have weekly meetings for reflection, analysis of student work, and student growth. These groups also help teachers with networking, case studies, coaching, creating teacher portfolios, and shadowing students.

Another success is Islip Public Schools in New York. Here “teachers in the first three years attend 90-minute study group meetings after school” (p. 45). Study groups are led by veteran teachers and curriculum leaders. Teachers network, team-build, and solve problems, as well as share ideas. Islip schools also have a Web quest workshop that helps them to adapt activities to their setting. The retention rate for this program at Islip is 96%.

In addition to the effective programs cited above, Wong (2002) identified the following programs as successful: Leyden, Illinois with a 96% retention rate; Geneva Community in New York with a 93% retention rate. He did not, however, offer specific information or features about these programs.

In a 10-month alternative route certification program, *Project Promise* at Colorado State University, (Moore, 1998) reported that in 1996, ninety percent found teaching jobs. In 2000, the retention in the program remained high as over 87% of the graduates remained in the teaching field compared to 60% from a traditional 1-year program

(Berry, 2004). Also, more graduates of the alternative route stayed in teaching compared to those who also took traditional undergraduate teacher preparation routes. These alternative route teachers were ranked higher in several areas (classroom management, teaching diverse students, delivering teaching strategies, and using technology) when compared to those prepared in traditional programs (Berry, 2004).

In Massachusetts the “intent of a teacher induction program is to provide a systematic structure of support for beginning teachers” (Massachusetts Department of Education, 2001, p. 1). In Massachusetts the following components are identified as part of a comprehensive program: new teacher orientation, mentoring relationships, support teams, workshops and training for beginning teachers, workshops and training for mentors, and evaluation. Districts were required to have the new teacher support programs established by the 2002-2003 school year, but were not required to have all components in place. Minimum requirements for each new teacher included an orientation program, a mentor, a support team, and release time for both the mentor and beginning teacher. Districts were “encouraged” to meet the basic standards while taking into account individual district needs.

The New Teacher Induction Program in Clark County, (Las Vegas), Nevada, has had some early success, according to Dr. George Ann Rice, assistant superintendent of human resources. She reports,

They have been able to improve mentees’ knowledge, skills, and performance precisely because the orientation and training program was carefully designed to do so. Also, feedback from training sessions shows that participants feel more comfortable easing into teaching as a result of the sessions. Mentees also

appreciate and value the numerous opportunities for networking and collaboration provided by the program. Additionally, participants found that specifics regarding classroom management and student behavior management from the sessions are most beneficial (RNT, 1999, p. 201).

Dr. Rice further indicated that there remains much to work on but the program was successful in terms of increasing retention rates.

These programs found in the literature offer evidence of successful teacher support. The variety of components and diversity of districts highlight that successes are not built around one common archetype, but are developed locally to address each context using multiple practices identified as successful. One element of this success is mentoring. The next section will discuss mentoring's place in successful NTS programs.

Mentoring

As indicated earlier, mentoring is an integral part of many NTS programs. History and literature are replete with examples of mentors and their important role in fostering individual growth and development. The term mentor originated with Homer's *The Odyssey*. In the epic, Mentor was a man chosen by Odysseus, the hero of the epic, to raise his son Telemachus while he was away fighting the Trojan War. As DeBolt (1992a) put it: "Mentor served as a role model, guide, facilitator, and supportive protector for Telemachus" (p. 36). In the context of K-12 education, the role of mentors and mentoring has taken on a similar meaning in providing support for teachers. According to (Anderson and Shannon, 1988) "mentoring is the process of nurturing; the act of serving as role model; the ability to perform the five functions of the mentor (teaching, sponsoring,

encouraging, counseling, and befriending); and, a focus on professional and/or personal development and ongoing caring relationship” (p. 23).

David Berliner indicated, that in the last 10 years, along with field-based teacher support programs, mentoring has been one of the most promising reforms in teacher development (as reported by Scherer, 2003a). He asserts two primary reasons for mentoring: to curtail the rate of new teachers dropping out of the profession and to uphold a moral obligation to these teachers. He states, “We must not abandon beginners who have been placed in the complex world of teaching” (p. 20).

Mentoring is one component of programs that most agree is essential for success. Gold (1996) identified mentoring as a major element of NTS programs and it is considered one of the primary supports for new teachers—if not the only support. In the United States, mentoring and new teacher support were “virtually synonymous” (Fideler & Haselkorn, 1999 as cited by Feiman-Nemser et al. 1999, p. 27). Wong (2003), however, is careful to distinguish between mentoring and new teacher support programs. He described a new teacher support program as “a group process that organizes the expertise of educators within the shared values of a culture, whereas mentoring is a one-on-one process concerned with supporting individual teachers” (pp. 46-47).

Many teachers who entered the profession more than a decade ago had little or no mentoring (Rowley, 1999). Over the last 30 years, however, mentoring has increased significantly (Ganser, 1998). Despite facing challenges along the way, it has gained a foothold given the need to retain quality teachers. Interestingly, one caution about mentoring has been the potential for negative socialization of new teachers. “Left unchecked, mentors’ conserving influence, i.e., promoting conventional norms and

practices, could limit school reform efforts” (Feiman-Nemser, Parker & Zeichner, 1993, as cited by Recruiting New Teachers, 1999, p. 24). Hargreaves and Fullan (2000) observed that mentoring “may fall short of its ideals not because of poor policies or program design but because we fail to regard mentoring as integral to our approach to teaching and professionalism” (p. 50). Further, they indicated that good mentoring programs are not ends in themselves, but must be part of an overall effort in the transformation of teaching.

This mentoring section of the literature review will discuss what constitutes effective mentoring programs. It will describe some of the current mentoring designs, characteristics, considerations, and practices. Next, it will present specific mentoring programs, report on mentor characteristics and mentor benefits, investigate one alternative mentoring program, and will conclude with a framework for mentoring practices and supporting research.

Mentoring Practices

There are many practices considered central to good mentoring programs, just as there are for good new teacher support programs. Debolt (1992c) tied together the themes, features, and questions that were raised in *Teacher Induction and Mentoring: School Based Collaborative Programs* in an effort to show how theory and practice can inform each other. After an examination of five programs, the University of New Mexico, Albuquerque; North Country Consortium, Arizona State University, Maricopa Schools; Hunter College, East Harlem Schools; and the University of North Carolina, Local Schools, the following findings emerged.

1. Collaboration between public schools and institution of higher education is extremely beneficial and desirable.
2. The need to support new teachers may be even more critical today in light of increased demands and pressures affecting teaching.
3. Support of teachers from minority groups is especially necessary as we prepare to deal with the changing demographics of our nation's schools.
4. Mentoring programs need to include context specific training and ongoing support.
5. Positive benefits can be accrued by the collaboration agencies and the individuals involved in these programs. (DeBolt, 1992c, p. 197)

These findings do much to point the way toward effective beginning teacher mentoring within NTS programs; yet, are open enough to allow schools and districts to develop programs uniquely suited to their contexts (Brewster & Railsback, 2001). Huling-Austin (1988, as cited by Waters & Bernhardt, 1989) said it is important to pay attention to all of the components in order to create an effective program that will produce results. A good mentoring program should establish trust (Rowley, 1999), limit caseload (ERIC, 1986), have systematic assessment (Blair-Larsen, 1998), understand that context indicates type of support (Britton et al., 2003; Moskowitz & Stephens, 1997), provide financial commitment (Halford, 1999), provide assistance before assessment (Jacobsen, 1992), and include a needs assessment to identify and subsequently aim to address the needs of the teachers (Blair-Larsen, 1998). A comprehensive list of mentoring features found in the literature is shown later in this section in Figure 2.4 on page 56.

Examples of Mentoring Programs

The National Foundation for the Improvement of Education (NFIE) (1999) discussed the proceedings of NFIE's Teacher Mentoring Symposium through the experiences and observations of teachers, administrators, IHE faculty, and teacher leaders. Issues and questions were outlined that should be considered when developing and initiating effective mentoring programs: (a) creating a climate, context, and structure for effective mentoring; (b) selecting, training, and supporting mentors; and identifying the content of the program; (c) and measuring the effectiveness of mentoring. They indicated, however, that there is no single design for following these guidelines that can meet the needs of every school and every situation.

Located in the literature were numerous exemplar mentoring programs for assisting new teachers. Among them is one reported by NFIE (1999), the Armstrong Atlantic State University (2003) branch of the Pathways to Teaching Career Program, a program with a strong mentoring component "designed to increase the number of highly qualified teachers - particularly minorities - in our nation's rural and urban public schools" (p. 1). The retention rate of this program was a stunning 100% for four years. This is an urban program in Savannah, Georgia, where teachers who had mentoring assistance once a week reported "substantial improvement to their practice" (p. 3). The support activities include (a) praxis workshops, (b) 80% tuition, (c) professional development workshops, (d) tutors, incentive awards for high GPA, (e) Friday and weekend classes, (f) typing support, (g) counseling, (h) mentoring, (i) textbook lending, (j) conference attendance, and (k) family-like atmosphere.

Three additional exemplary mentoring programs were described by Brewster and Railsback (2001): (a) The Montana Systemic Teacher Excellence Preparation (STEP) Program, (b) the Kent School District Mentor Program, and (c) the Portland Public Schools Beginning Teacher Mentor Program. The STEP program has assisted many teachers in remote locations, especially science and math teachers, to connect with mentors with a specific interest to be more “autonomous, resourceful, and confident” (p. 40). STEP also includes an emphasis on attracting Native American students into teaching. The keys to success in this program were (a) training to increase mentor’s effectiveness; (b) assigning mentors and mentees in the same content area when possible; (c) establishing trust with early career teachers; and (d) working to help teachers learn to develop solutions to their own problems.

In Kent, Washington, the mentoring program assists all teachers new to the Kent School District. This program has “received high accolades from the Office of Public Instruction” (p. 43). The keys to success for this program were identified as (a) taking time to build trust and rapport; (b) reassuring beginners that mentors are not the evaluators, merely there to help; (c) meeting weekly with beginners at first; (d) limiting the caseload of mentors to 12-15 mentees; (e) providing quality training for mentors; (f) moving beyond the emotional support to professional growth.

The program in Portland, Oregon, is also a mentoring program to support first year teachers (Brewster & Railsback, 2001). The keys to success for this program were (a) providing a financial commitment to the mentor program; (b) allowing time to devote to the program, no additional duties; (c) departments being aware of beginning teachers’

needs and providing support; (d) establishing well-defined goals and guidelines; (e) providing mentors pay for time to work with novice teachers.

Another mentoring program described in the literature was the University of Northern Colorado's Teacher Induction Program (TIP). This program had an 85% retention rate of teacher participants after their induction experience (Jacobsen, 1992). "The mentoring component of the TIP program is based on the notion that assistance is more effective than assessment" (p. 141). The keys to success are (a) determining that assistance is more effective than assessment; (b) making beginning teachers part of the support team consisting of a university consultant, mentor teacher, and building principal (each member has specific duties and expectations); (c) choosing by principal (selection based on current research on matches) of mentors from full time teachers in the district; (d) training of mentors; (e) involving principals in formative and summative evaluations; (f) giving orientations to all support team members; (g) providing seminars for mentors and mentees; (h) screening candidates for beginning teaching positions.

The Systemic Teacher Excellence Programs Plus (STEP+) offers an alternative program. Meyer (2002) believed that one-on-one mentoring within new teacher support programs has many shortcomings and that other forms of support are needed for novice teachers (Little, 1990). He suggested that learning communities offer a viable and strong alternative form of new teacher support for early career teachers. His plan sought to combat the isolation of teachers and the busy schedules with which they contend at their host schools. He noted that learning communities "encourage reflective dialogue, the de-privatization of practice, and the collective focus on student learning" (Kruse & Louis, 1995, as cited by Meyer, 2002). He pointed out that teachers have little time to reflect

about their work and about the types of teachers they want to become. Learning communities provide them, within a nonevaluative model, with this opportunity even though the teachers are not at the same schools or in the same discipline. Further research is necessary to determine if this form of assistance could provide novice teachers with a way to gain support in their first years of teaching and keep them from dropping out of teaching.

This examination of the multiple programs summarized above shows that assistance takes many forms and includes many key features: offering orientations, selecting and training mentors, building trust between mentor and mentee, providing assistance before assessment, and making workshops and seminars available. Next, the qualities of mentors themselves are examined.

Mentors

Providing support for beginning teachers is not a simple task. The quality of support received by the new teacher will be largely determined by the quality of the mentor. Deliberate selection of the mentor is crucial (Ganser, 1995). The success of a mentoring situation depends mainly on selecting the mentor and effectively pairing the mentor and teacher. Rowley (1999) identified six essential qualities of an effective mentor: (a) committed to the role of mentoring, (b) accepting of the beginning teacher, (c) skilled at providing instructional support, (d) effective in different interpersonal contexts, (e) a model of a continuous learner, and (f) communicates hope and optimism.

Asking the right questions “is the first step in reflecting on and establishing the context, climate, and structure of an effective mentoring effort” (NFIE, 1999, p. 8). NFIE identified criteria for selecting effective mentors based on these categories: “attitude and

character; professional competence and experience; communication skills; and interpersonal skills” (p. 8). From this, they have developed key questions to ask when selecting, training, and supporting mentors.

- What criteria will be used to select mentors?
- Who will be involved in choosing mentors?
- What incentives will attract the best candidates to serve a mentor?
- How will mentors be matched to mentees?
- How will mentors be trained?
- What resources and expertise will be made available to mentors? (p. 13)
- How will the school, school district, and teacher association facilitate a mentor’s return to the classroom full-time? (p. 13)

In a report that discussed the characteristics of mentors, Debolt (1992b) described the results of a “...large-scale Delphi Study of elements reported to be helpful in mentoring.... [He] reported on the opinions of experienced mentor teachers from twenty-eight mentoring projects from all parts of New York State (p. 169).” The first focus of the study was the personal and professional characteristics of the mentor. The results showed that 36 characteristics of mentors were regarded to be helpful. Later some were found to be more helpful than others. Approachability and integrity were found to be the two highest rated of all the characteristics in the study. The second focus of the study was the activities of mentoring; and the third was the “elements of organizational structure that were helpful to the mentoring of first-year teachers” (p. 182). The results of the study suggested that “individual characteristics of mentors are helpful in the process of mentoring” (p. 184), including attention to both personal and professional characteristics.

Further, programs cannot just be replicated across contexts because mentors and mentees are each unique, as is each school. Programs must be developed for each individual and building. DeBolt envisioned his framework in four categories. These categories are the main headings of Figure 2.4: (a) selection of mentors, (b) activities of mentors, (c) overall design and support, and (d) support for mentors. The summary further highlighted these points:

1. The personal and professional characteristics of mentors are helpful to successful mentoring.
2. Many of the characteristics included in this study are learned behaviors. Therefore, they may be able to be taught, developed, or enhanced in teachers before they assume the new role of mentor.
3. Mentor projects should employ a cautious approach to formal structure. ...
(p. 187-188)

Brewster and Railsback (2001) summarized important considerations when developing a mentoring program. They stressed the importance of mentees being paired with teachers who are already reformers to avoid promoting conventional norms and practices as Feiman-Nemser (RNT, 1999) indicated earlier. They indicated that there are other considerations to make when pairing a mentor and mentee. These are some of the considerations: (a) coordinators should “avoid pairing new teachers with their department chairs or other immediate supervisor...; (b)... mentors should have similar interests and outlooks on teaching...; (c) ...mentor teachers should teach the same grade level and/or subject area ... ; (d) [districts should] make an effort to connect teachers responsible for multiple grade levels in one content area ... with teachers who have

similar loads...; (e) a good mentor should be accepting of a beginning teacher; (f) ... quality support and training for mentors cannot be emphasized enough...; (g) mentors should be paid, given release time...; (h) ... programs should have administrative support...; (i) [coordinators should provide] regular times for mentors and mentees to meet...” (p. 17-18).

Benefits to Mentors

The mentee is not the only one to benefit from a good mentoring program. A review of the literature by Huling and Resta (2001) emphasized the value to mentors and identified several benefits for the mentor: (a) professional competency: mentor teachers improve their own professional competency and quality of teaching; (b) reflective practice: mentors report being more reflective about beliefs and teaching; (c) renewal; (d) psychological benefits: enhancing self-esteem and deriving satisfaction with helping new teachers; (e) collaboration: rich collegial interactions and increased confidence and maturity and more clearly defined set of beliefs about teaching and curriculum; (f) contributions to teacher leadership, (g) mentoring combined with inquiry: mentors often examine their own practice. Saffold (2003) also identified these mentor benefits: (a) high level of professional responsibility, (b) improved reflective practice, (c) broadened view of the profession, (d) renewed appreciation for the field of education. In a study of a mentoring program in Milwaukee, Saffold described some of the benefits to mentors during interviews with the Compton Fellowship Program. This program, a collaborative effort for the Milwaukee Public Schools, was an effort to “recruit, prepare, and retain new middle school teachers of color” (p. 81). Of the 195 individuals who finished “94 percent remained in the Milwaukee Public Schools, and 75 percent of those reported that

having a mentor during their first year influenced their decision to stay in teaching” (Edwards, 2001, as cited by Saffold, 2003, p. 86). Mentors, then, not only can support and retain new teachers in the profession, but mentors themselves gain skills and practices that invigorate them and lead to an enhanced vision for the profession itself.

The benefits to mentors can be even more important in the long run due to their ability to influence the organization (Zuckerman, 2001). In particular, they can mutually engage in reflecting and resolving instructional dilemmas. If this is to work, however, there must be support from the administration as well as the mentor. Further, because “normal school norms promote individualism, autonomy, and privacy rather than collaboration,” (Bikle, 1995; Little, 1990; Lortie, 1975, as cited by Zuckerman, 2001) (p. 26) collaborative relationships are rarely sustained. Mentoring, however, has the potential to advance a collaborative school culture.

Mentoring programs and new teacher supports, such as those mentioned earlier, have been shown to have a positive effect on teachers’ commitment (Singh & Billingsley, 1998). Others have shown how teachers’ commitment is related to student achievement and found that support from administrators leads to “less stress and burnout than those who receive little or no support” (p. 230). In their work, Singe and Billingsley (1998) also found that “committed individuals are willing to work hard and remain in their jobs” (p. 237). Lack of support, on the other hand, has been shown to result in teacher attrition and colleague support has resulted in teacher retention.

In summary, the collective findings from these programs and studies are shown below in Figure 2.4 and clustered in four categories designed around DeBolt’s mentoring

framework; selection of mentors, activities of mentors, overall design and structure of the program, and support for mentors.

MENTORING PRACTICES	SUPPORTING RESEARCH
SELECTION OF MENTORS	
Select mentor based on more specific characteristics	DeBolt,1992b
ACTIVITIES OF MENTORING	
Screen beginning teachers based on selected criteria	Jacobsen, 1992
Teach, sponsor, encourage, counsel, befriend	Anderson & Shannon, 1988
Focus on professional and/or personal development	Anderson & Shannon, 1988
Meet weekly at first	DePaul, 2000
Provide time for the relationship to develop/Be nurturing	Gehrke, 1988; Anderson & Shannon, 1988
Establish trust/be accepting/ongoing caring relationship	Rowley, 1999; Anderson & Shannon, 1988
Serve as a role model	Anderson & Shannon, 1988
Acknowledge the uniqueness of both mentor and mentee/ similar interests and outlooks on teaching	DePaul, 2000; Gehrke, 1988
Encourage dialogue	DeBolt, 1992b; Gehrke, 1988
Accept reciprocal influence in the relationship	Gehrke, 1988
Include a “whole life vision” is substance of the relationship	Gehrke, 1988
Meet with other mentors	DeBolt, 1992b
Observe other teachers/schools	DeBolt, 1992b
Allow for negotiation of what is to be addressed in relationship	DeBolt,1992b; Gehrke, 1988
Recognize that assistance is more important than assessment	Gehrke, 1988;Jacobsen, 1992
Assure growing independence and equality for the mentee	Gehrke, 1988
OVERALL DESIGN AND STRUCTURE	
Allow for preplanning/Establish goals and guidelines	DeBolt, 1992b; Halford, 1999
Examine teachers’ problems/Meet needs of teachers	Blair-Larsen, 1998
Provide context specific training	DeBolt, 1992b
Teach same content areas and grade levels/multiple grade levels in one content area	Brewster & Railsback, 2001; Brock & Grady, 1998; Huling-Austin, 1992
Allow mentor and protégé to choose each other/Collegial relationship/matching	DeBolt, 1992b; Gehrke, 1988; Jacobsen, 1992
Provide clear leadership/Principal placement of candidate in best position	DeBolt, 1992b; Halford, 1999; Jacobsen, 1992
Ensure principal, not mentor does formative and summative evaluation/Avoid supervisors who evaluate	Brock & Grady, 1998; ERIC, 1986; Jacobsen, 1992
Allow for university support/IHE connection/collaborative models	DeBolt, 1992b; Jacobsen, 1992; Blair-Larsen, 1998
Continued on the next page	

Introduce to community	DeBolt, 1992b
Create yearlong steering committee/use consultants	DeBolt, 1992b
Provide ongoing support	DeBolt, 1992b
Provide systematic assessment	Blair-Larsen, 1998
Ensure financial commitment	Halford, 1999
SUPPORT FOR MENTORS	
Provide orientation for mentors and all support team members	DeBolt, 1992b; Jacobsen, 1992
Train mentor/train to increase effectiveness/seminars	DeBolt, 1992b; Feiman-Nemser, 1996; Halford, 1999; Jacobsen, 1992; Weiss & Weiss, 1999
Provide release time	DeBolt, 1992b
Limit mentor's caseload (12-15)/Provide time; mentor should not replace role of administration	ERIC, 1986
Compensate mentor	Halford, 1999
Establish union support	DeBolt, 1992b
Network with other mentors	DeBolt, 1992b
Provide materials, conferences, recognition, seminars	DeBolt, 1992b
Positive benefits for all involved	DeBolt, 1992b

Figure 2.4. Mentoring Practices with Supporting Literature

New Teacher Support Programs in Minnesota

Minnesota students have been and are at the top when it comes to ACT college-entrance exams (“State Tops the Nation,” *Minnesota Educator*, September 2005, 8, p. 1). They rank second in national test score grades, seventh in graduation rates, and 16th in achievement gap between poor and other students. The *Minnesota Educator* reported other areas in which Minnesota leads the nation or is rated highly: first in math proficiency for eighth-graders, second for fourth-graders, and in the top five in reading for fourth- and eighth-graders. Judy Schaubach, President of Education Minnesota, noted that “... Minnesota public schools are doing a better and better job of preparing students for college” (p. 4). It is no wonder then that the teaching force in Minnesota is “the highest ranked in the nation, based on 12 quality indicators by the National Commission on Teaching and America’s Future” (p. 4). Although this sounds like an overwhelmingly

positive state of education affairs in Minnesota, the *Minnesota Educator* article ends questioning whether Minnesota can keep its place among the nation's top schools and teachers. Judy Schaubach warns: "...if we do not continually improve how we support and invest in education, we are not going to be standing here in two years, five years, or 10 years from now..." (p. 4).

McCabe (2006) reported on a decade of standards-based education in the U.S. In this report the picture is not quite as positive for Minnesota. Each of the states is graded in four areas and indicates where states have improved and where they need to improve. Minnesota's efforts for standards and accountability were graded a C+; efforts to improve teacher quality a C; school climate a B; and resource equity a B. In the area of efforts to improve teacher quality based on the 2005-2006 data, the report indicated that Minnesota does not require or finance mentoring for novice teachers, does not provide state-financed mentoring, does not require districts to provide time for professional development¹ (State of Minnesota, 2005, p. 1) and does not provide incentives for teachers to earn National Board certification. The state also, in the area of accountability for teacher quality, does not hold teacher education programs accountable by publishing report cards for institutions or for graduates' performance in the classroom setting. Other findings as reported by Draper (2006) indicated that class sizes are above the national average and pay is below the national average, two areas indicated as concerns for teachers leaving the profession.

Minnesota, like other states, has been challenged by teacher attrition. Of the total

¹ Minnesota does require that districts set aside 2% for staff development, although the legislature in 2003 released districts from this mandate in FY2004 and FY2005. teacher hires in 1995, only 49% were still teaching in 2000 (MDE, 2005, p. 25). Recently, there has been some improvement in Minnesota teacher retention. From 2001 to 2005, the retention rate for teachers returning to the same district was 48%. However, “68% of the new teachers hired in 2001 were still teaching five years after being hired in a Minnesota school district” (MDE, 2007a, p. 40).

Based on statistics from 1999-2000 and a follow-up in 2000-2001, it has cost Minnesota over \$40 million for teachers who leave the profession and almost \$53 million for teachers who transfer to other schools (Alliance for Excellent Education, 2005, p. 5). Minnesota must make an effort to reduce the loss of teachers who are or who show strong potential to be effective. Research indicates that only 5% of teachers who take part in new teacher support programs that include mentoring leave the profession after the first year of teaching (Gold, 1999, as cited by Alliance for Excellence in Education, 2005). In a similar study, in 2004 it was predicted that after the first year of teaching, teachers with no program support would leave at a rate of 41%, those with some support at a rate of 27%, and those with full support at a rate of 18% (MDE, 2006b, p. 1). Understanding more about the state of NTS programs and new teacher mentoring in Minnesota could inform the development of policies and practices, at state and local levels, that result in retention of effective teachers.

Recruiting New Teachers, Inc., (1999) cited earlier in this paper, described the Minneapolis Public Schools (MPS) Teacher Induction Program as a model of an evolving program. Minneapolis modeled its program after Rochester, New York’s Mentor

Teacher-Intern Program and Toledo, Ohio's Professional Development Plan for Classroom Performance. Part of the plan was to involve preservice teacher education students in a future teacher continuum. The goal of the program was to "create, define and support the development of a true teaching profession, and to enhance the art and science of teaching by promoting research-based 'best practice' among practitioners" (p. 224).

In 1990 the program began as a MPS mandate for all part-and full-time teachers. The program consisted of the following: "(a) orientation and professional development sessions throughout the first year, (b) ongoing support from a district mentor for one year, and (c) a professional process involving yearly principal and peer assessment and continuous improvement of skills throughout the teaching career" (p. 225). The program continues today as part of the three-year Achievement of Tenure program.

The success of this MPS program led the Minnesota Board of Teaching to initiate other such programs to support teachers on a statewide basis. The Teacher Residency Program (TRP) was piloted at seven sites. Teacher Mentoring Programs were initiated in 15 sites. Funding is still an issue, however, despite documented success of the programs. Of the 325 mentees, 96.3% completed the program and were still in the district the following year. This effort at MPS in 1996-97 looked toward a bright future of teacher support, student achievement, collaboration, and teamwork. At the district level, this one-year program, however, has been reduced due to loss of funding, but it continues in 2006 at MPS's Patrick Henry High School (Lynn Nordgren, personal communication, August 2006).

Currently, there is an effort to support teachers through the Minnesota First Five

Mentorship Program. The Minnesota Department of Education (MDE) “was awarded a three-year Higher Education Act, Title II, Part A, Teacher Quality Enhancement (TQE) Grant to advance the comprehensive reforms already underway to develop and retain high quality teachers in Minnesota” (MDE, 2006a, p. 1). The purpose of this grant is as follows: (a) to support new teachers as they enter the workforce, (b) to improve skills, and (c) to decrease teacher turnover. It is meant to assist teachers in their first 5 years. It is limited to three areas of the state: Minneapolis, Saint Paul and surrounding metropolitan school Districts, and two rural areas: Southwest and Northwest Minnesota. The program involves mentor teams (made up of local, specialized, and regional mentors), mentor training, orientation, seminars, teacher networks, collaboration time, observations, and formative assessments. Mentors provide support in classroom management and lesson planning and instruction. Local mentors work closely with new teachers. New teachers have the opportunity to attend seminars and are provided the opportunity for reflective practice with other teachers in their area through Reflective Practice Groups facilitated by a regional program coordinator.

There are also some interesting programs being implemented by districts and institutions of higher education (IHE). At the University of Minnesota, for example, in a new program led by Dr. Gillian Roehrig, teachers seeking a M.Ed. “can participate in an induction program which consists of monthly face-to-face classes where students can discuss teaching issues with mentors and participate in laboratory assignments” (Danielson, 2005, p.1). Students may also seek support via online communication. Further, Dr. Roehrig is developing a new teacher support program to retain science

teachers. She is working with 120 first-year secondary science teachers in four separate programs, each with 30 teachers. These teachers “will be followed for three years--two years in an induction program and a third year after the induction experience” (p. 3). These support efforts are intended to bridge the gap between practice and theory for beginning teachers (Roehrig, personal communication, September 8, 2005). Another formal program is located in Brainerd, Minnesota. Loretta Norgon coordinates Brainerd’s teacher support system using the Pathwise and Mentor/Coaching Training based on the Cognitive Coaching Model (Norgon, personal communication, August, 2005). The Pathwise Assessor Training is a well known tool for assessing beginning teachers. In addition to training mentors for their own district, they also offer the training for mentors from other districts in Minnesota.

There is evidence, therefore, of numerous new teacher support programs and mentoring supports to assist new teachers in Minnesota. What is not known, however, is whether these and other local efforts are providing the types and level of supports needed to develop and retain quality teachers throughout the state of Minnesota. The current state of new teacher support and mentoring in Minnesota remains a question to be investigated and that is the thrust of the following study.

The Study

The purpose of this study was to identify the extent to which NTS programs, including mentoring, were available to teachers in their first five years of teaching in Minnesota school districts. The study aimed to determine the types of supports available to Minnesota’s newest teachers, as well as the challenges incurred in offering such support. Participants were staff development coordinators in all K-12 public school districts in

Minnesota. They were asked to complete an online survey to describe their NTS and mentoring programs and to identify challenges and successes related to such programs.

The survey was concerned with teachers who have 1-5 years of experience in these districts. The purpose of this study was to gather and analyze data that can be used to inform decision makers at the state and local policy levels. Given the low response rate, however, conclusions that can be drawn from this study process are limited.

Chapter 3: Methodology

The goal of this study was to describe the state of new teacher support (NTS) programs in Minnesota. In this descriptive study, data were gathered by means of an electronically administered survey. An expertise-oriented sampling strategy was employed (Worthen, 1997). Specifically, the perspectives from designated school district staff development coordinators were sought. Data analysis focused on a determination of the degree to which practices identified by school district coordinators align with those shown in the literature to be associated with comprehensive programs grounded in best practices.

Sampling

The broad interest of this study was to discern the extent to which school districts have NTS programs and the ways in which these programs align with best practices. The sample of specific interest, which could be accessed with reasonable convenience, was limited to Minnesota. All public school districts in Minnesota were included in the sample.

Sample. The survey sample of 339 independent public school districts in Minnesota was identified from the 2006-2007 Minnesota Education Statistics Summary on the Minnesota Department of Education (MDE) web site <<http://education.state.mn.us/mdeprod/groups/InformationTech/documents/Report/031668.pdf>>. This list, compiled by the Minnesota Department of Education, is believed to be the most comprehensive available.

Strategy for Identifying Key Personnel. By state law, Minnesota school districts must have one person designated as responsible for oversight of staff development. These

individuals were sought as the key personnel for responding to the online, single-stage survey administered in the study. They were viewed as the people likely to be most familiar with their district's new teacher support programs. Typically, they also are the individuals who complete and submit their respective district's annual staff development report to the state of Minnesota.

The researcher invited individuals from each district to participate through a mailed invitation. The initial letter was sent to each school district office, addressed to the attention of the staff development coordinator. The survey was introduced in the letter as an online survey that could be completed by the staff development coordinator or whoever was responsible for staff development in the district. A link to the survey was provided in the letter.

Instrumentation

A survey instrument was designed specifically for this study by the researcher and his advisers using information gathered from the research literature about NTS programs. Also included in the survey were items requesting descriptive characteristics of the responding districts. As introduced in Chapter One, the primary content areas addressed in the survey were categorized as program attributes: goals/vision, leadership and leadership supports, funding, external relationships (i.e., institutions of higher education (IHE) and other partnerships), program evaluation, and standards; program practices: mentee supports, mentee assessment/evaluation, and mentor supports.

After the initial draft of the survey was complete, it was reviewed by selected staff development experts in Minnesota. Subsequent to this review, the survey was piloted by the Teacher Support Partnership (TSP) group, whose membership included personnel

from the Minnesota Department of Education, the University of Minnesota, Minnesota State Universities, and Education Minnesota. Ultimately, the survey was posted online using SurveyMonkey.com to be accessed by the study sample. In the paragraphs below, more specific information is provided about the review, pilot, and final construction phases of survey instrumentation.

Expert Review. After the researcher's committee approved the initial draft of the survey, a group of five outside experts with experience in the area of new teacher support read and commented on the survey. This group was a convenience sample selected to improve the instrument. Specifically, these individuals were experienced staff development coordinators from varied types of school districts, and they were easily accessed by the researcher. The researcher was able to have face to face conversations with two of the individuals about possible changes or adjustments to the instrument, phone discussions through a third party with one, and written comments from the last two. Expert review was employed because of the need to have seasoned individuals draw on their expertise in reviewing the instrument and in making recommendations that could aid both in the effectiveness and clarity of the survey.

The reviewers were asked to read the survey and respond to the following questions:

1. Can you think of any other necessary questions for new teacher support?

What are they?

2. Is the length of the survey adequate? Long or short?
3. Are you aware of any questions that can be eliminated?
4. Did you understand all of the words/terms in the survey?

5. Are there any questions that can be interpreted differently by the respondents?
6. Are any questions confusing?
7. Do you think that all respondents will answer all of the questions? Could you discuss why they might not?
8. Are there any questions that are redundant?
9. Are there any questions that are duplicated?
10. Is the web site adequate for the dissemination of the survey?
11. Is the survey positive?
12. Are the scales for questions adequate and understandable?
13. Are there any questions that might lead to a low response rate?
14. Are there any questions, scales, or other parts of the survey that just seem wrong or that create problems?

The expert reviewers offered a considerable amount of feedback, including comments about the length of questions, organization of the survey questions, types of questions, length of the survey instrument, length of the introduction, wording in questions, comments on available responses, quantity of information needed to answer questions, and repetition of questions. Their suggestions were considered and largely incorporated into the survey. This version of the survey, then, was used for the next stage of instrumentation, the pilot.

Pilot Survey. After the expert review, the modified survey was posted on a University of Minnesota Moodle site to be accessed by pilot participants.

Approximately ten individuals from the Teacher Support Personnel Group (TSP)

were asked to pilot the survey to identify potential problems and to determine the amount of time required for completion. Ease of responding to the survey was essential to increase the likelihood of an acceptable response rate.

Feedback from the pilot participants resulted in changes in the sequencing of some questions and in the rewriting of numerous questions to increase clarity and specificity. Some items also were eliminated. A few participants were concerned about the length of the survey while others felt the length was acceptable given the intent of the survey to obtain a comprehensive view of new teacher support programs. The expert review and the pilot participants greatly assisted the researcher in improving the clarity and coherence of the survey, resulting in the final survey administered in the study.

Final Survey. The final online survey that was administered between April and June of 2008 consisted of 79 questions. The survey was divided into six sections: (a) Statement of Consent, No. 1; (b) District Questions, Nos. 2-31; (c) School Focus, Nos. 32-40; (d) Mentoring Questions, Nos. 41-60; (e) Overall Program Development, Nos. 61-72; and (f) District Characteristics, Nos. 73-78. Number 79 was an open ended question that asked for additional comments about districts' NTS programs. Of these 79 items, many included components identified in the literature as effective elements of NTS programs. Also embedded within the survey were a number of Likert-type questions that added additional information to questions about the components. Participants were asked to comment on the degree of a component, indicate emphasis of a component, add specific key information about a component, or comment on individual components.

This final version of the survey was entered into SurveyMonkey.com. A short introduction about the survey purpose and an invitation to participate was inserted

at the beginning of the survey. The final survey is located in Appendix C. Also included was a notification that four \$25 gift cards would be awarded. upon completion of the survey, respondents who wished to enter the drawing were asked to send a separate email to a University of Minnesota administrative assistant who was not connected with the study (e-mail address: <mninduction@ hotmail.com>). Gift card recipients were selected randomly by the assistant from those who responded. Winners were notified after the survey was completed.

Data Collection

Once the final survey was completed, the researcher purchased a mailing list for all Minnesota School Districts from the Minnesota Bookstore's Mailing List Service in order to send the initial and subsequent contact information. The first contact with districts was a cover letter sent in early April, 2008, to all Minnesota public school districts to the attention of the Staff Development Coordinator. The letter indicated the web site of the online survey at <www.johnbertucci.com>. Although it was expected that one coordinator from each district would complete the survey, it is possible, and would have been permissible, for this person to have requested assistance from others who were familiar with NTS programs in their district.

This means of survey administration was inexpensive and reached all of the desired districts. Only three district letters were returned and these were resent after finding the correct or new address. The online survey provided the opportunity for rapid turnaround in data collection given the ease of filling in information online and not having to bother with paper copies. The survey was available for four weeks. After the first week of posting, a postcard reminder was sent to all districts

reminding potential respondents about the survey and its deadline. After two weeks a second reminder was sent to all districts. Given the low response rate, at the end of four weeks the deadline for the survey was extended for an additional four weeks. Another postcard was sent to all in an attempt to nudge nonresponders and to remind individual coordinators of the chance to win one of four \$25 gift certificates. After eight weeks, the online survey was closed to responses, and the researcher downloaded the data from SurveyMonkey.com for each question on the survey and began the organization and analysis.

Data Organization and Analysis

The data analysis was organized around the four specific research questions. For all four research questions, the survey data analysis was carried out in three main steps: a) data input, b) item analysis, and c) comparisons. Due to the limited number of schools reporting, no correlations or Chi square analyses could be used in this study. Because of the large number of survey items related to question one, a fourth step--creation of sub-categories to group the data--was developed. The steps taken to analyze items will be described in relation to each research question.

Initial data input. The researcher downloaded the data from SurveyMonkey.com. The data were entered into Microsoft Excel with the assistance of a University of Minnesota statistician. Data were initially organized by question and by the responses from each district. Excel provided an easy method for arranging, totaling, and analyzing the 79 responses. The researcher then used two matrices (one showing the number of districts identifying each component in their program and the other showing the number of components each district identified in their

program) to create tables. Because of the sample size (n=45), the statistician suggested that the researcher cluster responses. For example, respondents were given eight forced-response options. Pairs of closely-related items were aggregated to create three or four composite groupings. This allowed for better comparisons of the collected data.

Item analysis. Additional tables were then created using SPSS to show percentages and frequencies for each item. Microsoft Excel was also used to collect, total, and analyze results.

Question One: What new teacher support practices do Minnesota school districts report implementing?

This question attempted to investigate the new teacher support practices/components that Minnesota school districts reported implementing. These components are represented by the wedges on the conceptual framework. Each wedge is a component group and represents from one to several teacher supports which together assist the mentee to reach the goals of quality teacher and quality teaching and to help retain the new teacher in the teaching profession. Several groups/wedges are combined to form two categories of program attributes (components which assist implementation and maintenance of an NTS program) and program practices (components which directly assist the mentee). Ultimately, these components acting together will also help districts to achieve improved students' growth, scores, and academic improvement.

Item analysis. To answer research question one, items related to the components of new teacher support systems (school, district, and mentor supports) were grouped for analysis. The 40 questions related to specific components from the survey and the

number of districts that answered each question were shown in a table (See Appendix E). This table was designed to show the question above and the number of districts below and it indicated that certain districts included this component (question) in their programs.

The next step was to identify components that were common to all programs, how many components districts reported implementing, and which components were most and least frequently identified by districts. The researcher tallied the number of components that each district reported (see Appendix E) and tallied how many districts reported including each component. Using the district tally, the researcher grouped the districts into three categories describing the number of new teacher support components. Districts were identified as being “not very robust” (0-13), “somewhat robust” (14-26), or “robust” (27-40) components.

In order to distinguish between those components that were part of implementation and maintenance of a program and those which were used to directly support teachers, the components were further placed into two categories: program attributes and program practices. These categories provided a framework for the rest of the study. In this study *attributes* represented how districts implemented and maintained programs and *practices* showed how districts directly assisted the mentees. Similar components were grouped to show the percentages that the districts reported for each grouped component and the overall percentage for practices and attributes (See Table 4.2). The groups were broken down according to (a) program attributes: goals/vision, leadership and leadership supports, funding, external relationships (i.e., IHE and other partnerships), program

evaluation, standards, higher education, and other partnerships, and (b) program practices: mentee supports, and mentee assessment/evaluation, and mentor supports.

Comparisons. The final analysis of the first research question involved a breakdown of the categories. Within each category were Likert scale responses that needed further analysis and these were addressed at this time. The responses for questions that involved Likert scale items were reported as percentages. Each category was analyzed and, in some cases, the percentages were reported within tables. The results were again organized around program attributes: goals/vision, leadership and leadership supports, funding, external relationships (i.e., IHE and other partnerships), program evaluation, and standards. Program practices were organized around mentee supports, mentee assessment/evaluation, and mentor supports. These groups were later subdivided into individual program components.

Question Two: Do specific characteristics have an effect on implementation and perceived robustness of a new teacher support program?

This question sought whether district characteristics (e.g., location, size, number of teachers, budget, and free and reduced lunch designation) have an effect on implementation and perceived robustness of new teacher support programs. The researcher attempted to show if specific characteristics might be associated with either robustness (the number of program components) or implementation (district programs exist and are focused on new teacher supports) or both. Since multiple supports are important to the success of NTS programs, robustness is one way to measure the development and implementation of an NTS program in a district. Ingersoll and Smith (2004) reported that when teachers received multiple NTS supports, they were not as

likely to move to a different school or leave the teaching profession after the first year. Multiple supports on the conceptual framework would signify having all of the wedges implemented and working together to assist a teacher to reach the goals of quality teacher and teaching and student academic success. Whether specific characteristics have an effect on the number of components and consequently on robustness would be important to know to identify reasons why a district's program might or might not be successful.

Item analysis. For this analysis, the researcher used the program robustness information which identified the number of components each district reported. Districts incorporating "many" components were considered "robust" and districts incorporating "few" components were considered "not very robust." Next, the information in Figure 4.3 was used in the second question. Here the components were arranged in a graph in order from least to most components showing how the components fell into the categories of "not very robust," somewhat robust," and "robust."

Comparisons. In order to determine a potential effect of any characteristic on implementation and/or robustness, the researcher identified the number of components in each district. Next, the components were arranged into component categories. The results showed the number and percentage of districts in each category, whether there were a greater number of components in districts with specific characteristics, and whether there were common characteristics in each category. A table was then prepared to show how many of the districts have components by organizational level (school, district, and mentor) as part of their new teacher support programs. These tables allowed the researcher to examine which components were present most often by category; which components and of which type

fell within the “not very robust,” “somewhat robust,” and “robust” range of district implementation; and which districts identified specific components as part of their programs.

The previous analysis in question one allowed for the researcher to make other comparisons. It allowed for cross-tabulating the results with the district characteristics to show any associations that might exist. The following characteristics (i.e., enrollment, size, location, free and reduced lunch, number of teachers, number of teachers hired, and new teacher support program budget) were cross-tabulated using the “not very robust,” “somewhat robust,” and “robust” categories.

Question Three: Is there a correlation between reported practices and retention?

This question attempted to find out if districts kept retention rates and to discern any associations between retention rates and number of components or if there were any way to determine if the retention rate was influenced by any number of reasons for teachers leaving the profession. Retention is one of the goals of NTS programs. Keeping the best teachers is the goal and districts need to keep the best to achieve the goal of improved academic success among students. All of the wedges on the conceptual framework work together with the district, school, and mentoring activities to achieve this goal.

Item analysis. Tables were used to show the numbers and percentages of districts that reported retention rates, retention rates and number of components, and the totals for districts keeping statistics.

Comparisons. The researcher sought to discover if district-reported retention rates were associated with district characteristics. Once again the researcher separated the components into three categories of “not very robust,” “somewhat robust,” and “robust”

and cross-tabulated these components with whether a district kept retention rates, did not keep them, or did not know.

Question Four: What are considered to be the major influences on the quality of new teacher support programs?

The final question attempted to analyze if there were any facilitators or challenges to implementing and maintaining a new teacher support program. Finding facilitators and challenges to implementation and maintenance of NTS programs might be helpful to identify how others have succeeded or failed in their attempt to create a successful NTS program. Viewing this from the conceptual framework, facilitators could identify for districts and schools practices they might employ in order to improve the delivery or development of the various wedges at each level. It might also help to know the challenges that they could avoid.

Item analysis. Both numbers and percentages of districts were used to show challenges and facilitators of new teacher support programs in districts. Two tables were created from SurveyMonkey.com based on the responses to questions about facilitators and challenges. The results were then reported showing those challenges and facilitators that districts reported. The researcher attempted to find out if the number of components increased and the retention rate improved depending on certain facilitators or challenges or if there was a relationship between facilitators and barriers and the size of a program. Cross-tabulation comparisons were not relevant for this final research question.

Chapter Four: Results

The literature examined in this study discusses how well-conceived and well-developed new teacher support (NTS) programs have a positive impact on retention of teachers, “increasing job satisfaction, efficacy, and retention of new teachers” (Smith & Ingersoll, 2004, p. 684). As stated in Chapter 1 the study of common components in these programs might inform policy and assist in answering the question of how to develop and implement effective new teacher support (NTS) programs in the state of Minnesota that incorporate the practices documented to be effective. The goals of these programs are to improve teacher quality and lead to an improvement in student success as well as in high student achievement in Minnesota.

The Study

The characteristics of the 339 districts surveyed in the state and the actual number of districts in each category of enrollment were the following: in the “fewer than 1,000” category, there are 174 districts or 51.8%; in the “1,000-4,999” category, there were 125 districts or 37.2% of districts; and finally, in the “5,000+” category there were 37 districts or 11% of the districts in Minnesota.² The 45 districts responding to the survey used in this study showed a percentage for “under 1,000” of 40% (n=18) (n=number of districts), for enrollments of “1,000-4,999” 28.9% (n=13), for “5,000+” 26.7% (n=12), and finally for the districts that did not answer this item 4.4% (n=2). This indicates a respondent group with about 12% fewer smaller schools answered than would be expected. Had the response been proportional to actual numbers, there should have been about 23 schools in this category. The “1,000-4,999” group was low by 8.3% (about 3 districts) but close to

² Three districts were intermediate districts and did not have student populations.

the expected number. The “5,000+” group--11% of the actual districts in the state--was represented more frequently by about five respondents (26.7%) in the survey sample.

In the category of location, of the 45 districts that responded to the survey, the greatest number of the respondents were from rural 38.6% (n=17) or town/small city in greater MN 34.1% (n=15), so 73% of the respondents were from smaller towns or rural areas. To be proportionally represented, there should have been 88%. Those identifying themselves as 2nd or 3rd ring suburban were 13.6% (n=6), 1st ring suburbs 2.3% (n=1), suburban 9.1% (n=4), and urban 2.3% or (n=1).

The number of years NTS programs have been in existence could be important to the study. Forty-one districts answered this question concerning length of time they have had a program. About one-third 31.7% (n=13) reported that they have not had a program, 17.1% (n=7) indicated that they have had a program for one to two years, 19.5% (n=8) three to five years, 22.0% (n=9) six to 10 years, and 9.8% (n=4) more than 10 years. Two-thirds of the reporting school districts indicated having a NTS program for five years or fewer.

Considered as a whole, the districts represented in this set of survey responses could be summarized as follows: about three quarters are located in small towns or rural areas, close to half had enrollments of less than one thousand students, and about one-third have no NTS program and about one-third have had a NTS program for six or more years. Further, the locations of the survey respondents, although not completely proportional, are fairly close to the actual makeup of districts in Minnesota.

The objective of the study was to describe the new teacher supports as they exist in Minnesota school districts, assess how these practices compare to recommended

practices, and identify factors that influence programs. The data source for identifying districts was the Minnesota Department of Education web site <<http://education.state.mn.us/mdeprod/groups/InformationTech/documents/Report/031668.pdf>>. It listed 339 districts in the state of Minnesota. All 339 districts were included, but charter school districts and academies were excluded from the study.

An online survey was designed, tested, and administered to gather data intended to address the following research questions:

5. What new teacher support practices do Minnesota public school districts report implementing?
 - a. What are the program practices that districts report?
 - b. What are the program attributes that districts report?
6. Do specific characteristics have an effect on implementation and perceived robustness of a new teacher support program?
7. Is there a correlation between reported practices and retention?
8. What are considered to be major influences on the quality of new teacher support programs?
 - a. What are some of the facilitators to implementation and development among programs?
 - b. What are some of the barriers to implementation and development among programs?

Given the low response rate and number, some of the demographic item response categories were collapsed to result in sufficient number to allow meaningful comparisons. For example, when cross-tabulating student enrollment with number of components per

program, the original eight enrollment response categories were collapsed to three categories: districts with “fewer than 1000” students, districts with “between 1000 and 4999” students, and districts with “5000+” students (see Table 4.1). These new categories allowed for comparisons to be made.

Table 4.1: Original Items Collapsed

Original Item on Survey: What is the student enrollment in your district?							
Fewer than 500	500-999	1000-2499	2500-4999	5000-9999	10,000-14,999	15,000-25,000	More than 25,000
Data categories collapsed showing number of districts per category.							
Fewer than 1000 (n=18)		1000-4999 (n=13)		5000 and above (n=12)			
Two districts did not answer this question.							

Similar combinations were created for all of the district characteristics and are presented in tables that follow. When making comparisons, the researcher used percentages, frequency counts, and means because the small number and rate of responses did not allow for the procedures of correlation and chi square.

Purpose of the Study

The purpose of the study was fourfold:

- Identify the new teacher support program components that Minnesota districts have reported, organized around program attributes and practices.
- Investigate how specific characteristics may influence a district’s new teacher support program development and effectiveness as measured by the robustness of the program.
- Investigate how these district characteristics may influence the retention rate of districts. Identify specific influences on the quality of new teacher support programs, both facilitators and barriers.

Terminology

Before reporting the results, the researcher will provide definitions for the terminology used in the conceptual framework. Components refer to the individual supports which are a part of a NTS program. One or more components make up a component group and several groups make up a component category. There are two component categories: attributes and practices. There are six groups of components in the attributes category and three groups of components in the practices category. Program attributes are those program supports which represent how districts implement and maintain programs and program practices describe how districts directly assist the mentees by providing direct support to the mentee, by engaging in useful mentee assessment and evaluation efforts, and by supporting mentors. The conceptual framework in Chapter One, Figure 1.1, shows several levels of the framework as concentric circles. Wedges are used to show that the component groups, made up of from one to several components, which cut across the concentric circles, all support the ultimate goal of student achievement where the wedges' tips end.

Results

In this section the researcher will discuss the results with regard to the four research questions. The researcher used the downloaded data summary from SurveyMonkey.com, Statistical Package for the Social Sciences (SPSS), and Microsoft Excel to analyze the data of the survey. Tables and figures of the results are included to assist in presenting the results. In some instances graphs, tables, or statistical procedures are presented in Appendix D and E. When responses to a question include "other," often these responses are shown, but if they are not in the text or table, they may be found in Appendix D or E.

Research Question Number One: New Teacher Support (NTS) Program Components

Question one sought to determine the new teacher support practices Minnesota public school districts have implemented. The literature showed that well-developed programs need not employ all of the components that have been identified as part of a comprehensive NTS program effort (Britton, Paine, Pim & Raizen, 2003; Moskowitz & Stephens, 1997). To be successful, however, it is posited that programs must be fairly robust to achieve the dual goals of retaining teachers and improving teacher knowledge, skills, and abilities. Thus, determining the number and type of components present in the programs reported on in this study will suggest the extent to which programs are developed and, as well as identify the particular components that are most often included in NTS programs.

These components are part of the framework wedges that work to assist districts to reach high student growth and academic achievement. The components have been combined into groups representing specific teacher supports and are focused on the districts' goals. All of the components within the New Teacher Support Framework that guided this study were clustered in one of two categories: One category was labeled as *program attributes*, and included the following component groups: (a) goals/vision, (b) leadership and leadership support, (c) funding, (d) external relationships (i.e., institutions of higher education (IHE) and other partnerships), (e) program evaluation, and (f) standards. The other category was labeled as *program practices* and included the following component groups: (a) mentee supports, (b) mentee assessment/evaluation, (c) and mentor supports. Program attributes were grouped to show that districts have the essential goals/vision, leadership and leadership supports, funding, relationships (i.e.,

IHEs or other partnerships), evaluation, and standards to implement and sustain a viable NTS program. Program practices were organized to show how districts directly assist the mentees by providing direct support to the mentee, by engaging in useful mentee assessment and evaluation efforts, and by supporting mentors.

Presented in Table 4.2 are the survey items for each component group in column two. In column three the response frequencies and percentages for each of the program components groups are shown. In column four, the total number of components identified for the categories of attributes and practices is noted. In column five, the average and percent of components reported within the program attribute and the program practices categories is presented. These data suggest that more than half of the districts report implementing all three of the program practices components: mentee assessment and evaluation (90%), mentee support (68.6%), mentor support (51.7%); and four of the six program attribute components: leadership (82%), including the two components for leadership support reduces the percentage to (71%), standards (80%), goals/vision (63%), and program evaluation (60%). The two lowest frequency component groups were funding, reported by (33%) of the districts, and external relationships reported by (20%).

The data also showed that districts reported implementing 64.6% of the NTS program components within the practices category. Districts also reported implementing 55.6% of components within the program attributes category. Overall, then, these data indicated that most of the reporting school districts were finding ways to support their mentees, sometimes without funding (as in 67% of the cases) and, considering leadership and leadership supports, without a high degree of leadership and leadership supports (as in 29% of the cases).

Table 4.2: Percentage of Framework Components Reported by Districts

Framework Categories	Number of survey items per component group	Average number and percent of components	Total number of components within categories: attributes and practices	Total average and percent of components within categories f(%)
Attributes				
Goals/Vision	3	1.9(63%)	18	10(55.6%)
Leadership and Leader Supports	5 2	4.1(82%) 0.87(43.5%)		
Leadership Totals	7	5(71%)		
Funding	4	1.3(33%)		
Partnerships (IHE/Other)	2 (1/1)	0.4(20%) 0.2(20%)/0.2(20%)		
Program Evaluation	1	0.6(60%)		
Standards	1	0.8(80%)		
Practices				
District	7	4.7(67%)	30	19.4(64.6%)
School	7	5.6(80%)		
Mentor	7	4.1(58.6%)		
Totals Mentee Support	21	14.4(68.6%)		
Mentee Assessment/ Evaluation	2 3*	1.8(90%) 1.9(63%)		
Supports for Mentors	6	3.1(51.7%)		
Totals	48	NA		

* includes formative evaluation by mentor

The discussion of data related to research question one will begin with program attributes and will be organized around the framework groups of goals/vision, leadership and leadership supports, funding, external relationships (e.g., higher education and other partnerships, program evaluation, and standards. After each of these groups is reported

on, a discussion of program practices will follow, organized around the groups of mentee supports, mentee assessment/evaluation, and mentor supports. Next, there will be a discussion of the robustness of programs and the number of components found in districts. Finally, this section will conclude by emphasizing which school, district, and mentoring components are identified most and least often.

Program Attributes

This section will discuss the literature identifying (for specific references substantiating each component return to chapters one and two) NTS program attribute groups of goals/vision, leadership and leadership supports, funding, external relationships: (i.e., IHE and other partnerships), program evaluation, and standards, as reported by the forty-five Minnesota school districts responding to the survey used in this study. The survey included three specific questions about goals and vision, five about leadership in general and two about leadership supports, four about funding, two for external partnerships: (i.e., one each for higher education and other partnerships), one for program evaluation, and one for standards. As shown in Table 4.2, 80% of the districts reported having standards, 71% of the districts reported leadership/leadership supports for their programs (82% for leadership and 43.5% leadership supports), 63% indicated having established goals/vision, and 60% had program evaluation for their NTS programs. Funding support was indicated by only 33% of the responding districts and external partnerships by only 20%.

Goals of new teacher support programs. Having goals is important for directing and maintaining any program. In this survey, 63% of the districts reported having goals for their NTS programs as shown in Table 4.2 above. Respondents were given nine

choices including “other” to identify the goals for their NTS program. The perceived importance of goals and objectives ranged considerably among respondents, from “not very important” to “very important.” Percentages and frequency counts showing their responses are listed in Table 4.3 below. Highest percentages are noted in bold font. The goals most frequently identified under the category of “very important” were “student achievement” 75% (n=33), “instruction improvement” 62.8% (n=27), “advance teacher knowledge of the teaching process” 51.2% (n=22), and “advance knowledge of teaching content” 40.9% (n=18).

Goals rated as “important” (as opposed to “very important”) by at least a third of the respondents were “retention of teachers” 47.7% (n=21), “extension of formative evaluation” 47.7% (n=21), “knowledge of the teaching content” 40.9% (n=18), “enculturation of the teacher to the district and school” 38.6% (n=17). The most frequently identified goal in the “somewhat important” column was “financial savings” 52.3% (n=23).

Looking at the rating average for each goal, “student achievement” was highest with 3.70, followed by “instruction improvement” at 3.53, “advance teacher knowledge of the teaching process” at 3.40, “advance teacher knowledge of the teaching content at 3.18, “retention of teachers” at 3.11, “enculturation of the teacher to the district and school” at 3.07, “extension of formative evaluation” at 2.77, and “financial savings” at 2.34. There were two “other” responses: (a) “our district does not currently have established goals,” and (b) “inculcate value of continuous professional learning.” See Table 4.3 below for a complete list of all reported goals and percentages.

The results were clear that these districts focus on student achievement as the number

one objective for their NTS programs, and these were followed by those strategies which districts felt will assist them to reach their number one goal. Retention of teachers was important, but it came in fifth in the list of goals. These goals were on target because improving the quality of teachers as goals 2, 3, and 4 attempted to do could assist districts to reach their goal of student achievement, which is also the goal of NTS programs.

Table 4.3: Districts Reported Goals for New Teacher Support Programs

Following are some possible objectives for new teacher support programs. Indicate the degree of importance for each goal related to YOUR new teacher support program.						
Objectives	Not very Important f(%)	Somewhat Important f(%)	Important f(%)	Very Important f(%)	Rating Average (I-scale)	Count f(%)
Student achievement	(0) 0.0%	(2) 4.5%	(9) 20.5%	(33) 75.0%	3.70	(44) 100%
Instructional improvement	(1) 2.3%	(2) 4.7%	(13) 30.2%	(27) 62.8%	3.53	(43) 100%
Advance teacher knowledge of the teaching process	(1) 2.3%	(3) 7.0%	(17) 39.5%	(22) 51.2%	3.40	(43) 100%
Advance teacher knowledge of teaching content	(2) 4.5%	(6) 13.6%	(18) 40.9%	(18) 40.9%	3.18	(44) 100%
Retention of teachers	(2) 4.5%	(6) 13.6%	(21) 47.7%	(15) 34.1%	3.11	(44) 100%
Enculturation of the teacher to the district and school	(2) 4.5%	(9) 20.5%	(17) 38.6%	(16) 36.4%	3.07	(44) 100%
Extension of formative evaluation	(3) 6.8%	(12) 27.3%	(21) 47.7%	(8) 18.2%	2.77	(44) 100%
Financial savings	(6) 13.6%	(23) 52.3%	(9) 20.5%	(6) 13.6%	2.34	(44) 100%
Other	See Appendix D for the other responses.					(2) 100%
Answered question						(44) 98%
Skipped question						(1) 2%
Total number of responses						(45) 100%

Leadership. Once a NTS program has established goals and vision, someone needs to see that they are carried out. Just who does the leading might be crucial to program success. In this survey thirty-nine of the 45 respondents specified the person responsible for leading the NTS program. Of these 39, 28.2% (n=11) responded it was a “district administrator,” 28.2% (n=11) a “principal or assistant principal,” 25.6% (n=10) “a district teacher on special assignment,” 7.7% (n=3) “a site teacher on special assignment,” and 10.3% (n=4) responded it was “some other person or group” (e.g., PLC’s, teacher within the system, staff development director, half time teacher, half time teacher academy coordinators).

Thirty (66.7%) of the survey respondents identified themselves as “staff development coordinators.” Of interest in response to the leadership component was an understanding about the nature of their assignment and scope of responsibilities. The staff development coordinators who responded to the survey indicated that they have various responsibilities and positions. Some are “district administrators” 50.0% (n=17), “district teachers on special assignment” 26.5% (n=9), “principals or APs” 11.8% (n=4), “site teacher on special assignment” 11.8% (n=4), and those who replied to “other” indicated “staff development coordinator,” “director of curriculum or professional development,” or “other administrator.” Most of these individuals 68.2% (n=30) also indicated that they had responsibility for district level professional development. Furthermore, of the 30 respondents, 29.5% (n=13) reported that they shared the assignment with another person in their district.

In addition to district leadership, principals were identified as providing program leadership. Principals have responsibility for mentee observations and 91% (n=40)

responded that “principals in their districts conduct observations annually during the first three years.” Principals are also expected to “clarify the purpose, focus, and process of these observations to the mentee” and nearly 87% (n=39) responded they do so. Leadership also means “engaging the mentee in reflective conversations about teaching and learning” and 71% (n=32) reported that principals do that; however, “sharing information between mentors and principals” was not common when it came to the mentee. Only 17.1% (n=6) responded that principals met with mentors of new teachers to share information.

Within these districts, there were other important issues for leaders of these programs and among them was the need to “provide time for leadership activities.” Providing time to coordinators and other leaders to lead a program is important for design, development, and implementation. Respondents indicated that 64.1% (n=25) responded “no” to the question of whether they had adequate time to lead the design and development of their programs.

Respondents recognized the need for strong leadership and reported its presence in the district and in the NTS programs. Leadership is important for NTS program success, and individuals need to have knowledge of NTS program implementation and maintenance; however, some leaders are administrators or teachers with many other duties and responsibilities and often they do not have the time necessary to devote to NTS programs.

Funding. Funding can come in many forms for NTS programs. Some districts allocated a line item for induction programs, and, in other instances, they reported funding directly from the state for induction or mentoring. Funding was identified as a

challenge for more than half of the programs. Of the 45 districts, 25 reported that they could answer “yes” to only 2 of the 4 funding questions. Only 15.6% (n=7) indicated that they received specific funding from the state to support their programs. Some districts 23.3% (n=10) reported that they received ATPPS/Q-Comp funds from the state which should help with program funding. Of the 45 districts only 44.2% (n=19) responded that they have a budget formally allocated for NTS programs. Many districts, however, came up with funds for mentors as 66.7% (n=24) indicated that there was monetary compensation for mentors. Funding is discussed further in relation to research question number two.

Program evaluation. The extent to which programs were evaluated was another area of interest in this study. The majority of respondents indicated that they did evaluate their programs, with 62.2% (n=28) reporting “yes” and 37.8% (n=17) reporting “no.” Of those who responded “yes” 64.3% (n=18) reported they evaluate once per year, 32.1 (n=9) reported more than once per year, and 3.6% (n=1) reported every three years. When evaluations do occur, they most frequently are conducted by a “district administrator” 28.6% (n=8), “district teacher on special assignment” 25% (n=7), or a “district committee” 25% (n=7). Others involved in evaluation were identified as “principals,” “program coordinators,” or “site teams.”

Evaluations did occur in about two-thirds of the responding districts; however, since 62.2% (n=28) responded “yes” to this question, that left just under 40% of the respondents who did not evaluate. There was little outside evaluation of NTS programs.

Partnerships with higher education. Districts showed little connection to IHEs in terms of NTS programs. Only 24.4% (n=11) indicated they had such a partnership while

71.1% (n=32) indicated they did not. Two districts did not answer this question.

Other partnerships. Partnerships around teachers' support involving professional associations or consultants were reportedly very infrequent. Of the 45 districts, 17.8% (n=8) responded that they have a partnership, while 73.3% (n=33) indicated that they did not. Four districts did not answer this question.

Standards. Many districts also included standards in their programs. Of the 36 districts that responded to these questions, 75% (n=27) used the "Minnesota teaching standards" as the articulated standards for the district, 11.1% (n=4) use "National Standards specific to the discipline," 8.3% (n=3), indicated using the "National Staff Development Council Standards," and 5.5% (n=2) the "National Board of Professional Teacher Standards." Of the 27.8% (n= 10) who indicated "other," six out of ten specified the Danielson's Framework as the guide for professional standards. This put the Danielson Framework in second place, although a distant second, behind Minnesota Standards.

In the program attributes category, most programs were reported as having goals/vision and there seemed to be a perception of strong leadership from principals. Support for leaders of NTS programs was less evident. The NTS programs usually had specific standards which they addressed, with most using the Minnesota teaching standards or some form of the Danielson model. Although many programs have goals/vision and standards in place, there are also many areas of perceived need. For example, funding was identified as a problem for several NTS programs in this survey, and very few districts had access to funds for their NTS program. When a program existed, evaluation of it did occur in over 60% (n=27) of the districts; yet, each district

usually conducted its own evaluation and provided its own evaluators using district administrators, teachers, or committees. In addition, partnerships could help support districts and NTS programs, but connections to IHEs or other organizations happened very seldom according to the respondents.

Program Practices

The ways in which NTS programs directly support new teachers is at the core of what matters most for such programs. Having multiple supports is an important part of program success, and the category of program practices includes three component groups totaling 31 components. The program practices category includes these three groups: mentee supports, mentee assessment/evaluation, and mentor supports. On the survey, respondents were asked to report on 21 mentee support items (seven district, seven school, and seven mentor components), three items for mentee assessment/evaluation, and six items pertaining to mentor supports.

As shown in Table 4.2 above, over half of the respondents (64.6%) indicated that their districts were strong in the category of program practices. Assessment/evaluation of mentees was reported by 90% of districts (63% if mentors are considered in the formative evaluation process). Other forms of direct mentee support were reported by 68.6% of districts, and support for mentors was reported by 51.7%. Included in the group of mentee supports were the following: “mentee support: personnel,” “district orientation,” “building orientation,” “teacher development,” and “evaluation/assessment.” Each of these components of support is reported on below beginning with mentee support: personnel.

Mentee support: Personnel. One type of support for mentees took the form of

specific personnel who were made available to support new teachers. Thirty-eight of the 45 or 84% of the districts answered that they provided such personnel, although the specific people made available varied somewhat. The four most highly identified personnel supports were “curriculum and instruction” identified by 89.5% (n=34) of districts, “professional development” also by 89.5% (n=34), “technology” by 76.3% (n=29), and “student assessment and testing” by 71.7% (n=27).” Other personnel mentioned, but much less frequently were “special education directors,” “school psychologists,” “counselors,” “peer coaches,” and “mentors.”

Mentee support: District orientation. Many of the districts 86.7% (n=39) included orientations as an element of their NTS programs. Orientations, however, were found to vary considerably in length (see Figure 4.1) with 25.6% (n=10) of the districts having orientations of less than ½ day, 28.2% (n=11) holding a one day orientation, and 23.1% (n=9) holding a two day orientation. Districts of “5000+” did not have any ½ days or less. Of the 12 districts in the “5000+” category, nine had two or more days of orientation. On the other hand, of the districts “under 1000,” six did not respond, five responded that their orientations were “½ day,” five others responded “one day,” and two districts reported “two days.”

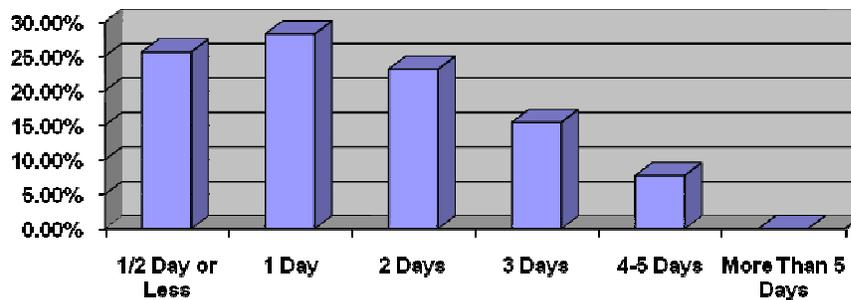


Figure 4.1: District: Percentage of districts and length of orientation

The content of district orientations reportedly varied among districts, but some commonalities were evident in that 47.4 (n=18) of respondents indicated that “information about the specific school to which the new teacher is assigned” was emphasized “very much” and that 51.3% (n=20) indicated that “district level goals for student learning” were emphasized “quite a bit,” as were “district level service department and personnel” 43.8% (n=17) and “district level academic departments and personnel” 43.6% (n=17). Areas emphasized only “somewhat” in orientations were reported to be “parent involvement and expectations” 43.6% (n=17) and “characteristics of the district community” 41.0% (n=16). There were eleven comments for the “other” category which focused on “technology training,” “housekeeping,” and “classroom management.” A complete list can be found in Appendix D.

Mentee support: Building level orientations. Many districts 75% (n=33) indicated having building orientations as well as district orientations as show in Figure 4.2. For the building orientations more than half of the respondents (52.9%; n=18) reported that they were held for a half day or less, 29.4% (n=10) reported it was one day, 14.7% (n=5) two days, and 2.9% (n=1) five days.

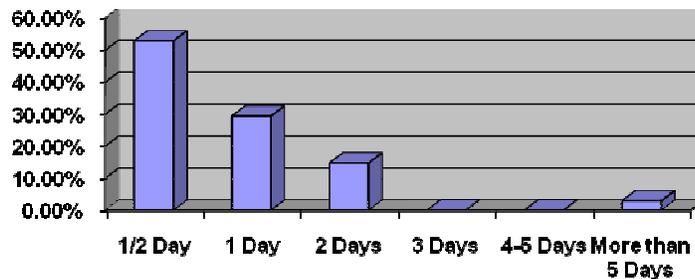


Figure 4.2: Building: Percentage of districts indicating length of orientation

The content of the building orientations were very full as indicated by Table 4.4. Most items had high percentages in the “yes” column indicating that the content was included in most districts. The top three items were in the 90% range and included “introduction to office and support personnel” 94.4% (n=34), “meeting new teachers” 91.7 % (n=33), and “introduction to principal(s) and other administrators” 91.7% (n=33).

Other content that ranked high were the following: “a tour of the building” 88.9% (n=32), “procedures for requisitions, absences, and other personnel and fiscal policies,” 88.9% (n=32), “locating curricular and other teaching materials,” 88.9% (n=32), “an annual calendar of expectations and events” 83.3% (n=30), “meeting grade level or subject area colleagues” 77.8% (n=28), “meeting the new teacher’s mentor or guide” 77.1% (n=27), “introduction to the local school community” 71.4 (n=25), “number and variety of staff in the school” 71.4% (n=25), “introduction to student achievement goals” 71.4% (n=25), “number and variety of students in the school” 60% (n=21), and “meeting the teacher association building representative” 54.3 (n=19). One item was split between “yes” and “no” at 40% (n=14) and that was “parent involvement and expectations.” Districts indicated “no” 76.5% (n=26) to “meeting with student leaders” being included.

When compared to the district characteristics, orientations at the school level were, overall, much shorter. The length of the district orientations varied from ½ day, 25.6% (n=10); 1 day, 28.2% (n=11); 2 days, 23.1% (n=9); 3 days, 15.4% (n=6). The building orientations were reported as being “1/2 day” or “one day” more than 80% of the time. Building orientations also seemed to include more activities which were accomplished in the shorter time period.

Table 4.4: Building Orientation Content

If yes, what content is included in this building orientation?					
Content of Building Orientations	Yes f(%)	No f(%)	D/ Know f(%)	Count f(%)	Skipped f(%)
Introduction to office and support personnel	(34)94.4%	(1) 2.8%	(1)2.8%	36(80%)	9(20%)
Meeting other new teachers (when there are others)	(33)91.7%	(1) 2.8%	(2)5.6%	36(80%)	9(20%)
Introduction to principal(s) and other administrators	(33)91.7%	(1) 2.8%	(2)5.6%	36(80%)	9(20%)
A tour of the building	(32)88.9%	(2) 5.6%	(2)5.6%	36(80%)	9(20%)
Procedures for requisitions, absences, and other personnel and fiscal policies	(32)88.9%	(2) 5.6%	(2)5.6%	36(80%)	9(20%)
Locating curricular and other teaching materials	(32)88.9%	(2) 5.6%	(2)5.6%	36(80%)	9(20%)
An annual calendar of expectations and events	(30)83.3%	(3) 8.3%	(3)8.3%	36(80%)	9(20%)
Meeting grade level or subject area colleagues	(28)77.8%	(6) 16.7%	(2)5.6%	36(80%)	9(20%)
Meeting the new teacher's mentor or guide	(27)77.1%	(7) 20.0%	(1)2.9%	35(78%)	10(22%)
Introduction to the local school community	(25)71.4%	(8) 22.9%	(2)5.7%	35(78%)	10(22%)
Number and variety of staff in the school	(25)71.4%	(6) 17.1%	(4)11.4%	35(78%)	10(22%)
Introduction to student achievement goals	(25)71.4%	(6) 17.1%	(4)11.4%	35(78%)	10(22%)
Number and variety of students in the school	(21)60.0%	(10) 28.6%	(4)11.4%	35(78%)	10(22%)
Meeting the teacher association building	(19)54.3%	(12) 34.3%	(4)11.4%	35(78%)	10(22%)
Parent involvement and expectations	(14)40.0%	(14) 40.0%	(7)20.0%	35(78%)	10(22%)
Meeting with student leaders	(2)5.9%	(26) 76.5%	(6)17.6%	34(76%)	11(24%)
Other	Site specific initiatives			1(100%)	NA

Mentee support: Teacher development. There were other supports provided to mentees in many districts, among them were “workshops,” “training,” “adjustment to work load,” “follow-up support after workshops,” “formative evaluation,” and “providing time for other learning opportunities.” Some districts 46.7% (n=21) “require training as part of the contract,” but almost the same number 42.4% (n=19) do not require it. Most districts, 74.4% (n=32), reported that they did not “adjust teachers’ work load,” although (some, 23.3% (n=10), did adjust the work load for new teachers. Of those who answered “yes,” 38.5% (n=5) responded that they support their new teachers through “formative evaluations by an administrator,” and 15.4% (n=2) gave “time to participate in other learning opportunities.” For those who offer specific new teacher development opportunities beyond orientation, 97% (n=32) reported “a mentor knowledgeable about general school policies, practices, and expectations,” 88.2% (n=30) reported they provide “time to meet with other new teachers,” 88.2% (n=30) also responded that they provide “professional materials and resources,” and 79.4% (n=27) reported “time to observe in other teachers’ classrooms,” 78.8% (n=26) reported “a mentor at the same grade level or content area,” and 76.5% (n=26) reported “workshops focused on classroom design and organization.” There were some significant “no’s,” such as, “online support networks” 69.7% (n=23), and “time to team-teach with experienced teachers” 60.6% (n=20).

This indicates that there is an abundance of teacher development activities, but most new teachers begin work without any significant work load adjustment although most were “provided with a mentor” and had many other opportunities to participate in collaboration and workshops. Online supports were not reported to be utilized.

Mentee support: Evaluation and assessment. Three items made up the group

Mentee Assessment/Evaluation. The first was concerned with the three observations needed annually for new full-time teachers in their first three years, and 90.9% (n=40) responded “yes” to this question. Only two districts responded “no” to this and three “did not know.” Also, districts were asked if their principals clarified the purpose, focus, and process of observations and again 88.6% (n=39) responded “yes.” Only one responded “no” and four “did not know.” The final item sought whether mentors assisted in formative evaluation of the mentee. This time only 22.2% (n=8) responded with a “yes” and 71.4% (n=25) responded “no” while four “did not know.”

Assessment and evaluation of mentees were part of the requirements for new teachers. Principals are required to complete three observations per year so it was not surprising that this number was high. Formative evaluation by mentors is not required and it was not a part of the assessment/evaluation plans for many of the districts.

Mentor support. This section reports the responses to the questions concerning mentors and the support that they receive. Of the 45 districts responding, 76% (n=34) reported they assigned a mentor to their beginning teachers. Seven districts or 17.1% (n=7) responded that no mentor was assigned. Four skipped the question. As far as the type of mentor is concerned, one district indicated that it made an effort to make available four types of mentors: instructional, content area, grade level, and subject level. Ten (24.4%) of the 41 responding districts indicated that they made available instructional, content, and grade level mentors (see Table 4.5).

When a mentor is assigned, some districts include mentor training, and 71.4% (n=25/35) of the reporting districts indicated that they train their mentors, 28.6% (n=10) reported they did not, and 28.6% (n=10) skipped the question. Of the 45 districts

responding to this question about providing mentor training, twenty responded “no” or “skipped” it. This means only about 56% of responding districts train their mentors. Of those who did answer, 92% (n=23/25) indicated that the mentor trainer often was “a person from the district,” 16% (n=4) reported it was “a person from a college or university,” 8% (n=2) reported “a consultant.” The length of training for the mentors was reported to vary from “½ day or less” 36% (n=9), to “one day” 20% (n=5), to two days 8% (n=2), to 3 to 4 days 16% (n=4), and, finally, to more than 5 days 20% (n=5).

Table 4.5: Types of Mentors

Which of the following types of mentors is available? Check all that apply.	
Types of Mentors	Response f(%)
No mentor assigned	7(17.1%)
Instructional	18(43.9%)
Content Area	22(53.7%)
Grade Level	21(51.2%)
Other	13(31.7%)
Answered Question	41(91%)
Skipped Question	4(9%)
Total	45(100%)
Other (see Appendix D)	

The content of mentor training included a variety of topics. Of the 25 districts that responded to the content of their mentor training, 100% (n=25) responded that it included “typical concerns, needs, and interests of new teachers,” 92% (n=23) reported “building trust/rapport with the new teacher,” 88% (n=22) “offering effective feedback,” 88% (n=22) “new teachers learning specific expectations for curriculum, instruction, and assessment,” 88% (n=22) “developing coaching skills to support the teacher” (e.g. reflective practice and inquire), 80% (n=20) “new teacher preparing for parent conferences and other home communications,” 76% (n=19) “decreasing new teacher

isolation,” 72% (n=18) “conducting classroom observations,” 68% (n=17) “assessing specific needs of individual new teachers,” 68% (n=17) “conducting pre and post observation conferences,” 60% (n=15) “supporting new teacher adaptation to change,” 48% (n=12) “suggesting ways for new teachers to become part of their designated teacher team,” 8% (n=2) wrote in “other” responses: (a) “handling difficult conversations, and building leadership capacity” and (b) “support with site and district initiatives such as Q-Comp, etc.” (see Table 4.6 below).

Table 4.6: Mentor Content Emphasized

Content of Mentor Training	Response f(%)
Typical concerns, needs and interests of new teachers	25(100.0%)
Building trust/rapport with the new teacher	23(92.0%)
Offering effective feedback	22(88.0%)
New teachers learning specific expectations for curriculum, instruction, and assessment	22(88.0%)
Developing coaching skills to support the teacher (e.g., reflective practice and inquiry)	22(88.0%)
New teachers preparing for parent conferences and other home communications	20(80.0%)
Decreasing new teacher isolation	19(76.0%)
Conducting classroom observations	18(72.0%)
Assessing specific needs of individual new teachers	17(68.0%)
Conducting pre and post observation conferences	17(68.0%)
Supporting new teacher adaptation to change	15(60.0%)
New teachers developing professionalism	14(56.0%)
Suggesting ways for new teachers to become part of their designated teacher team	12(48.0%)
Other, please write in additional content addressed in mentor training:	2(8.0%)
1. Handling difficult conversations, Building leadership capacity. 2. Support with site and district initiatives such as Q-Comp, etc.	
Answered Question	25(56%)
Skipped Question	20(44%)

Whether in-district support was provided for mentors was an item to which 36 districts responded; nine districts skipped this question. Of the 36, 75% (n=27) responded “yes” and 19.4% (n=7) indicated “no,” and 5.6% (n=2) reported that they “did not know.” A follow-up question of “who provides support for the mentors” was answered by 60% (n=27), but 40% (n=18) of the respondents skipped this question. Of the “yes” responses 59.3% (n=16) indicated “district only,” 18.5% (n=3) reported “district and collaborative group,” 11.1% (n=3) “collaborative group only,” also, 7.4% (n=2) reported “other external assistance,” and 3.7% (n=1) reported that they “don’t know.” The individuals who responded to the “other” item 11.1% (n=3) reported: (a) “teacher on special assignment,” (b) “mentoring coordinator,” and (c) teacher academy coordinators.”

It is noteworthy that most districts provide their own support for their mentors using personnel from the district. Fifty-six percent (n=14) of districts have training that is one day or less. Whether this is enough time to train personnel in charge of the mentors with the knowledge and expertise to select, train, and mentor the mentors was not discussed as part of the survey.

Further, data indicated that mentors were “rarely provided with reduced teaching loads,” and 73% (n=22) of districts indicated they “never provided reductions.” However, 44.9% (n=13) of districts “provided opportunities to meet with other mentors,” and 37.9% (n=11) “provided release time to meet with teachers.” Opportunities “to attend professional workshops” were reported to sometimes be available in 32.1% (n=9) of the districts, but they were rarely available in 35.7% (n=10) of districts. Fifteen districts or 35.5% did not answer this question about their mentors who were full time.

Compensation among mentors also was reported to vary. In more than three-quarters 77.3% (n=17) of the districts, however, mentor compensation was reported to be an item in their budget. The types of compensation typically offered to mentors is an “annual honorarium or stipend,” reported by 95.7% (n=22) of districts or “release time or extra personal leave day,” reported by 50% (n=9) of the districts. The amount of compensation varies from “less than \$500” in 47.8% (n=11) of districts, to between “\$500-999” in 34.8% (n=8) of districts, to “more than \$3500” in 4.3% (n=1) of districts. See Appendix D for a comprehensive table of these responses.

Finally, respondents were asked to comment on what extent each of the following supported their mentorship programs: “local, state, and national data about new teacher recruitment and retention concerns” and “local, state, and national data about teacher shortages” (see Table 4.7). The response options were “no influence,” “somewhat supportive,” and “highly supportive.” Forty-one of the 45 districts responded to these questions. About half, 43.9% (n=18), indicated “no influence” of recruitment and retention data on mentor program support and slightly more than half, 56.1% (n=23), indicated “no influence” of teacher shortage data on mentor program support. In the “other” category, 90.0% (n=9) responded that data had “no influence” on their mentorship programs. Some districts found the data “somewhat supportive” for teacher recruitment at 39.0% (n=16) and for teacher shortages 41.5% (n=17). Some districts 17.1% (n=7) found data about teacher recruitment and retention “highly supportive” while only 2.4% (n=1) found data about teacher shortages “highly supportive.”

Mentor supports were prevalent among districts responding to mentor training, but mentor training was indicated by only 25 of the 35 districts that responded, and ten others

did not answer the question, so this indicated that just over half of the districts trained their mentors. Training was usually provided by the district’s personnel and was usually about one or two days. Mentors also were rarely given a reduced teaching load, but most were compensated in some way. If a monetary reward, it was usually between \$500 and \$1,000. As far as data supporting mentorship programs overall, districts found these data “somewhat supportive” in almost 40% of “recruitment and retention” and “teacher shortages.”

Table 4.7: Mentorship support: Data

To what extent has each of the following supported your mentorship program?				
Response Items	No Influence f(%)	Somewhat Supportive f(%)	Highly Supportive f(%)	Count f(%)
Local, state, or national data about new teacher recruitment and retention concerns	(18)43.9%	(16)39.0%	(7)17.1%	41(91%)
Local, state, or national data about teacher shortages (current or projected)	(23)56.1%	(17)41.5%	(1)2.4%	41(91%)
Other	(9)90.0%	(0)0.0%	(1)10.0%	10(22%)
Other Responses	Relationship for 22 years through WSU Graduate Induction Program			1(2.2%)
Answered Question				41(91%)
Skipped Question				4(9%)
Total				45(100%)

Program Robustness

The framework used to guide this study was divided into two categories: program attributes and program practices. Program attributes addressed six groups of items: goals/vision, leadership and leadership supports, funding, external relationships (i.e., IHE and other partnerships), program evaluation, and standards. Program practices addressed three groups: mentee supports, mentee assessment/evaluation, and mentor supports. Each

group was made up of a number of items on the survey and each survey question/item was considered to represent one component.

If robustness is one sign of programs that are headed in the right direction for NTS programs (Ingersoll & Smith, 2004), then it could be argued that districts that have employed more quality components, as measured by the number of components reported to be in place, are laying a good foundation. A component was considered to be in place if a district responded “yes” that it was a part of their NTS program. For the purposes of this analysis, an assumption was made that all components are relatively equal in value. Figure 4.3 below shows the number of components that each district reported as part of its program, and it indicates some large differences among districts. For example, one district has a low of five components in its NTS program, and one district has a high of 36 components. The mean is 23.5 components per district and the standard deviation is 9.2.

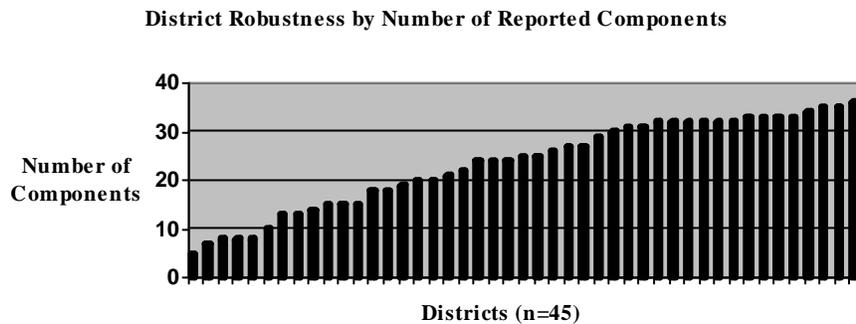


Figure 4.3: Districts and Number of Components Identified

Because forty components were identified for this study, three categories of “robustness” were defined as follows: “not very robust” for districts with evidence of “0

to 13” components, “somewhat robust” for districts with evidence of “14 to 26” components, and “robust” for districts with “27-40” components. Using this designation scheme, 44.4% (n=20) districts would be considered “robust,” a little over one third, 37.8% (n=17) would be considered “somewhat robust,” and 17.8% (n=8) would be considered “not very robust.” Given that the overall mean number of components for all districts combined is 23.5, this means that many districts fall below the high category.

Table 4.8: Districts’ Identification of Components

Robustness	Not very Robust (0-13)	Somewhat Robust (14-26)	Robust (27-40)	Total Count f(%)
Districts	8(17.8%)	17(37.8%)	20 (44.4%)	45(100%)

Five districts have fewer than ten components, and of these, four are districts with “fewer than 1000” students. Of the 17 districts with thirty or more components, four are smaller districts, six are medium, and six are larger districts (one district did not indicate size).

Since there are roughly 50% of the smaller districts, “fewer than 1000” in the state, there should be only about one-half of those districts that report “ten and under” components in this category, not 80%, and there should be about half, eight or nine small schools, with “30 or more” components.

Of those districts with over 30 components, these components were represented most often in their programs: “program goals/vision were well established,” “someone is assigned responsibility for the program,” and there was “differentiation between a beginning teacher (meaning new to the field of teaching) and one new to the district (meaning the teacher has prior experience teaching in another district).” Also, most respondents reported that there was “sufficient time for professional learning and

development” and that various “personnel are available as needed to support new teachers.” Further, most districts had “orientations” and there were “continuing development opportunities beyond orientation.” Finally, many of these “robust” districts also indicated “working from a formal set of professional teaching standards.”

Conceptual Framework: Organizational Levels

The following section explored the conceptual framework originally introduced in Chapter One (Figure 1.1). The focus here is specifically on the components that were most frequently reported as belonging to the organizational level of district, school, or mentoring.

Organizational level: District, school, and mentor. Table 4.9 below shows, for each survey question/item, the number of districts that identified that they had this particular item as part of their NTS program. The numbers in columns 2, 3, 4 showed the total number of districts that identified having a component. The numbers ranged from a low of six districts to a high of 40 districts identifying a component. The mean for all districts was 27.6 and the standard deviation was 11.0. This indicated that there was a large variability among the districts. The average number of districts for the school organizational level was 37.1, the average for the district level was 24.4, and the average number of districts for the mentoring level was 23.8. Eliminating (outliers) numbers ten and under in the district and mentoring columns changed the district score to 27.1 and the mentoring to 27.9. The school components were still high at 37.1, but these high numbers revealed that many districts were reporting that they had multiple components at all levels as part of their programs.

The building or school level seemed to be making the greatest effort to support teachers. At the building or school level, districts averaged just over 37. It was difficult to tell whether mentoring programs were being implemented at the district or school level, but at almost 28, this was also quite robust no matter at which level it was being implemented, and district level at just over 27 was also verging on robustness. Not eliminating the ten and under districts, still left many districts in the mid-twenties and this verged on the high side of the “somewhat robust” category.

Table 4.9: Framework: Number of Districts Reporting Presence of Framework Components by Organizational Level

Framework Category Groups	Number of components by organizational level		
	District Level (20)*	School Level (13)*	Mentoring Level (15)*
Program Attributes			
Goals/Vision 3	18,31,36		
Leadership 5-Leader Supports 2	36,27,12	32, 39,39,40	
Funding 4	7,10, 19,		24
Partnerships 2	8,11		
Program Evaluation 1	28		
Standards 1	34		
Program Practices			
Mentee Support 21	10, 26, 31,33, 34, 38, 39	32, 33, 35, 35, 39, 39, 40	24, 24, 26, 34, 35, 35, 8
Mentee Assessment Evaluation 3		39, 40	8
Mentor Supports 6			6, 24, 25, 27, 27, 30
Average Number of Districts	24.4	37.1	23.8
Eliminating numbers 10 and under	27.1	N/A	27.9

*Some overlap occurred with the questions/components, thus the total is greater than 40.

Whether a district had a component was important to note and also examining how many components districts indicated as part of their programs identified the robustness of district programs in the state. The Table 4.10 shows the average number of districts for each component group. The averages represent which groups had the highest district

count. If the average was high or close to the highest reported number of districts (n=40) identifying a component, then it showed that the group of components was used by many districts for their NTS program. Some of the groups with the highest averages of districts identifying components were standards (although standards only had one question) with 34 districts identifying standards as part of their programs, leadership at 32.1 (leadership 37.2 and supports 19.5), mentee supports at 30.9 (broken down by district 24.4, school or building 37.1, and mentor 23.8), mentee assessment/evaluation at 29, goals/vision at 28.3, and program evaluation at 28. These were followed by mentor supports at 23.2. At the low end were funding at 15 and external partnerships at 9.5 (IHE at 11 and other partnerships at 8).

Table 4.10: Average Number of Districts per Individual Group

Framework	Evidence of NTS Components: Average Number of Districts/group
Program Attributes	f
Goals/Vision 3	28.3
Leadership 5 & Leader Supports 2	32.1 (37.2&19.5)
Funding4	15
Partnerships: Higher Education 1 & other partnerships 1	9.5 (11 & 8)
Program Evaluation 1	28
Standards 1	34
Program Practices	
Mentee Support 21 (7D, 7S, 7M)	30.9 (24.4,37.1,23.8)
Mentee Assessment/Evaluation 3	29
Mentors Supports 6	23.2
Average Number of Districts	27.6

Identifying the individual components that were part of district level NTS programs follows. The data revealed that twenty-four components were present most often and were identified by districts more than 27 times. Of these twenty-four components, eleven of them had to do with district level. The eleven components are these: District programs

“had explicit goals for learning,” “support for new teachers is identified as a goal,” “differentiated support for beginning or new teachers,” “introduced their new teachers to the district through an orientation,” from less than ½ day to three days, “provided teacher development opportunities beyond orientation,” “provided adequate time for participation in professional learning and development,” “had personnel available as needed to support their new teachers,” “had at least one individual assigned responsibility for leading the NTS program,” “trained the individual assigned to lead their NTS programs,” “indicated that standards were articulated for new teachers,” and “evaluated their district programs” --some reported once per year 64.3% (n=18) and others reported more than once per year 32.1% (n=9).

There were seven school level components that 27 or more districts identified as present most often. The school components were these: “new teachers received a formal orientation,” “there were regularly scheduled grade and subject area meetings,” and “there were regularly scheduled collaboration and learning meetings for new teachers.” As far as the principal’s involvement, they “assumed ongoing, active support for new teachers,” “conducted at least three formal observations the first three years,” “clarified the purpose, focus, and process of observations,” and “engaged in reflective conversations about teaching and learning.”

Along with the district and school level components, there were others at the mentor level that were identified 27 or more times by districts. There were six mentor level components that were found most often in these districts. They “asked a school level colleague to serve informally as needed for day-to-day support,” “assigned specific types of mentors,” “provided in-district support to mentors,” “selected mentors using

established guidelines,” “provided clear expectations about being a mentor,” and “scheduled one-on-one interactions between mentors and mentees.” These 24 components were those that were most often identified by the reporting districts.

There were seven components that fell in the lower category, “0-13.” These were components that districts reported were not as often a part of their NTS programs. Five were district level and two were mentor level components. The district level components were the following: Many districts “indicated that they received little funding from the state for their program,” “did not provide sufficient time to design and develop a program,” “did not create partnerships with colleges or universities nor with other professional associations or consultants,” and “did not adjust the workload of new teachers during the probationary years.” The mentor level components that districts reported least were that they “did not have mentors and mentees meet with principals to share information” and “did not have mentors participate in formative evaluations regarding the mentee.”

Research Question Number Two: Characteristics and Program Development and Effectiveness

This section addressed the second research question: Do specific district characteristics have an effect on implementation and perceived robustness of a NTS program? The researcher chose seven district characteristics (i.e., student enrollment, leadership time, location, free and reduced lunch count, number of teachers, number of teachers hired, and budget) to cross-tabulate with each of the robustness categories (“not very robust,” “somewhat robust,” and “robust”) to determine whether characteristics influence program development or robustness (Henry, 1989; Ingersoll & Smith, 2004).

The first analysis of this sort investigated the intersection of enrollment and new teacher support components and generated the data presented in Table 4.11 below.

In this analysis the highest percentages in the “robust” category (meaning districts that reported between 27 and 40 new teacher support components) showed that 75% (n=9) of the largest districts had more robust programs. In the “somewhat robust” category (meaning 14-26 components in evidence), the smaller the district, the lower the percentages for districts. In the “not very robust” category, there were a greater percentage of districts in the “fewer than 1000” student districts, 33.3% (n=6), districts with “1000-4999” enrollment had 7.7% (n=1), and districts with “5,000+” students had 8.3% (n=1). Overall, one-third of the districts reporting were found to identify components in the “somewhat robust” range and almost 45% of the districts were found to be in the “robust” range. This overall pattern of data findings held generally the same in all of the analyses reported below (i.e., student enrollment, leadership time, location, free and reduced lunch count, number of teachers, number of teachers hired, and budget), possibly indicating relationships among these district variables.

Table 4.11: Results of Cross-Tabulating District Enrollment and NTS Program Robustness

Characteristic	Number and Percent of Districts			
	Not very robust f(%)	Somewhat robust f(%)	Robust f(%)	Total f(%)
<1000	6(33.3%)	8(44.4%)	4(22.2%)	18(100%)
1000-4999	1(7.7%)	6(46.2%)	6(46.2%)	13(100%)
5000 +	1(8.3%)	2(16.7%)	9(75%)	12(100%)
Did not respond	0(0%)	1(50%)	1(50%)	2(100%)
Total District Count	8(17.8%)	17(37.8%)	20(44.4%)	45(100%)

Cross-tabulating “enrollment” with “percent of time spent by the person who takes primary responsibility for the design and development of the NTS programs” shows in

Table 4.12, that 82% or (n=32) spend less than 25% with design and development and 10.3% spend about 25% of their time. Combining these two indicated that 92.3% spend 25% or less on design and development of a program. Only two districts reported that they had individuals who spent 100% of their time involved with their respective NTS programs, and of these one district was “1000-4999” and one was “5000+.” All 14 of the small districts indicated that less than 25% of a person’s time was spent working with the NTS program.

Table 4.12: Results of Cross-Tabulating of District Enrollment and Leadership Time Spent on NTS Programs

Characteristic Enrollment	Leadership: Percent of Time Spent on NTS Programs				
	Number and Percent of Districts				
	<25% f(5)	25% f(%)	50% f(%)	100% f(%)	Total f(%)
<1000	14.0(100%)	0.0(0.0%)	0.0(0.0%)	0.0(0.0%)	14.0(100%)
1000-4999	8.0(61.5%)	2.0(15.4%)	0.0(0.0%)	1.0(7.7%)	11.0(100%)
5000+	8.0(66.7%)	2.0(16.7%)	1.0(8.3%)	1.0(8.3%)	12.0(100%)
Identified only time	2(100%)	0(0.0%)	0(0.0%)	0(0/0%)	2.0(100%)
Total	32.0(82%)	4.0(10.3%)	1.0(2.6%)	2.0(5.1%)	39.0(100%)
Identified size only	0	0	0	0	6.0 (100%)
Total	32.0(82%)	4.0(10.3%)	1.0(2.6%)	2.0(5.1%)	45(100%)

The time spent for design and implementation on NTS programs seems to be limited for many districts, and the smaller districts seem to have less time to devote to the programs. Only two of the districts indicated that they spend 100% of their time on NTS program design and implementation.

Next, the researcher looked at “location” of each district to see if this had any relationship to robustness in a NTS program. There was some overlap of enrollment and location, but they were not identical categories. To compare location of districts to robustness of programs, all suburban choices were collapsed into these four choices:

“rural,” “small town/city,” “suburban,” and “urban” as shown in Table 4.13 below. The results of the cross-tabulation showed that “suburban” and “urban” districts, at 100% (n=1) and 72.7% (n=8) respectively in the “robust” range, had more robust programs. It also showed that “rural” and “small town” districts had 35.5% (n=6) and 33.5% (n=5) in the “robust” range and 41.2% (n=7) and 46.7% (n=7) in the “somewhat robust” range; however, both of these categories had a higher percentage of districts in the “not very robust” range at 23.5% (n=4) and 20.2% (n=3) as compared to “suburban” 9.1% (n=1) and “urban” (0%).

The results showed that “urban” and “suburban” districts had a higher percentage of districts in the “robust” category, and “rural” and “small town” had a higher percentage in the “not very robust” category; however, there were still almost one-third of “rural” and “small town” districts in the robust category. Smaller districts are not destined to have less robust programs, so it is important to identify the reasons why districts might or might not be “robust.”

Table 4.13: Results of Cross-Tabulating Location of Districts and NTS Program Robustness

Characteristic	Number and Percent of Districts			
	Not very Robust f(%)	Somewhat Robust f(%)	Robust f(%)	Total f(%)
Rural	4(23.5%)	7(41.2%)	6(35.3%)	17(100%)
Town/small city	3(20.2%)	7(46.7%)	5(33.3%)	15(100%)
Suburban	1(9.1%)	2(18.2%)	8(72.7%)	11(100%)
Urban	0(0%)	0(0%)	1(100%)	1(100%)
Did not answer	0(0%)	1(100%)	0(0%)	1(100%)
Total	8(17.8%)	17(37.8%)	20(44.4%)	45(100%)

When investigating “free and reduced lunch” as a category to compare to robustness, again the choices were reduced from seven to four. Table 4.14 indicates that, in most cases, the lower the number of “free and reduced lunch” students, the more “robust” the program. The “robust” range, column four, shows 50% (n=5), 63.6% (n=7), and 35.7 (n=5) in that order for the three rows that refer to “free and reduced lunch” students below 50%. Ignoring the “fewer than 20%” column, there is almost a progression in the “robust” column to the lowest 28.6% (n=2) for the higher percentages of “free and reduced lunch.” The districts do not show a progression from low to high in the “somewhat robust” column, although “between 35-50%” had 50.0% (n=7) of the districts. The numbers, however, seemed to vary in the “not very robust” column. There were more districts 42.9% (n=3) in the “50% or higher” compared to “between 35-50%” at 14.3% (n=2), “between 20-35%” at 9.1% (n=1), and “fewer than 20%” at 10% (n=1) in the rest of the column.

The totals did show that there were fewer (n=7) districts in the “50% or higher” row. More districts fell in the categories “below 50%,” so the higher the number of “free and reduced lunch,” the lower the number of components per district.

Table 4.14: Results of Cross-Tabulating Free and Reduced Lunch and NTS Program Robustness

Characteristic	Number and Percent of Districts			
	Not very Robust f(%)	Somewhat Robust f(%)	Robust f(%)	Total f(%)
Fewer than 20%	1(10%)	4(40%)	5(50%)	10(100)%
Between 20-35%	1(9.1%)	3(27.3%)	7(63.6%)	11(100%)
Between 35-50%	2(14.3%)	7(50.0%)	5(35.7%)	14(100%)
50% or higher	3(42.9%)	2(28.6%)	2(28.6%)	7(100%)
Did not answer	1(33.3%)	1(33.3%)	1(33.3%)	1(100%)
Total	8(17.8%)	17(37.8%)	20(44.4%)	45(100%)

The next Table 4.15 cross-tabulates “number of teachers” with program robustness, and the choices were once again collapsed from seven to three for purposes of analysis. The three choices were “fewer than 100,” “100-599,” and “600+.” In the “not very robust” column, there were no districts in the “100-599” or “600+” rows; however, there were 31.8% (n=7) in the “fewer than 100” row. The “somewhat robust” column progresses from the lowest number of teachers to the highest number with the lowest number “fewer than 100” having a much higher percentage of districts in the “somewhat robust” column at 54.5% (n=12). In the “robust” column, the districts with “100-599” had a high number of districts at 78.6% (n=11) and in the “600+” category, there were 85.7% (n=6) districts in the “robust” column.

Table 4.15: Results of Cross-Tabulating Number of Teachers in a District with NTS Program Robustness

Characteristic	Number and Percent of Districts			
	Not very Robust f(%)	Somewhat Robust f(%)	Robust f(%)	Total f(%)
Fewer than 100	7(31.8%)	12(54.5%)	3(13.6%)	22(100%)
100-599	0(0.0%)	3(21.4%)	11(78.6%)	14(100%)
600+	0(0.0%)	1(14.3%)	6(85.7%)	7(100%)
Did not answer	1(50%)	1(50%)	0(0.0%)	2(100%)
Total	8(17.8%)	17(37.8%)	20(44.4%)	45(100%)

This information showed a high number of “robust” districts at 85.7% (n=6) in the “600+” category and a high number 86.3% (n=19) for the combined categories of “not very robust” and “somewhat robust” in the “fewer than 100” category which is just over 44% of 43 responding districts. Those districts at “100-599” and “600+” had 17 “robust” districts, which was 39.5% of the 43 districts reporting.

The results for “robust” districts continued to be similar for all characteristics. As far as the “number of teachers” and how this affects robustness of a program, there were

some types of relationship. The more teachers a district had, the more “robust” the program seemed to be, especially when realizing that smaller districts make up about 50% of all districts in Minnesota. In this survey “fewer than 1000” made up about 40% of the districts and “5000+” made up about 27%, so the smaller districts still should have more districts in the “robust” range.

The “number of new teachers hired” per district was also investigated and thirty-nine districts responded. The total number of teachers hired in these districts for the past three years was 3,028. One district reported hiring 500 teachers while other respondents reported hiring only four. The average number of teachers hired per district was about 78. Cross-tabulating the “number of teachers hired” per district with the number of components in Table 4.16 shows results similar to those of “district student enrollment” (see Table 4.11). Of those districts with the “highest number of hires,” eleven, almost a quarter of the forty-five, fell in the “robust” category. Comparing these results to those in Table 4.12 with the “highest enrollment,” there were nine districts in the “robust” category. In the “number of new teachers hired” table, there were 12 districts that fell in the “not very robust” and “somewhat robust” categories and in “enrollment” there were 14 districts that fell in the “not very robust” and “somewhat robust” categories. In the “number of new teachers hired” table, the districts with the most hires had only two districts in the “not very robust” and “somewhat robust” categories, while the highest enrollment districts had three in the “not very robust” and “somewhat robust” categories.

This showed that the number of teachers hired was once again similar to the results of many of the other characteristics when it came to “robustness.” The more teachers hired, the more “robust” the program.

Table 4.16: Results of Cross-Tabulating Number of Teachers Hired and NTS Program Robustness

Characteristic	Number and Percent of Districts			
	Not very Robust f(%)	Somewhat Robust f(%)	Robust f(%)	Total f(%)
0-10	4(50%)	8(33.3%)	3(6.7%)	15(100%)
11-50	1(6.7%)	5(3.3%)	5(0.0%)	11(100%)
51+	0(.1%)	2(5.5%)	11(5.5%)	13(100%)
Skipped	3(0.0%)	2(15.4%)	1(84.6%)	6(100.0%)
Total	8(17.8%)	17(37.8%)	20(44.4%)	45(100%)

The final table in this section, 4.17, is one that looked at whether a district had a budget for its NTS program. Overall, those districts reporting “yes” to “budget” and those reporting “no” to budget were close at 19 and 23 respectively. Budget was cross-tabulated with district program robustness and the results are shown below in Table 4.17. The districts reporting “yes” and indicating “robust” had 78.9% (n=15) of districts. The “yes” districts also had 0% of districts in the “not very robust” category. Those reporting “no” to the “budget” question, had only 17.4% (n=4) of districts in the “robust” category and had 52.2% (n=12) in the “somewhat robust,” and 30.4% (n=7) in the “not very robust” category.

For those who indicated they had “a budget formally allocated for the NTS program” about 23.3% (n=10) districts responded that they included such items as “lead person’s salary for mentor compensation” 77.3% (n=17), “workshops and other training materials and expenses” 75.0% (n=15), “substitute teachers” 68.2% (n=15), and “new teacher program” 59.1% (n=13). Some districts had ATPPS/Q-Comp funds from the state which assists districts in the support of their NTS program.

Responses to the question of whether “allocations of fiscal and personnel resources were adequate” showed that 50.0% (n=16) thought they were “inadequate,” 43.8%

(n=14) thought they were “adequate,” and 6.3% (n=2) found them “very adequate.”

Cross-tabulating “number of components” with the results showed that those who responded “very adequate” 100% (2/2) fell in the “robust” components area; those who responded adequate 71.4% (10/14) fell in the “robust” component area, and those who responded inadequate 31.5% (5/16) fell in the “robust” area.

In this analysis, districts answering “yes” to “budget” had more districts in the “robust” category, and those responding that the budget was “adequate” had 75% (n=12/16) of their districts in the “robust” category.

Table 4.17: Results of Cross-Tabulating Budget and NTS Program Robustness.

Characteristic	Number and Percent of Components Available in Districts			
	Not very Robust f(%)	Somewhat Robust f(%)	Robust f(%)	Total f(%)
Yes	0(0.0%)	4(21.1%)	15(78.9%)	19(100%)
No	7(30.4%)	12(52.2%)	4(17.4%)	23(100%)
Don't Know	1(100%)	0(0.0%)	0(0.0%)	1(100%)
Skipped Question	0(0%)	1(50%)	1(50%)	2 (100%)
Total	8(17.8%)	17(37.8%)	20(44.4%)	45(100%)

Research Question Number Three: Influence of Characteristics on Retention Rate

This third research question intended to answer this question: Is there a correlation between reported practices and retention? Of the forty-five districts that responded to the question of retention rate, 29.5% (n=13) of the districts indicated “yes” that they kept track of retention rates. Also, 43.2% (n=19) reported that they did not keep statistics and 27.3% (n=12) did not know if they kept statistics. Interestingly of the 33 districts responding, 34.1% (n=15) reported that it was “very important,” 47.7% (n=21) responded that it was “important,” 13.6% (n=6) that it was “somewhat important” as a goal, and

only 4.5% (n=2) reported that it was “not very important” as a goal. Of the 44 respondents, 95.5% (n=42) found it “somewhat important” to “very important.” Also, though only thirteen districts reported that they kept statistics, 40% (n=18) answered the question that pertained to retention rate as noted in Table 4.18 below. Of the 18 who answered 72.2% (n=13) of the districts responded that they had a retention rate of about 75%. Although there were only eighteen respondents, the researcher compared the response rates with the robustness of programs.

In Table 4.18, the overall results show in column one the choices districts were given for responding to percentage of retention rates. The choices were “100%” retention, “about 75%,” “about 50%,” and “less than 50%.” Column two shows the number and percentage of districts that reported retention rates, and columns 3, 4, and 5 indicate the level of robustness for each retention category. Analyzing these districts that reported retention rates, showed that one fell in the “100%” category, and it was a district which recorded a high number of components. Of those choosing “about 75%” retention, 61.5% (n=8) were from the “robust” range, 30.8% (n=4) were from the “somewhat robust,” and 7.7 % (n=1) were in the “not very robust” category. In the “about 50%” retention rate 100% (n=3) fell in the “robust” range, and finally of those indicating “less than 50%,” one district reported being in this category and it fell in the “not very robust” range; however, 27 districts did not report.

Although there were few districts reporting retention rates, 44 of 45 responded that retention was “very important” or “important” by 81.8% (n=36) of districts; yet, only 40% (n=18) responded to retention rates and 60% (n=27) of districts did not respond.

This showed that those who reported retention rates were districts that fell mostly in the “robust” categories.

Table 4.18: Results of Identifying District Retention Rates and Number of Districts Answering in each Category and District Robustness

Choices	Responses	Number and Percent of Districts			
		Not very Robust	Somewhat Robust	Robust	Total
Retention Rates	District Number and percent f(%)	f(%)	f(%)	f(%)	f(%)
100%	1(5.6%)	0(0.0%)	0(0.0%)	1(100%)	1(100%)
About 75%	13(72.2%)	1(7.7%)	4(30.8%)	8(61.5%)	13(100%)
About 50%	3(16.7%)	0(0.0%)	0(0.0%)	3(100%)	3(100%)
Less than 50%	1(5.6%)	1(100%)	0(0.0%)	0(0.0%)	1(100%)
Answered question	18(40%)	2(100%)	4(100%)	12(100%)	18(40%)
Skipped question	27(60%)	N/A	N/A	N/A	27(60%)
Total	45(100%)	45(100%)	45(100%)	45(100%)	45(100%)

Cross-tabulating retention rates with number of components showed that of the 13 who did respond “yes,” 69.2% (n=9) of the districts were in the “robust” column. Of those who responded “no” or “don’t know,” approximately 31.6% (n=6) and 41.7% (n=5) respectively fell in the “robust” column for components (see Table 4.19 below).

Table 4.19: Results of Cross-Tabulating Teacher Retention Rate and Robustness of NTS Program

Response	Number and Percent of Components			
	Not very Robust	Somewhat Robust	Robust	Total
District Reports Retention	f(%)	f(%)	f(%)	f(%)
Yes	2 (15.4%)	2 (15.4%)	9 (69.2%)	13 (100%)
No	5 (26.3%)	8 (42.1%)	6 (31.6%)	19 (100%)
Don’t Know	1 (8.3%)	6 (50.0%)	5 (41.7%)	12 (100%)
Skipped	0 (0.0%)	1 (100%)	0 (0.0%)	1 (100%)
Total	8 (17.8%)	17 (37.8%)	20 (44.4%)	45 (100%)

Table 4.19 shows the responses for the 13 districts that reported they keep track of retention rates, but 18 districts actually responded to the question and so Table 4.18,

column 2, shows all 18 of the districts that responded to the question of “what is your approximate retention rate.” Out of the total of 45 districts, 40% (n=18) answered “yes.” Considering just the “about 75%” and “100%” retention rate categories 78% (n=14/18), if just the responding districts were considered, fell in the higher retention rates.

The results of this information showed that the districts with the higher retention rates answered this question more frequently than those who had lower retention rates. Since 60% (n=27) did not answer this question, it was difficult to know why the districts did not answer this question.

Respondents were also asked to identify the reasons for teachers leaving the field, and the number of respondents varied from 42-44 depending on the question. Respondents were asked to rate the reasons for teachers leaving the field as “rarely,” “sometimes,” “often,” or “very often.” In the “rarely” column four items stood out: “licensure issue” 61.9% (n=26), “lack of support” 56.8% (n=25), “salary issues” 44.2% (n=19), and “took a parental leave” 39.5% (n=17). In the column “sometimes” it was “dissatisfaction with teaching” 60.5% (n=26), “performance” 54.5% (n=24), “parental issues” 51.2% (n=22), “lay-off” 42.9% (n=18), or a “job in another district” 39.5% (n=17). In the “often” column, “offered a job in another district” was high on the list at 32.6% (n=14) and “dissatisfaction with teaching” was at 11.6% (n=5). The “very often” column had “lay-off” at 26.2% (n= 11) and “salary issue” at 11.6% (n=5).

Combining the “often” and “very often” columns pointed out the following reasons as significant for leaving: “offered a job in another district” at 44.2% (n=19) and “lay-off” at 35.7% (n=15). Combining all three “sometimes,” “often,” and “very often” shows that several issues surfaced as important: “offered a job in another district” at 83.7% (n=36),

“lay-off” 78.6% (n=33), “performance” 72.7% (n=32), “dissatisfaction with teaching” 72.1% (n=31), “took a parental leave” 60.5% (n=26), and “salary issues” 55.8% (n=24).

Looking at why teachers “rarely” or “sometimes” left teaching, might also shed some light on this question. Combining the “rarely” and “sometimes” columns indicated that the respondents gave these reasons why teachers did not leave the profession: “lack of support” 95.4% (n=42/44), “parental leave” 90.7% (n=39/43), “licensure issue” 90.5% (n=38/42), “dissatisfaction with teaching” 88.4% (n=38/43), “performance” 81.8% (n=36/44), “salary issues” 79.1% (n=34/43). “lay-off” 64.3% (n=27/42), and job in another district” 55.8% (n=24/43).

According to this information “offered a job in another district” was number one in both the high end and low end investigation and “lay-off” was number two; however, “salary issues” was number three on the low end and “performance” was number three in the high end, while “dissatisfaction with teaching” was number four in both. The results are very similar viewed either way.

Research Question Number Four: Facilitators and Challenges

Research question number four sought to answer the following question: What are considered to be major influences on the quality of NTS programs? This included both facilitators and challenges.

Facilitators. Respondents were asked to identify the facilitators to implementation and development of NTS programs as shown in Table 4.20 below. Forty-three of the 45 districts responded to this question and two gave other supports beyond those listed in Table 4.20 below. Of the supports found to be “highly supportive,” the item “leadership from a school district’s administration (central or site administrators)” was 58.1% (n=25),

“leadership from the school district’s teachers’ association” was 46.5% (n=20), “informal advocacy by a teacher or teachers in your district” was 41.9% (n=18), and “financial allocation from the district” was 37.2% (n=16). Those that were “somewhat supportive” were “leadership from Education Minnesota” 46.5% (n=20) and “informal advocacy by a teacher or teachers” at 44.2% (n=19), “leadership from your school district’s teachers’ association” 41.9% (n=18). Other items were reported to have “no influence” and they included “assistance from local or state business community organization” 90.7% (n=39), “support from another school district” 81.4% (n=35), “support from a state level professional association/organization” 79.1% (n=34), “support from a university or college (e.g., people, other resources)” 76.7% (n=33), “Q-Comp” 74.4% (n=32), “Minnesota Board of Teaching” 70.0% (n=28), “financial assistance from the state” 67.4% (n=29), and “leadership from the Minnesota Department of Education” 50% (n=21). Seven districts selected “other” as an option (see Appendix D).

Combining those items that were both “somewhat supportive” and “no influence” resulted in the following list of facilitators: “support from a state level professional association/organization” received 100% (n=43), “support from another school district” 97.7% (n=42), “assistance from local or state business community organization” 97.7% (n=42), “support from a university or college (e.g., people, other resources)” 93% (n=40), “leadership from the Minnesota Department of Education” 92.9% (n=39), “Minnesota Board of Teaching” 92.5% (n=37), “financial assistance from the state” 86% (n=37), “leadership from Education Minnesota” 86% (n=37), and “Q-comp” 83.7% (n=36).

Table 4.20: Facilitators to Implementation and Development among NTS Programs

In thinking about the overall support of new teachers in your district, to what extent has each of the following supported this work?				
Choices of Facilitators	Highly Supportive f(%)	Somewhat supportive f(%)	No Influence f(%)	Count f(%)
Leadership from the MDE	3(7.1%)	18(42.9%)	21(50.0%)	42(100%)
Minnesota Board of Teaching	3(7.5%)	9(22.5%)	28(70.0%)	40(100%)
Leadership from Education Minnesota	6(14.0%)	20(46.5%)	17(39.5%)	43(100%)
Leadership from your school district's administration (central or site administrators)	25(58.1%)	15(34.9%)	3(7.0%)	43(100%)
Leadership from your school district's teachers' association	20(46.5%)	18(41.9%)	5(11.6%)	43(100%)
Informal advocacy by a teacher or teachers in your district	18(41.9%)	19(44.2%)	6(14.0%)	43(100%)
Financial assistance from the state	6(14.0%)	8(18.6%)	29(67.4%)	43(100%)
Financial allocation from your school district	16(37.2%)	11(25.6%)	16(37.2%)	43(100%)
Support from a university or college (e.g. people, other resources)	3(7.0%)	7(16.3%)	33(76.7%)	43(100%)
Support from a state level professional association or organization	0(0.0%)	9(20.9%)	34(79.1%)	43(100%)
Support from another school district	1(2.3%)	7(16.3%)	35(81.4%)	43(100%)
Assistance from local or state business community organization	1(2.3%)	3(7.0%)	39(90.7%)	43(100%)
Q-comp	7(16.3%)	4(9.3%)	32(74.4%)	43(100%)
Other	0(0.0%)	1(2.5%)	7(87.5%)	8(100%)
Other responses (n=2)	See Appendix D for the responses.			2(100%)
Answered question				43(96%)
Skipped question				2(4%)
Total				45(100%)

Combining “highly supportive and “somewhat supportive” resulted in these supports: “leadership from a school district’s administration (central or site administrators)” 93% (n=40), “leadership from your school district’s teachers’ association” 88.4% (n=38), “informal advocacy by a teacher or teachers in your district” 86.1% (n=37), “financial assistance from your school district” 62.8% (n=27), “leadership from Education Minnesota” 60.5% (n=26), and “leadership from the Minnesota Department of Education” 50% (n=21). All the other facilitators were significantly less than 50%.

This final combination showed that respondents’ perceptions were that the majority of supports for new teachers came from the “administrative leaders,” the “local teachers’ association,” “teacher leaders,” and some “support from teacher and state organizations.” The types of leadership shown in districts and buildings suggested that the administration and teachers played a major role when implementing and designing a successful program.

Challenges. Respondents were also asked to identify challenges to implementing and maintaining a high quality NTS program, and they responded to several challenges. Respondents were given 11 choices and an “other” option for this question (see Table 4.21 below). The responses were “huge challenge,” “somewhat a challenge,” and “not a challenge.” Forty-three of the districts answered this question. Of those that mentioned “huge challenge” 55.8% (n=24) responded that it was “lack of adequate funding,” 51.2% (n=22) indicated “budget cuts,” 37.2% (n=16) reported that “other issues in their district were more pressing,” and 30.2% (n=13) reported “failed referendums.” Some of the areas that districts found “somewhat a challenge” were “lack of training opportunities” 46.5% (n=20), “lack of support from the district or site administration,” 44.2% (n=19), and

“other issues in the district were more pressing,” 37.2% (n=16). For the “not a challenge” choice, many districts identified several areas that were not challenges: “lack of support from your local teachers’ association” 69.8% (n=30), “lack of support from Education Minnesota” 60.5% (n=26), “recruiting of new teachers” 51.2% (n=22), “lack of knowledgeable personnel” 46.5% (n=20), “lack of support from the Minnesota Department of Education” 46.5% (n=20), and “failed referendums” 46.5% (n=20).

Table 4.21: Challenges to Implementation and Development of NTS Programs

What challenges to implementing and maintaining of a high quality new teacher support program does your district currently face?				
Choices of Challenges	Huge Challenge f(%)	Somewhat a Challenge f(%)	Not a Challenge f(%)	Count f(%)
Lack of support from the state department of education	9(20.9%)	14(32.6%)	20(46.5%)	43(100%)
Lack of support from Education Minnesota	3(7.0%)	14(32.6%)	26(60.5%)	43(100%)
Lack of support from your district or site administration	1(2.3%)	19(44.2%)	23(53.5%)	43(100%)
Lack of support from your local teachers’ association	0(0.0%)	13(30.2%)	30(69.8%)	43(100%)
Lack of adequate funding	24(55.8%)	15(34.9%)	4(9.3%)	43(100%)
Lack of knowledgeable personnel	7(16.3%)	16(37.2%)	20(46.5%)	43(100%)
Lack of training opportunities	6(14.0%)	20(46.5%)	17(39.5%)	43(100%)
Recruiting of new teachers	5(11.6%)	16(37.2%)	22(51.2%)	43(100%)
Other issues in your district are more pressing	16(37.2%)	16(37.2%)	11(25.6%)	43(100%)
Budget cuts	22(51.2%)	14(32.6%)	7(16.3%)	43(100%)
Failed referendums	13(30.2%)	10(23.3%)	20(46.5%)	43(100%)
Other	1(12.5%)	1(12.5%)	6(75.0%)	43(100%)
Comments	1. Not valued as a goal 2. District is in S.O.D. next year			2(100%)
Answered question				43(96%)
Skipped question				2(4%)
Total				45(100%)

Combining ‘huge challenge’ and ‘somewhat of a challenge’ resulted in the following challenges: “lack of adequate funding” 90.7% (n=39), “budget cuts” 83.8% (n=36), “other issues in your district are more pressing” 74.4% (n=32), “lack of training opportunities” 60.5% (n= 26), “failed referendums” 53.5% (n=23), “lack of knowledgeable personnel 53.5% (n=23), “lack of support from the state department of education 53.5 % (n=23), “recruiting new teachers” 48.8% (n=21), “lack of support from your district or site administration” 46.5% (n=20), and “lack of support from your local teachers’ association” 30.2% (n=13).

This shows that district leaders who responded to the survey reported several challenges as very high, including “lack of funding” in general as well as “other issues in the district” and “lack of training opportunities” that kept the district from implementing and maintaining a high quality NTS program.

Finally, the survey ended with an open-ended question which asked respondents to provide additional information that might assist in understanding the current state of practice in Minnesota. Twenty respondents provided additional information. Comments showed a high need for funding or continuing grant funds. Seven of the 20 responses indicated the need for financial support; seven also indicated the need to develop mentoring programs; three noted that they see the need for NTS programs but there are too many other priorities such as making adequate yearly progress (AYP), ensuring the provision of high quality instruction, and addressing the requirements of testing. One of the responses indicated that small schools do not see NTS programs as a priority while two respondents indicated that they had special funding from the state for their

mentorship program. Some of the districts felt their location and person power are problems while others indicate lack of time.

Conclusion

There are many interesting statistics in Chapter Four concerning district, school, and mentor components of NTS programs. Although there were only 45 out of 339 possible respondents, much can be learned from the data. The investigation into the new teacher support components identified in the survey showed that there were many districts using a variety of components to support their new teachers. More than 50% of the responding districts indicated employing both program attributes and program practices, although some components such as funding and partnerships were identified as lacking in many programs. As far as robustness of programs in districts, many of the smaller districts responding to this survey had less robust programs. The districts indicated that certain components were influenced by district size, such as “time allocated by specific individuals to oversee and continually develop new teachers support programs.” When considering district characteristics, as the number of “free and reduced lunch students” or “budget” categories, if a district had a high number of “free and reduced lunch students,” the size of the program was sometimes “not very robust” and if a district had low numbers of “free and reduced lunch” students, the program was “robust.” The same was true for districts responding to “budgets,” if a district had an inadequate budget, the district was “not very robust,” but if it responded adequate budget, it was more often “robust.” This was consistent for most of the district characteristics: “robustness” was somehow related to district characteristics.

As far as teacher retention was concerned, only 18 of the responding 45 school districts indicated that they kept such statistics. Districts that did keep information about why new teachers leave indicated that “accepting positions in other school districts” and that teacher “lay-offs” were the top reasons for attrition. The consequence is that attrition is very costly for districts. Many of the districts that did respond had fairly high retention rates making it difficult to make comparisons between high and low retention districts. If more districts had reported, additional information could have been learned about retention in Minnesota. Finally, “leadership” from the district or school level was identified as a facilitator in many districts and “funding” and “budget cuts” were seen by many as major challenges. Additional investigation of the findings and implications will continue in Chapter Five with an analysis of the four research questions to help clarify some of the key findings for NTS programs in Minnesota.

Chapter Five: Discussion and Implications

The Study

The objective of this study was to describe new teacher support (NTS) programs in Minnesota. The study employed descriptive methods incorporating both quantitative and qualitative data gathered through a survey. The study was an objective analysis of participating Minnesota school districts' NTS programs. The central issues of this study were (a) to examine the induction programs and to describe the degree of development of NTS programs in Minnesota, (b) to determine if a relationship exists between induction practices and district characteristics, (c) to identify the major influences on the program characteristics of NTS programs, and (d) to determine the characteristics of programs with districts' reported rates of high retention. This study of induction was designed to increase understanding of the scope and nature of what Minnesota districts are actually implementing in their programs, how programs are funded, and which goals they hope to accomplish.

Summary of Study

The survey sample was the 339 operating elementary and secondary independent public school districts in Minnesota <<http://education.state.mn.us/mdeprod/groups/InformationTech/documents/Report/031668.pdf>>. Only the districts mentioned in the web site were considered in the study. Charter schools and academies were not included.

After an expert review by members of the Teacher Support Partnership (TSP), the survey was piloted by five staff development coordinators beginning in early February. Initially, a letter, which identified the web site of the survey, was sent to all staff development coordinators in Minnesota school districts. Following the letter, three

postcards were sent inviting the coordinators to complete the survey. Information was collected until June 30, 2008. Four gift certificates of \$25 were offered in a random drawing to those who completed the survey. When the survey was completed, the researcher used SurveyMonkey.com to collect the responses from the forty-five responding districts.

Research Questions

The research questions for this study are listed below.

1. What new teacher support practices do Minnesota public school districts report implementing?
 - a. What are the program practices that districts report?
 - b. What are the program attributes that districts report?
2. Do specific characteristics have an effect on implementation and perceived robustness of a new teacher support program?
3. Is there a correlation between reported practices and retention?
4. What are considered to be major influences on the quality of new teacher support programs?
 - a. What are some of the facilitators to implementation and development among programs?
 - b. What are some of the barriers to implementation and development among programs?

The survey data was analyzed using four specific steps as described in Chapter Four.

Limitations

There were some limitations to the study. The first was that the survey results are based on perceptual data of the staff development coordinators in Minnesota public school. Additionally, the response rate to the survey was low; only 45 districts responded out of a possible 339. There were repeated attempts to increase the response rate by (a) using the Teacher Support Personnel (TSP) to help advertise the survey, (b) sending three reminders through the mail addressed to the district staff development coordinators, and (c) adding an additional month to the time the survey was accessible. The small sample size means that it is impossible to draw conclusions about statewide patterns or ascertain whether relationships may exist between district characteristics and program components. Despite the significant limitations, the data does provide useful information about NTS programs in the reporting Minnesota districts. The analysis focused on describing the nature of induction practices of participating districts and determining the degree to which reported practices were associated with characteristics of those districts. The limited sample size does not allow for making broader generalizations from this data. To contextualize the reported induction practices of participating districts, the findings of the study will be related to the relevant research literature.

Question One: Components

Question one investigated the NTS program components that Minnesota school districts reported implementing. For the sample in this study, 41 districts indicated that they have NTS programs. Four did not answer the question.

Program Practices. The Program Practices category included multiple supports which directly assist the mentees and mentor: mentee supports, mentee

assessment/evaluation, and mentor supports. The literature shows that supports for mentees are very important (Ingersoll & Smith, 2004; Henry, 1989) and must be geared to the individual (Huling-Austin, 1990). There are many other components that are also considered important: developing programs that suit the district, multiple supports (Britton, Paine, Pimm, & Raizen, 2003; Henry, 1989; Ingersoll & Smith, 2004; Kester & Marockie, 1987; Moir & Gless, 2001), providing a mentor (Allen, 2000; Ishler & Kester, 1987; Moir & Gless, 2001); providing training and support for support personnel (Certo & Fox 2002; Ishler & Kester, 1987; Kester & Marockie, 1987); deciding between assistance and assessment (Allen, 2000; Britton, Paine, Pimm, & Raizen, 2003; Moskowitz & Stephens, 1997); and specialized induction (Fielding & Simpson, 2003; Herbert & Worthy, 2001; Luft, Roehrig, & Patterson, 2002).

This category of program practices had the highest number of survey items. Ninety percent of districts responded that they include mentee assessment/evaluation (63% if formative evaluation by mentors is included), 68.6% reported mentee support (80% schools, 67% districts, and 58.6% mentors), and 51.7% mentor supports. These are high percentages for supports and they showed that for this category, many districts were fairly robust. It also showed that districts do a lot with the personnel they have. The mentee and mentor supports seemed to be an established part of many districts' practices, although the degree of supports was unknown.

Many districts begin their support of new teachers with orientations. Orientations were more prevalent for larger districts of over 5,000 students. This may indicate that either

they have more personnel to handle the orientations, more knowledgeable leadership, or a larger budget. Many districts in the study have district orientations that introduce the new teacher to the district as well as building orientations that introduce the new teacher to other teachers, personnel, administrators, important content, and beginning teacher needs. Many districts reported introducing teachers to curriculum and instruction and professional development personnel, but it was not clear just how they assist teachers once they are introduced. Since 90% in this sample believe orientations are important, this indicated that an effort is being made to assist beginning teachers.

Some of the content of the orientations was rated extremely high including: meeting office and support personnel, introducing teachers to principals and administrators, meeting other new teachers, locating curricular and teaching materials, touring the building, and learning procedures. Schools and buildings seem to have as many or more topics to cover than district, but they do it in less time. Individual schools could extend orientations for new teachers and this might help to give these beginning teachers a better start.

Another important component of NTS programs is assessment and evaluation of the new teachers (Allen, 2000; Gardner, 2003; Huling-Austin, 1992; Moskowitz & Stephens, 1997). Most of the districts in this study reported they include assessment and evaluation. Summative evaluation is important and necessary, but for new teachers assessment should be in the form of assistance (Allen, 2000; Britton, Paine, Pimm, & Raizen, 2003; Moskowitz & Stephens, 1997). In 40 of the 45 responding districts, administrators are required to evaluate new teachers. Why this is not 100% is not clear. According to this survey, most evaluations are conducted by administrators, and only eight districts

reported that their mentors are involved in formative evaluations. Mentors may be in place simply for assistance to the new teachers. Only 18 districts indicated an emphasis on conducting classroom observations, so this may be a reason why in most districts mentors were not reported to serve as observers of new teachers.

Gold (1996) says that mentoring is essential for NTS program success. In the United States, mentoring and new teacher supports are virtually synonymous (Fideler & Haselkorn, 1999 as cited by Feiman-Nemser et al. 1999). Mentoring has become a common practice, but not in all responding districts in this study. When it comes to mentoring, three quarters of the districts responded that they do provide a mentor. Of these, fewer than half are instructional mentors. About one-half are content or grade level mentors. Mentors from the same grade level and content area have been found to be important to mentee success (Brewster & Railsback, 2001; Brock & Grady, 1998; Huling-Austin, 1992). This shows that when assigning mentors about half of the districts are trying to align with best practice.

Mentor training is viewed as important for ensuring the quality of the mentoring experience (DeBolt, 1992b; Feiman-Nemser, 1996). Twenty-five of the 45 districts responded that they train their mentors. Twenty-three indicated that it was a district individual who did the training. In this survey item, respondents were asked to choose all that apply, and eight of these 23 indicated that the trainers were either college or university personnel (n=4), consultants (n=2), or MDE (n=2); two respondents reported that their training was only by a person from a college or university, but one of these also indicated teacher on special assignment. Further, the length of mentor training varied from ½ day to five days. This does appear to be enough training for those providing help

for beginning teachers. According to the districts in the study, only 17 include mentor compensation in their budgets. Pay ranges for 19 districts from less than \$500 to about \$999, with one district paying \$3,500. Because mentoring is considered important to the process of training new teachers, districts might consider increasing mentor training and also providing compensation aligned with the extensive effort involved.

Program Attributes. Analyzing the components according to the framework of attributes showed that the responding district's programs were very robust in some areas. Multiple supports were important for program success (Ingersoll & Smith, 2004; Henry, 1989). More than thirty of the districts indicated that goals/vision, leadership, funding, external relationships (i.e., institutions of higher education (IHE) and other partnerships), program evaluation, and standards were a part of their programs. The literature indicates that high quality programs are well-planned and have specific goals (Steffy, Wolfe, Pasch, and Enz, 2000); have leadership and administrative support (Certo & Fox, 2002; Ishler & Kester, 1987; Kester & Marockie, 1987); establish standards (Allen, 2000; Huling-Austin, 1992; Moir & Gless, 2001; Moore, 1998; Moskowitz & Stephens, 1997); allow for collaboration with IHEs (Moir & Gless, 2001; Moore, 1998) and provide financial support and time (Allen, 2000; Kester & Marockie, 1987).

These program attributes were present in over 55% of the districts. The combination of leadership (82%), standards (80%) program evaluation (60%), and goals (63%) were the most common attributes reported. Leadership support for the program (43.5%), funding (33%), and IHEs and other partnerships (20%) were less commonly available. Although leadership was reported as fairly strong, support for program leaders was seldom reported. Some of these percentages were encouraging, but the fact that many

programs were new (less than five years) and dependent on funding that is not always there, leaves these districts in precarious positions of not being sure that they will be able to continue their programs or to include a high number of components.

The survey also sought to identify whether NTS program goals/vision (Moir & Gless, 2001; Kester & Marockie, 1987) were present and viewed as important by the responding districts. Sixty-three percent of the districts responded that they had established goals for their programs. It is clear from the responses that the goal focus of their induction programs is primarily on student achievement, and then on improving instruction and building the knowledge base of their new teachers. Retention of teachers also was important as about half of the districts so indicated. Respondents indicated that another important issue was an extension of the formative evaluation process. The most dominant goal of student achievement is not surprising given the core purpose of schooling as well as the state of high stakes testing. Instructional improvement and teacher knowledge of the teaching process follow since districts see the need to improve instruction in order to improve student achievement and avoid being identified as districts with schools that were not making the grade. This is positive for NTS programs since it seeks the same goal as the programs do—student achievement.

Retention ranked fifth in terms of NTS program goals. This indicates that there is an interest in retaining teachers, but that student achievement is a much higher goal. If districts want to retain teachers, retention also needs to be given high priority. According to the literature, effective NTS programs can improve retention (Gold, 1996; Huling-Austin, 1987; RNT, 1999). The benefits for students, schools, and participating teachers are clear when it comes to induction and mentoring programs (Breux, 1999; Weiss &

Weiss, 1999, as cited by Brewster & Railsback, 2001), and NTS programs might be one way for districts to improve student achievement through retaining quality teachers.

Standards are another component identified as important for NTS programs. Eighty percent of reporting districts have established standards for their programs. Of the districts surveyed, 27 indicated that they use the Minnesota Teaching Standards. Four indicated using national standards. This again indicates that many of the surveyed districts are implementing programs based on best practices reflected in the literature.

Program evaluation, also is considered a component of effective NTS programs. More than 64% of responding districts indicated that they evaluate their programs once a year. Evaluation is essential in determining whether districts are providing teachers with adequate support. Most reported that evaluations were conducted by a district administrator. Little is known about the type of evaluation conducted in responding districts because there were no survey items requesting such information.

Connecting to institutions of higher education also was identified as part of a comprehensive induction program (Blair-Larsen, 1998; DeBolt, 1992b; Moir & Gless, 2001; Moore, 1998). Only 20% of the districts in this study, however, made a connection with IHE. If districts and teachers were connected to an IHE, they could potentially develop systemic programs, workshops, and courses, which could assist the beginning teacher in a particular setting. With the ability to connect electronically, it is surprising that more districts have not attempted some type of partnership.

The same is true for the importance of other district partnerships (Kester & Marockie, 1987). Only 20% responded that they have partnerships with groups within and outside of the district. Again, connection to other groups or organizations might be a way to

communicate district information, goals, and achievements and to learn of recent research and best practice. It could also be a way to find help for a district when there is a financial, curricular, or other local need.

Overall, although only 20 districts have 27 or more of the 40 components, districts seem to be making an effort to implement robust programs since 30 districts have identified 24 or more components. There are also a variety of supports for both mentors and mentees and mentoring was reported as a practice in 38 of the 45 districts. Outside of partnerships, funding, principal/mentor relationships, and some training, districts and schools are providing many essential components. Whether they can maintain their programs due to the funding issue is the question.

Question Two: Characteristics and Development and Effectiveness

Question two explored specific district characteristics to try to identify if any characteristics have an influence on the robustness of NTS programs. Many of the programs reported on in this study were shown to be successful in retaining teachers at a high rate (see Appendix A). They included a variety of components, such as mentoring, orientations, teacher training, and collaboration. Yet, one template cannot be found and many researchers argue that one size does not fit all, and that districts need to design a program to their situation and district needs (Britton Paine, Pimm, & Raizen, 2003; Henry, 1989; Ingersoll & Smith, 2004; Kester & Marockie, 1987; Moir & Gless, 2001). Ingersoll and Smith, however, found that “beginning teachers who were provided with multiple supports, were less likely to move to other districts or schools and less likely to leave the teaching occupation altogether after their first year” (22).

All 45 districts in this study indicated that they had at least some components, but not necessarily the same components in place. The number of teacher support components varied widely from district to district. The mean was 23.5 of 40 components per district. This suggests that, on average, the reporting districts have not included over one-third of the 40 potentially effective components drawn from the literature. The mean also suggests, however, that districts are employing many components. They may be selective about NTS components, particularly important for a given location and situation.

Among districts in this sample, many larger districts consistently reported having multiple supports. Many small districts varied in the number of new teacher supports, but overall indicated the presence of fewer components than large districts. Four of the five districts reporting ten or fewer components identified themselves as smaller districts (under 1,000 students). But four of the smaller districts were very robust; these districts had between 32-35 components, and three districts under 1,000 had between 24-25 components. These data suggest that while larger districts (5,000+) may be more likely to include multiple supports (9/12 districts have more than 27) than smaller districts, small size did not prevent a district from implementing robust NTS programs. If programs in the state are going to assist new teachers, then a move to multiple supports as indicated in the literature might be effective. This is not a testimony for quantity over quality. Supports must also be of high quality to assist teachers in their first years, but multiple supports are important for program success (Ingersoll & Smith, 2004; Henry, 1989).

The identified components in this study have been shown to be a part of most successful NTS programs found in the literature. District location revealed a similar pattern. The highest percentages of components appeared in districts that are in

suburban and urban locations. Rural and small town districts might have components in the “Robust” range, but this represented only about one-third of the rural and small town districts that responded. The “free and reduced lunch” characteristic showed that the lower the poverty levels, the higher the number of components per district. More districts are found in the “robust” category of components when “free and reduced lunch” counts are under 35%.

When components were cross-tabulated with the number of teachers in a district, a very high percentage of larger districts appeared in the “robust” category for number of components. This seemed to be one area that could make a significant difference in the robustness of a program. Having more individuals participating in a program’s activities provides a greater opportunity for sharing more knowledge and may support program robustness.

Knowing the components that are least used by districts may also be important because they paint a picture of what may be needed in some districts. The school level components are well represented in most districts, but the district and mentoring level components were not identified as often by districts. There were five district level components and two mentoring level components that were seldom identified as part of many districts NTS programs. Those components that were not identified very often at the district level were (a) allocation of time is sufficient for the person to lead the design and development of the NTS program, (b) there are formal partnerships with professional associations or with consultants to support new teachers, (c) there are formal partnerships with colleges or universities to support new teachers, (d) there is specific funding from the state for support of NTS programs, (e) there is an adjustment of the work load of new

teachers during their probationary years. Those components that were not identified very often at the mentoring level were (a) mentors meet with the principals of new teachers to share mentor/mentee information, and (b) mentors participate in formative evaluations regarding mentees.

All of these comparisons showed that there might be an association between these district characteristics and the number of components. If this is the case, since over 50% of all districts in the state have enrollments under 1,000, there might be a significant need to assist smaller districts to develop and implement NTS programs. Some of the smaller districts identified as very robust might be able to be leaders in developing programs provided they have shown high levels of retention in their own districts.

Question Three: District Characteristics and Retention Rates

Quality teachers have been shown to provide quality education for all students (Kaplan and Owings, 2004; Marzano, 2003). Efforts to retain the most promising of teachers are important and quality induction programs have been shown to retain teachers at a high rate (Odell & Ferraro, 1992; Stupiansky & Wolfe, 1992). The retention rate in a district is important because a high rate can mean a financial savings for a district each year. Eighteen districts out of the 45 indicated that they kept track of the retention rate. Fifteen of the smaller districts responded that they did not keep track of this statistic, and the small districts made up more than half of all the districts that did not answer this item.

Knowing the reasons for teachers' attrition could help districts improve their retention rate. According to the respondents, districts in Minnesota lose teachers for many reasons. The number one identified reason was teachers leave for a job in another district,

second was lay-offs, and these were followed by performance, dissatisfaction, parental leave, and salary issues. Because some literature makes the case that salary is important (Certo & Fox, 2002; Darling-Hammond, 1990; Inman & Marlow, 2004), it was interesting to note that for those who have left teaching some reported that it is not an issue (Tye & O'Brien, 2002). Losing teachers because they move among districts is expensive, but it is the top reason for attrition. Lay-offs were also high on the list and this is also expensive for districts, especially after a teacher has been trained.

Question Four: Specific Influences and New Teacher Support Programs

This question attempted to identify facilitators and challenges that influenced the work of NTS programs. About two-thirds (66%) of the respondents indicated that they have leadership in their programs, from the district administration, the teachers' association, and informal advocacy of teachers in the district. Leadership from Education Minnesota (Minnesota's teachers' union) was also mentioned as supportive. This is an encouraging sign, but district leadership is usually an administrator such as a principal or assistant principal who has many duties besides NTS program implementation and development. One problem reported by twenty-five coordinators was that they did not have sufficient time allocated to supporting NTS programs.

Leadership was one area that clearly showed that it was a facilitator. Respondents, however, indicated on two questions (one dealt with leaders having special training to lead NTS programs and one with providing sufficient time to design and develop NTS programs) that were related to leader supports that there was little support for leaders of NTS programs. A related question about supports for the mentor program showed that

data on local, state, and the national levels about teacher recruitment, retention, and shortages had little effect in supporting the mentorship program.

According to the literature, it is important to create a program that fits the district and the community (Britton, Paine, Pimm, & Raizen, 2003; Moskowitz & Stephens, 1997). Certain components may not be necessary in some districts; however, whatever the reasons were that these components were rarely identified in this study, may be the reason why some programs have not developed as much as others. One reason may be the individuals who are responsible for leading the NTS programs. The individuals, identified as taking primary responsibility to lead new teacher supports, were district administrators, teachers on special assignment, principals or APs, or site teachers on special assignment. As stated above, many of these coordinators have numerous other responsibilities and other positions such as staff development coordinator, curriculum director, and district level professional development coordinator.

Some of the small districts pointed out that funding continued to be an issue for them. Since over 50% of districts in Minnesota have enrollments below 1,000 students, lack of funding could affect many NTS programs and many new teachers. Also, of those who reported “yes,” to having a budget, nine of the 13 had high retention rates. In this analysis, if districts had budgets for their NTS programs, they had a high number of components; furthermore, of the 45 districts, 25 reported that they could answer “yes” to only 2 of the 4 funding questions. Very few of the districts received any funding for NTS programs from the state although ten indicated that Q-Comp could make a difference. Q-Comp might assist districts by providing additional dollars for assisting teachers and providing direction for them.

Other challenges besides lack of adequate funding were (a) budget cuts, and (b) other issues in the district were more pressing. One area “Leadership from site administrators” that was a facilitator for many was a challenge for some districts. This may indicate the importance of leadership when initiating and maintaining NTS programs.

Additional responses in this study showed a number of other reported reasons why programs are not well-developed. They included the following: (a) little is going on to connect districts with professional organizations; (b) financial help is not present from the state to assist with NTS programs, (c) principals and mentors are not always working together, and (d) mentors are not a part of the formative evaluation process (much of what mentors do should assist the mentee in becoming a better teacher; however, the literature does point out that mentors should not be involved in summative evaluations).

Implications

Implications for Practice

As has been indicated earlier in the conceptual framework, all levels of the NTS program must work together in order to achieve the goals of the program: (e.g., teacher retention, developing quality teachers and teaching, student academic achievement). Each wedge must be a part of the plan as both program attributes (implementation and maintenance) and practices (mentee supports) are important to developing multiple supports/robustness. The Framework coupled with information from the *Minnesota Educator Induction Guidelines* could assist districts, not only to develop comprehensive and robust programs, but also to help in establishing the quality needed in the programs.

Having discussed the data from this survey, there are some implications to consider. One is challenges to NTS programs. Most district coordinators (n=43) responded to a survey question about challenges to implementing and maintaining a NTS program. Some of the challenges they noted as huge challenges were lack of adequate funding (55.8%), budget cuts (51.2%), and other issues in the district were more pressing (37.2%). Developing NTS programs is difficult with these types of challenges, but the literature indicated a need for NTS programs which could assist districts with teacher retention and teacher and teaching quality. In order to address some of these challenges, and to develop robust NTS programs with quality components based on individual district's needs, Minnesota school districts could implement and maintain programs by developing informed leaders, paying attention to research and data, and using information such as the new *Minnesota Educator Induction Guidelines* written and sponsored by the Teacher Support Partnership.

To develop a quality program, leaders must have sufficient time to work on implementation and maintenance. Of the 39 respondents to the question concerning allocation of time for the person who has primary support for the NTS program, twenty-five reported that they did not allocate sufficient time to lead the design and development of the NTS program. Ten of these respondents (25.6%) also indicated that the leader of the NTS program did not have special training regarding NTS program support. As with teachers who need a variety of supports to become quality teachers, leaders of NTS programs may need some form of induction. These supports could be provided by districts through workshops or classes. If districts were unable to address the issue alone,

they could establish consortiums to accomplish this or seek assistance from the MDE in order to establish a statewide program in Minnesota.

There is also a need to develop some of the teacher supports in some districts. One practice that only 10 districts indicated that they utilized was adjusting the work load of new teachers. Offering a lighter load for new teachers would allow new teachers time to work on lessons and adjust to the profession of teaching. This might be costly for districts so they would need to set aside a portion of their budget for new teacher workload reductions. Districts also could appeal for Q-Comp funds to support new teachers to alleviate their teaching load.

Another area that needs attention is in the training of mentors. Although (71.4%) of the 35 respondents to this question indicated that they train their mentors, most training (56%) is one day or less and most (92%) of the time it is provided by a person in the district (there were no questions associated with the quality of the training in districts, so the quality of local training could not be determined). Since 83% (n=41) of the respondents reported that mentoring has been shown to be a common component in many districts, mentoring has possibilities for providing assistance for new teachers as part of an NTS program. Yet, many mentors have limited training and this lack of training could result in more harm than good. Not only is the length of training important, but also who trains could be an issue. Mentors should be provided with adequate and quality training.

Another issue is the need to retain quality teachers in all districts in Minnesota. Only 18 district coordinators indicated that their districts kept track of retention and all but one were below 75% retention. Twenty-seven districts indicated that they did not keep statistics or that they did not know the rate of retention. Of the 45 districts that replied to

the survey, 14 indicated that the reason teachers leave is because they took a job in another district. This is a problem for those districts that have difficult locations or situations. Attrition can be expensive when districts train their new teachers because when teachers leave, new teachers must be trained the next year. Districts need to find ways to keep their teachers and they really need to keep their quality teachers if they are going to have success with NCLB and student achievement in general.

To make sure they have a good start and one way to retain teachers might be through orientations. Orientations have been shown to be one way to introduce teachers to a district (e.g., culture, personnel, curriculum, students, buildings, procedures). Welcoming teachers and making them feel part of the district, school, and community could result in teacher retention. The challenge that the data showed was that orientations, both district and school, were usually very short. Even though building or school orientations were shorter than district orientations, they usually covered more content than the district orientations. Having longer orientations and including more personal contact with others who can support teachers might give new teachers a better start. Orientations could be sustained throughout the first two or three years of teaching.

The final issue is connecting to IHEs or other partners. This is one area that respondents indicated was not well-developed in most districts in this survey. Connection to IHEs would be very beneficial and could be implemented locally or online. There are many supports available at IHEs that could assist both teachers and administrators. Other partners could be sought too. There are many organizations and businesses that could become partners in education. They could provide support for programs and possibly

even financial support for some of the activities in the districts. Working together could also promote a positive attitude within the community, businesses, and organizations.

Implications for State and Federal Policy

In order for a NTS program to be successful, the assistance of the state and federal governments might also be very helpful in reaching the framework goal of student growth and academic achievement. There are many components and component groups that might be of assistance. Below are some implications that might be considered.

There are many implications for state and federal policy makers. One of the policy issues in many districts focused on the goal of student achievement. Since many respondents (95%) indicated that student achievement is important in their districts along with instruction improvement and teacher knowledge of the teaching process, then many of the goals of districts are the same as NCLB. Quality NTS programs have been proven to promote quality teachers and teaching and improve student achievement and, if NTS programs are properly implemented, could assist teachers and districts to reach the goals of NCLB. Locally this could result in a better relationship with the district's community if quality teachers and teaching resulted in higher student scores. It might also accomplish the goals of both state and federal mandates. In order to reach this goal, policy makers will have to buy into NTS programs.

There are also other topics that policy makers could consider. Quality NTS programs have been shown to improve teacher and teaching quality. Another focus for state and federal policy might be to attempt to improve teaching through improved state and federal funding. The data have shown that many NTS programs lack allocated budgets or funds from the local community and from state or federal governments to support district

NTS programs. Improved budgets could lead to more robust programs and training for leaders, mentors, and teachers. This could also result in improved student achievement and success with NCLB and state tests. Another possibility is policy makers and districts working together to provide Q-Comp funds or the state providing more funds for staff development and designating an amount for NTS programs. The federal government could also begin to provide funds for NTS programs.

Other possibilities for the state might be to have the Minnesota Department of Education (MDE) extend its NTS program assistance to all districts, especially to those districts that lack the leadership knowledge or resources to help implement or improve their NTS programs. One way would be to extend the First Five program to all districts. Another would be to have MDE work with districts to utilize the soon to be published *Minnesota Educator Induction Guidelines* written by the Teacher Support Partnership.

Minnesota also might study small districts that need assistance with NTS programs. The data show that many small districts have limited NTS programs. The MDE could survey small districts to see how much progress they have made with implementation and maintenance of their NTS programs. They could find those small districts that are successfully retaining their quality teachers through robust and effective NTS programs and use these successful small districts as models for other districts.

Small districts, especially rural ones, must also make an effort to improve the number of components that they offer to their new teachers. Smaller districts could organize around technology to advance some of the needed teacher supports in their districts, especially those that are subject area specific. There are numerous possibilities for networking or interactive video collaboration and mentoring. Developing partnerships

with institutions of higher education or other organizations could also assist in bringing in other types of supports. These partnerships could also be enhanced through the use of technology or through a planned program of support and assistance with IHEs or other professional organizations. New teachers need quality assistance and they need an abundance of it, but NTS programs mean little if districts do not make these efforts to develop quality components in their programs.

Finally, the federal government could focus its efforts to improve education through NTS programs. President Barack Obama and Vice-President Joe Biden have a plan that addresses many of the NTS program issues. Their program improves funding and focuses on the idea of NTS programs. Many of the issues that are discussed above are identified in their plan. The plan, the *Barack Obama and Joe Biden's Plan for Lifetime Success through Education*, could support efforts being made by districts. What the plan envisions, not only provides a professional compensation plan for teachers, but also acknowledges that NCLB has not been provided the necessary resources for programs (www.BarackObama.com). The Obama/Biden idea contains a plan to recruit, prepare, retain, and reward American's teachers. These are some of the same concerns that districts reported in this study. The plan also calls for assistance in getting teachers into hard to place schools. If the plan is implemented and funded, this may be the beginning of a systemic initiative to prepare and train professionals for the teaching field.

The federal government, state, and Minnesota school districts must continue to improve student achievement if high stakes testing continues to be part of students' future graduation requirements. NTS programs have been shown to produce high retention rates and improve teacher and teaching quality that result in high student achievement.

Quality NTS programs could assist in future federal, state, community, district, teacher, and student success.

Implications for Future Research

There are many considerations when it comes to implications for future research of NTS programs. Future researchers could rework this survey and send it again to attempt to attain a greater response rate and to find if any districts have increased the number of teacher supports and retained their programs. It should be sent at a less stressful point during the school year when coordinators have more time, and it could be sent in two parts to cut the length of the survey. One part could focus on simply which components districts have implemented. Another could focus on the quality of specific components through Likert scale questions.

Trying to get at the quality of specific components is important and having different groups respond to the survey would be one way to identify the quality of components. Teachers and mentors might respond to pertinent questions to see if there are any differences between what staff development coordinators perceive as compared to the teachers or mentors' perceptions. Principals could also respond to get their input on how they rate the quality of components or the NTS program in general. Leaders seem to be an important element in NTS implementation and maintenance. Determining how leaders perceive and influence a NTS program might help others who struggle with NTS program success.

Further research could also support needed information on small districts. Finding out the reasons for small districts' successes would be beneficial to identifying the reasons,

not only for some small districts robustness and successes, but also the reasons for other small schools' lack of implementation or development.

Other possibilities might be paying attention to the state of NTS programs in each district and determining whether characteristics affect NTS programs as they seem to have in this survey. Further research on district characteristics would be valuable to provide districts with the knowledge of their problem areas which must be overcome to make the necessary changes to improve their NTS programs.

Conclusion

The conceptual framework for NTS programs as described in Chapter One is a good starting point for districts interested in NTS implementation. Districts will have to adjust their programs to fit their given situations; however, knowing that programs must be developed at several levels (see the concentric circles) and using the wedges as key supports will aid in implementation of comprehensive programs. The development of the *Minnesota Educator Induction Guidelines* should provide additional information to assist districts in providing quality NTS programs in the state.

More research is needed, however, to understand how multiple supports and support individuals could assist new teachers through their first years in the profession and how these supports and support individuals might facilitate retaining new teachers in the profession. In addition, continued efforts in the development and maintenance of NTS programs could be important links in achieving high academic success for students because quality teachers have been shown to provide quality education for all students (Kaplan and Owings, 2004; Marzano, 2003). Efforts to retain the most promising of teachers are important and quality NTS programs have been shown to retain teachers at a

high rate (Odell & Ferraro, 1992; Stupiansky & Wolfe, 1992). In order to continue to offer a lofty level of education in Minnesota, districts must make the effort to provide a quality NTS program for new teachers and keep the most promising in education.

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Appendix A: Summary of Selected Programs

Program	Year	Program components	Number of Participants	Retention/Success
Wisconsin Improvement Program (Varah, Theune, & Parker, 1989)	1971/1984-85	<p>Representative from administration</p> <p>Trained mentor</p> <p>Teacher assistance and support</p> <p>School representative was not involved in the evaluation of the teacher.</p> <p>Mentors were screened carefully in order to select only those who wanted to be mentors.</p> <p>Teachers and mentees were assigned the same subject and grade level.</p> <p>Training was provided for the mentor by the university.</p> <p>University consultant was involved in the teaching of methodology and learning theories to the beginning teachers.</p>	12	9/12 or 75% 3/12 in control
Albuquerque Public Schools/ University of New Mexico (Odell & Ferraro, 1992)	Begun 1984	<p>Teacher assistance and support</p> <p>Guidance from mentor</p> <p>Compensation for support teachers</p> <p>Encourage reflection on practice</p> <p>Selection, preparation, and compensation of clinical support teachers;</p> <p>Necessity of separating assistance to the beginning teachers from their assessment;</p> <p>Value of elaborating support beyond that offered by the clinical support teachers;</p> <p>Benefits of collaborations between school systems and university teacher educators. (p. 62)</p>	160	96%
North Country Mentor/ Intern Teacher Program State University of NY (Stupiansky & Wolfe, 1992)	Begun in 1986	<p>Teacher assistance and support</p> <p>Mentor trained by university</p> <p>Organization to determine needs</p> <p>University involved in methodology</p> <p>Utilization of professionals resources available in rural area</p>	No information	Program goals accomplished Program continued
Center X (Berry, 2004; Quartz & TEP, 2003)	1992	<p>Goal: Help LA bridge racial, political, and economic divides</p> <p>Commitment to social justice</p> <p>Engaging a diverse faculty and teacher candidates in long-term learning communities</p> <p>Viewing learning as social and dialogical inquiry within communities of practice.</p> <p>Constant grounding of practice in theory/theory in practice in university course and K-12 fieldwork</p> <p>Integrating technical dimensions with moral, cultural, and political</p> <p>Importance of knowing communities, schools, and classrooms</p> <p>Extending formal prep into the first year of teaching</p> <p>Maintaining connections and support beyond first year</p> <p>2-year program for urban schools</p> <p>2nd year is residency completing coursework and portfolio</p>	554 since 1992 307 – 1997	NA 1997-86% teach 2000-94% in ed.

Program	Year	Program components	Number of Participants	Retention/Success
California Commission (CCTC) Beginning Teacher Support and Assessment (BTSA) (Olebe, 2001)	1988 1992	(Key elements) Support by a mentor Clinical supervision regarding reflection and portfolio work Formative assessments of teaching practice Professional development to promote effectiveness with students Retention in teaching Satisfaction with the occupation (Simmons, 2000, p.34)	1998-99 all Cal Teacher served	92%
Plain Local Schools, Canton OH (Daniels & Boring, 2003)	1997	More than one year of program Peer consultant for teacher, 2 nd –5 th years	180	98%
Flowing Wells Schools, Tucson, AZ (Wong, 2002, 2004a)	Early 1980s	18 years of successful induction process Induction is part of the professional development plan. 5 to 8 years In house course offerings designed	No information	12 finalists for
Lafourche Parish Public Schools Of Los Angeles (Wong, 2002)	2000-2001	Begins with a four-day training session for new teachers Three years of ongoing training and support Three curriculum coordinators oversee program and train new teachers, principals, curriculum facilitators, and mentors. Demonstration classrooms and graduation ceremony	46 teachers Attrition dropped 51% to 7% Adopted as a statewide model	93%
Goldfarb Elementary School, NV (Wong, 2002)	No information	Orientation program Community Day Teaching strategy resource manual Monthly training sessions Teacher-training cadre for assistance On-site mentor facilitators Monthly newsletters New-teacher socials Intranet services	No information	100%
Islip NY (Wong, 2004a)	1998-1999	3 year program Collaborative study group activities Monthly meetings Collegial circles meet informally	68	96%

Program	Year	Program components	Number of Participants	Retention/Success
Project Promise at Colorado State (Moore, 1998; Edutopia, 2001)	1988	Cohort group 10 month program Relationship building School-based field experience to observe: Interweave theory and practice Practice what they learn Diversity training Ongoing feedback from peers and supervising teachers and instructors Some teach in professional development schools: ties to college Meet twice a week with cooperating teacher Peer review Reflection: journals and videotaping Ongoing mentoring	20/cohort	90%
Teacher Cadet Program in SC (Moore, 1998)	1989	2,200/yr. 35% intend to Attract high school students to program enter teaching who take a year-long, college course on child development, teacher ed. and teaching profession Increase number minority teachers Only \$130 per student (Berry, 2004)		
Clark County, Las Vegas (Recruiting New Teachers, 1999)	No information	Orientations Training programs Networking and collaboration Improved inductees skills, Knowledge, and performance	N/A	96%
Massachusetts (Massachusetts Department of Education, 2001)	Est. by 2002/2003	New teach orientation Mentoring relationships Workshops and training for beginning teachers Workshops and training for mentors Evaluation	All beginning teachers in first year	No information Support teams
Newport-Mesa, DC (Wong, 2002)	1997	Sustained professional development Sponsors teachers who want to attend conferences Study groups that have weekly meetings for reflection, analysis of student work, and student growth Networking, case studies, coaching, creating teacher portfolios, and shadowing students	148	97%
Leyden, IL (Wong, 2004b)	No information	No information	90	96%
Geneva, NY (Wong, 2004b)	No information	No information	67	93%

Appendix B: Survey Letter and Reminders

Introduction to the Survey

17430 Jersey Way

Lakeville, MN 55044

April 15, 2008

Dear Staff Development Coordinator:

I am writing to ask you to complete a survey that will assist in a study of new teacher supports for the state of Minnesota. I am conducting this study as part of a doctoral program in the Department of Educational Policy and Administration (EDPA) at the University of Minnesota. The goal of the study is to develop a solid understanding of new teacher support programs in public school districts across the state of Minnesota. This survey is especially significant to those who are trying to assist new teachers in their districts.

The online survey is available for two weeks at the web site: www.johnbertucci.com. Once you reach the site and click on the link, you will need to type the password **induction**. This will take you to the survey.

There are 79 questions, and completing this survey will require about 20-25 minutes. The survey is designed to be completed by the individual within each public school district who takes primary responsibility for new teacher support programs. If you are not that person, please pass this letter on to the person who takes that role and encourage him/her to participate. The person who completes the survey will need the following district information: new teacher support program goals, district budget and enrollment,

free and reduced lunch percentages, number of teachers in the program, and number of teachers hired in the last three years.

Your participation in the survey is completely voluntary and responses are anonymous. There is no way to identify a respondent, school, or district on the survey. Only the researcher John Bertucci and his doctoral advisers, Drs. Jennifer York-Barr and Julie Kalnin, of the College of Education and Human Development at the University of Minnesota, will have access to the anonymous survey responses.

When you have completed the survey, I hope you will enter a drawing for one of four **\$25 gift certificates**. To qualify, please send an email to Sara Beverage in the Educational Policy and Administration Department, at the UM at mninduction@hotmail.com. Give your name and indicate whether you would like to receive an executive summary of research results at the conclusion of the study. A special password protected account has been set up to receive your entry. The researcher will not have access to this account.

Summary information from the study will be made available to districts in Minnesota and will be shared with the Teacher Support Partnership (TSP), a group interested in advancing quality new teacher supports in Minnesota. TSP organizations include the Minnesota Department of Education, Education Minnesota, Minnesota State Colleges and Universities, and the University of Minnesota—Twin Cities.

If you have any questions, please contact me at (952-892-1638 or JLBertucci@aol.com). You may also contact my advisers: Drs. Jennifer York-Barr (612-625-6387 or yorkx001@umn.edu) or Julie Kalnin (612-626-5118 or kalni001@umn.edu).

Thank you for your time and consideration. It is only with the assistance of

individuals like you that research on this important topic can be successful.

Sincerely,

John A. Bertucci

First Reminder

About a week ago, you were sent a letter asking to complete a survey of new teacher support programs in Minnesota. I am conducting this research as part of a doctoral program in Educational Policy and Administration at the University of Minnesota.

If you have already completed the survey, thank you very much. If you have not yet completed the survey, I hope you will take the time to participate in this important state-wide research. If another individual in your district takes primary responsibility for new teacher programs, I would appreciate your sending this information to that person. The deadline for completing this questionnaire is May 9th.

Completing this survey will require about 20-25 minutes and will give you a chance to win one of four \$25 gift certificates. You will need the following information to complete the survey: new teacher support program goals, district budget and enrollment, free and reduced lunch numbers, and the number of teachers hired in your district the last three years.

The survey web-site is www.johnbertucci.com. You will need to type the password **induction**. To qualify for a **\$25 gift certificate**, send an email to Sara Beverage at the UM at mninduction@hotmail.com. Give your name and indicate whether you would like to receive an executive summary of research results.

If questions, please contact me at (952-892-1638 or JLBertucci@aol.com) or my advisers: Drs. Jennifer York-Barr (612-625-6387 or yorkx001@umn.edu) or Julie

Kalnin (612-626-5118 or kalni001@umn.edu).

Thank you.

John A. Bertucci

Second Reminder

During the past month you received a letter and a postcard indicating an important research study of new teacher support programs in all public school districts in Minnesota. I am conducting this research as part of a doctoral program in Educational Policy and Administration at the University of Minnesota. The purpose is to identify the components of new teacher support programs and of successful programs.

If you have already completed the survey, thank you very much. If you have not yet completed the survey, I hope you will take the time to participate. If you are not the person who has primary responsibility for new teacher support programs in your district, could you please forward this letter to that individual?

This survey is coming to a close, and we are sending this final contact because of the importance of gaining knowledge of new teacher support programs. Aggregate results will be shared with the Teacher Support Partnership, a group working to build awareness at the state level of the need for quality new teacher programs.

Your response is voluntary and your participation anonymous. You may complete the survey online at www.johnbertucci.com. After clicking on the link, you will need to type the password **induction**. To qualify for a **\$25 gift certificate**, please send an email to Sara Beverage at the UM at mninduction@hotmail.com. Give your name and indicate whether you would like to receive an executive summary of research results.

Finally, we appreciate your time and consideration of our request as we continue to

find how we can assist new teachers in their adjustment to a career in teaching. If you have questions, please contact me at (952-892-1638 or JLBertucci@aol.com) or my advisers: Drs. Jennifer York-Barr (612-625-6387 or yorkx001@umn.edu) or Julie Kalnin (612-626-5118 or kalni001@umn.edu).

Thank you.

John A. Bertucci

Final Reminder

Last month you were sent a letter asking you to complete a survey of new teacher support programs in Minnesota. I am conducting this research as part of a doctoral program in Educational Policy and Administration at the University of Minnesota.

I am extending the deadline to give those who were unable to complete it earlier an opportunity to be a part of this important study. If you have already completed the survey, thank you very much. If you have not yet completed it, I hope you will take the time to participate in this important state-wide research. If another individual in your district takes primary responsibility for new teacher support programs, I would appreciate your sending this information to that person. The deadline for completing this questionnaire is now the last day of June.

Completing this survey will require about 20-25 minutes and will give you a chance to win one of four \$25 gift certificates. You will need the following information to complete the survey: new teacher support program goals, district budget and enrollment, free and reduced lunch numbers, and the number of teachers hired in your district the last three years.

The survey web-site is www.johnbertucci.com. You will need to type the password

induction. To qualify for a **\$25 gift certificate**, please send an email to Sara Beverage at the UM at mninduction@hotmail.com. Give your name and indicate whether you would like to receive an executive summary of research results.

If you have questions, please contact me at (952-892-1638 or JLBertucci@aol.com) or my advisers: Drs. Jennifer York-Barr (612-625-6387 or yorkx001@umn.edu) or Julie Kalnin (612-626-5118 or kalni001@umn.edu).

Thank you.

John A. Bertucci

**Appendix C, Instrument: 2008 MINNESOTA NEW TEACHER SUPPORT
SURVEY**

Increasingly challenging conditions for teaching, along with projected teacher shortages, compel a more comprehensive understanding of ways in which new teachers are supported. The purpose of this survey is to determine the state of new teacher support in Minnesota. It is being sent to all public school districts in the state. The information from this study will be used in the consideration of future policies and practices to enhance new teacher development and support.

Your response is extremely important. The information you provide is and will remain anonymous. Under no circumstances would either you or your district be identified. Further, the only people who will have access to the original survey data are the graduate student researcher, John Bertucci, and his two doctoral advisors, Drs. Jennifer York-Barr and Julie Kalnin of the College of Education and Human Development at the University of Minnesota.

This survey should be completed by the individual who oversees support of new teachers in your school district. It will take about 20-25 minutes to complete. Some questions may require quick assistance from others in your district. Only one person per district should complete the survey. If in the process of completing this survey you have any questions, please contact John Bertucci at jlbertucci@aol.com or call 952-892-1638.

Full participation from districts across the state is needed to obtain an accurate profile of current new teacher support and future needs. We greatly appreciate your time and effort to support this statewide study.

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After you submit the survey, please send a separate e-mail to Sara Beverage, Educational Policy and Administration Department, at the UM at mninduction@hotmail.com. This will enter you in the drawing for one of four \$25 gift cards from Barnes and Noble booksellers, Amazon.com, or Target. Also indicate whether you would like an executive summary of the study findings and provide an e-mail address so that the summary can be sent to you electronically in early 2009.

In this survey “New Teacher” refers to any new teacher who was hired into your school district the past year.

<i>(Statement of Consent)</i>					
1. I understand that by completing this survey and submitting the results that I am giving permission for this information to be used in John Bertucci’s study of Minnesota new teacher programs as part of a doctoral program at the University of Minnesota. When I complete the web survey, it is with the assurance that all information is anonymous and that no link can be established to me or my district. I understand that survey results will be shared only in aggregate form.					
I agree to participate (please proceed with the survey below.)					
I do not agree (Thank you for considering participating in the survey.)					
<i>(District Questions)</i>					
2. Your district has explicit goals focused on creating a culture of continuous learning and improvement in which teachers collaborate to advance student learning.			Yes	No	Don’t Know
3. Support of new teachers is explicitly identified as a			Yes	No	Don’t Know

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goal in your district's professional development plan.					
4. Your district has a purpose (or vision) statement for support of new teachers.			Yes	No	Don't Know
5. Following are some possible objectives for new teacher support programs. Indicate the degree of importance for each goal related to YOUR new teacher support program.					
a. Retention of teachers		Not very impt	Somewhat impt	Impt	Very impt
b. Improved instruction		Not very impt	Somewhat impt	Impt	Very impt
c. Student achievement		Not very impt	Somewhat impt	Impt	Very impt
d. Financial savings		Not very impt	Somewhat impt	Impt	Very impt
e. Enculturation of the teacher to the district and school		Not very impt	Somewhat Impt	Impt	Very impt
f. Extension of formative assessment		Not very impt	Somewhat Impt	Impt	Very impt
g. Advance teacher knowledge of the teaching process		Not very impt	Somewhat impt	Impt	Very impt
h. Advance teacher knowledge of teaching content		Not very impt	Somewhat impt	Impt	Very impt
i. Other, please specify:					
6. New teacher support is differentiated depending on whether a			Yes	No	Don't Know

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<p>teacher is a beginning teacher and new to the field of teaching, or just new to your district or assignment.</p>					
<p>7. There is at least one assigned responsibility for leading the new teacher support program throughout your district. (If no, now skip to item 12.)</p>			<p>Yes</p>	<p>No</p>	<p>Don't Know</p>
<p>8. The person who takes primary responsibility to lead new teacher support is (check one)</p>	<p>District Admin</p>	<p>District TOSA</p>	<p>Principal or AP</p>	<p>Site TOSA</p>	<p>Other, specify</p>
<p>9. Does this person have special training or background regarding new teacher support?</p>			<p>Yes</p>	<p>No</p>	<p>Don't Know</p>
<p>10. In your opinion, is allocation of time sufficient for the person to lead the design and development of your new</p>			<p>Yes</p>	<p>No</p>	<p>Don't Know</p>

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teacher program?						
11. Over the period of one school year, about how much of this person's time is allocated to your new teacher program?	Less than 25% time	About 25% time	About 50% time	About 75% time	About 100% time	
12. Do new teachers in your district receive a separate formal orientation to district level practices and personnel? (If no, now skip to item 15.)			Yes	No	Don't Know	
13. If yes, about how long is the initial DISTRICT orientation?	½ Day or less	1 Day	2 Days	3 Days	4-5 Days	> 5 Days
14. If yes, please indicate the extent to which each of the following areas is emphasized.						
a. Characteristics of the district community		Not very much	Somewhat	Quite a bit	Very much	
b. Number and variety of schools in the district		Not very much	Somewhat	Quite a bit	Very much	
c. Parent involvement and expectations		Not very much	Somewhat	Quite a bit	Very much	
d. District level service departments and personnel (e.g., human		Not very much	Somewhat	Quite a bit	Very much	

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resources, communications)					
e. District level academic departments and personnel (e.g., curriculum, professional development, testing)		Not very much	Somewhat	Quite a bit	Very much
f. District and school level goals for student learning		Not very much	Somewhat	Quite a bit	Very much
g. Information about the specific school to which the new teacher is assigned		Not very much	Somewhat	Quite a bit	Very much
h. Other, please specify					
15. Your district or schools offers specific new teacher development opportunities beyond orientation. (If no, now skip to item 17.)			Yes	No	Don't Know
16. If yes, which of the following supports are provided?					
a. Time to meet with other new teachers			Yes	No	Don't Know
b. Time to observe in other teachers' classrooms			Yes	No	Don't Know

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c. Time to team teach with experienced teachers			Yes	No	Don't Know
d. A mentor from the same grade level or content area			Yes	No	Don't Know
e. A mentor knowledgeable about general school policies, practices, expectations			Yes	No	Don't Know
f. Workshops focused on new teachers' areas of curricular responsibility			Yes	No	Don't Know
g. Workshops focused on classroom design and organization			Yes	No	Don't Know
h. Online support networks			Yes	No	Don't Know
i. Professional materials and resources			Yes	No	Don't Know
j. Other, please specify:					
17. After your new teachers attend workshops, there is intentional effort made to ensure follow-up use and support.			Yes	No	Don't Know
			Yes	No	Don't Know

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18. Your DISTRICT allocates sufficient time for new teachers to participate in professional learning and development opportunities.					
19. Your DISTRICT makes available district level personnel as needed to support new teachers			Yes	No	Don't Know
20. If yes, which of the following DISTRICT personnel are made available? (If no, now skip to item 21.)					
a. Curriculum and instruction			Yes	No	Don't Know
b. Student assessment and testing			Yes	No	Don't Know
c. Professional development			Yes	No	Don't Know
d. Technology			Yes	No	Don't Know
e. Others, please specify:					
21. Your district or individual schools have formal partnerships with colleges or universities to support new teachers.			Yes	No	Don't Know
22. Your district or individual			Yes	No	Don't Know

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schools have formal partnerships with other professional associations or with consultants to support new teachers.					
23. Your district evaluates its new teacher support program. <i>(If no, now skip to item 26)</i>			Yes	No	Don't Know
24. If yes, how often is the support or formal program evaluated?	More than 1/year	Once/Year	Every 2 years	Every 3 years	Other, please specify
25. If yes, who conducts the evaluation? <i>(check one)</i>	District Admin	District TOSA	District Committee	Outside Consultant	Other, please specify
26. Your district receives specific funding from the state for support of new teacher programs.			Yes	No	Don't Know
27. Your district connects its workshops and other development opportunities for new teachers to continuing education credits			Yes	No	Don't Know

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(ceu's).					
28. Training for your new teachers is required as part of the teacher contractual process.			Yes	No	Don't Know
29. Your district adjusts the work load of new teachers to support them during their probationary years? <i>(If no, now skip to item 31)</i>			Yes	No	Don't Know
30. If yes, which supports are utilized?					
a. Favorable class size			Yes	No	Don't Know
b. Favorable mix of students			Yes	No	Don't Know
c. Sufficient and readily available materials			Yes	No	Don't Know
d. Scheduling concessions and priorities			Yes	No	Don't Know
e. Time to participate in new teacher workshops			Yes	No	Don't Know
f. Time to participate in other learning opportunities (e.g., reflection with a mentor)			Yes	No	Don't Know

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g. Ongoing supportive assessments of teaching by a teacher colleague			Yes	No	Don't Know	
h. Formative evaluations by an administrator			Yes	No	Don't Know	
i. Other, please specify:						
31. A formal set of professional teaching standards (or objectives) for teaching practice is clearly articulated for your new teachers. <i>(If no, now skip to item 32.)</i>						
a. Minnesota Standards						
b. National Board of Professional Teacher Standards						
c. National Standards Specific to Discipline						
d. North Central Regional Educational Laboratory Standards						
e. National Staff Development Council Standards						
f. Other, please specify						
<i>(School Focus)</i>						
32. Your principals are expected to assume an ongoing, active support role for new teachers.			Yes	No	Don't Know	
33. Your new teachers receive a formal orientation at the BUILDING level. <i>(If no, now skip to item 36.)</i>			Yes	No	Don't Know	
34. If yes, on average how long is the orientation at the BUILDING level?	½ Day or less	1 Day	2 Days	3 Days	4-5 Days	> 5 Days

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35. If yes, what content is included in the BUILDING orientation?					
a. Introduction to the local school community			Yes	No	Don't Know
b. A tour of the building			Yes	No	Don't Know
c. Introduction to principal(s) and other administrators			Yes	No	Don't Know
d. Introduction to office and support personnel			Yes	No	Don't Know
e. Number and variety of students in the school			Yes	No	Don't Know
f. Number and variety of staff in the school			Yes	No	Don't Know
g. Parent involvement and expectations					
h. An annual calendar of expectations and events			Yes	No	Don't Know
i. Procedures for requisitions, absences, and other personnel and fiscal policies			Yes	No	Don't Know
j. Meeting grade level or subject area colleagues			Yes	No	Don't Know
k. Meeting other new teachers (when there are others)			Yes	No	Don't Know
l. Meeting the teacher			Yes	No	Don't Know

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association representative					
m. Meeting the new teacher's mentor or guide			Yes	No	Don't Know
n. Meeting with student leaders			Yes	No	Don't Know
o. Locating curricular and other teaching materials			Yes	No	Don't Know
p. Introduction to student achievement goals				Yes	No
q. Other, please specify:					
36. Your principals conduct at least three formal observations annually during your new full-time teacher's first three years.			Yes	No	Don't Know
37. Your principals are expected to clarify the purpose, focus, and process of these observations.			Yes	No	Don't Know
38. Your principals are expected to regularly engage new teachers in reflective conversations about teaching and learning.			Yes	No	Don't Know
39. There are regularly			Yes	No	Don't Know

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scheduled grade and/or subject area meetings in which your new teachers are included.					
40. Not limited to grade or subject area, there are regularly scheduled teacher collaboration and learning meetings in which your new teachers are included.			Yes	No	Don't Know
<i>Mentoring Questions (Mentoring is considered a component of induction. Mentoring is a one-to-one teaching process that is concerned with supporting individual teachers.)</i>					
41. A school level colleague is assigned to serve informally as a day-to-day or as-needed support for each of your new teacher.			Yes	No	Don't Know
42. Which of the following types of mentors is available? Check all that apply.) (If no mentor is assigned, now skip to item 60.)	No mentor is assigned	Instructional	Content area	Grade level	Other, please specify
43. Your mentors are selected using established			Yes	NO	Don't Know

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guidelines (such as, matching grade or subject areas, excellence in teaching, disposition for mentoring).					
44. The importance of mentoring, including purpose, expectations, and processes is fully explained to new teachers.			Yes	No	Don't Know
45. Mentors invite your new teachers to identify areas of particular concern or priority for classroom level support.			Yes	No	Don't Know
46. Your mentors intentionally support new teacher reflection on instructional practices with an aim toward continuous improvement.			Yes	No	Don't Know
47. Your formally assigned mentors are provided with clear expectations about what it			Yes	No	Don't Know

New Teacher Support Programs 201

means to serve as a mentor.						
48. Your formally assigned mentors are provided with training about how to support new teachers. (If no, now skip to item 52.)			Yes	No	Don't Know	
49. If yes, who provides your mentor training? (Choose all that apply.)	Person from your district	Person from multi-district agency	Person from college or university	Consultant	Other, please specify	
50. If yes, how many days of training does each of your mentors receive?	½ Day or less	1 Day	2 Days	3 to 4 Days	5 Days	More than 5 Days
51. If yes, what content is emphasized in your mentor training?						
a. Typical concerns, needs and interests of new teachers	Not Included		Somewhat emphasized		Major emphasis	
b. Assessing specific needs of individual new teachers	Not Included		Somewhat emphasized		Major emphasis	
c. Decreasing new teacher isolation	Not Included		Somewhat emphasized		Major emphasis	
d. Supporting new teacher adaptation to change	Not Included		Somewhat emphasized		Major emphasis	
e. Suggesting ways for new teachers to	Not Included		Somewhat emphasized		Major emphasis	

New Teacher Support Programs 202

become part of their designated teacher team					
f. New teachers learning specific expectations for curriculum, instruction, and assessment	Not Included		Somewhat emphasized		Major emphasis
g. New teachers preparing for parent conferences and other home communications	Not Included		Somewhat emphasized		Major emphasis
h. New teachers developing professionalism	Not Included		Somewhat emphasized		Major Emphasis
i. Building trust and rapport with the new teacher	Not Included		Somewhat emphasized		Major Emphasis
j. Developing coaching skills to support the teacher (e.g., reflective practice and inquiry)	Not Included		Somewhat emphasized		Major Emphasis
k. Conducting classroom observations	Not Included		Somewhat emphasized		Major Emphasis
l. Conducting pre and post observation conferences	Not Included		Somewhat emphasized		Major Emphasis

New Teacher Support Programs 203

m. Offering effective feedback	Not Included		Somewhat emphasized		Major Emphasis
n. Other, please specify:					
52. During the first year, what is the average number of formal interactions between mentor and mentee?	1-2/ year	3-5/ year (quarterly)	6-10/ year (monthly)	10-20/ year (twice/month)	More than 20/year (weekly)
53. Your mentors meet with the principals of new teachers to share mentor/mentee information.			Yes	No	Don't Know
54. Your mentors participate in formal evaluations regarding mentees.			Yes	No	Don't Know
55. In-district support is provided to mentors.			Yes	No	Don't Know
56. If yes, who provides support for your mentors? (Check all that apply.)			Yes	No	Don't Know
57. If your mentors are not full time, how frequently are your mentors provided with the following supports? (SKIP if they are full time.)					
a. Reduced teaching load		Never	Rarely	Sometimes	Often
b. Release time to meet with new teachers		Never	Rarely	Sometimes	Often
c. Opportunities to meet and		Never	Rarely	Sometimes	Often

New Teacher Support Programs 204

learn with other mentors in your district					
d. Professional resources and materials		Never	Rarely	Sometimes	Often
e. Opportunities to attend professional workshops or conferences on mentoring outside your district		Never	Rarely	Sometimes	Often
58. Do mentors receive some type of monetary compensation? (If no fiscal compensation, now skip to 61.)			Yes	No	Don't Know
59. If yes, please specify the type of additional compensation mentors receive.					
a. Hourly wages for time spent in mentor related work			Yes	No	Don't Know
b. Annual honorarium or stipend			Yes	No	Don't Know
c. Released time or extra personnel leave day			Yes	No	Don't Know
60. If mentors receive additional compensation, what is the approximate annual compensation received by the mentor?	Less than \$500	\$500-999	\$1000-1999	\$2000-3500	More than \$3500

New Teacher Support Programs 205

61. For how many years has your district had a formal new teacher support program?	0 Years	1-2 Years	3-5 Years	6-10 Years	More than 10 years
62. Does your district receive ATPPS / Q-Comp funds from the state?			Yes	No	Don't Know
63. In thinking about the overall support of new teachers in your district, to what extent has each of the following items supported this work?					
a. Leadership from the Minnesota Department of Education	No Influence		Somewhat Supportive		Highly Supportive
b. Minnesota Board of Teaching	No Influence		Somewhat Supportive		Highly Supportive
c. Leadership from Education Minnesota	No Influence		Somewhat Supportive		Highly Supportive
d. Leadership from your school district's administration (central or site administrators)	No Influence		Somewhat Supportive		Highly Supportive
e. Leadership from your school district's teachers' association	No Influence		Somewhat Supportive		Highly Supportive
f. Informal advocacy by a teacher or teachers in	No Influence		Somewhat Supportive		Highly Supportive

New Teacher Support Programs 206

your district					
g. Financial assistance from the state	No Influence		Somewhat Supportive		Highly Supportive
h. Financial allocation from your school district	No Influence		Somewhat Supportive		Highly Supportive
i. Support from a university or college (e.g., people, other resources)	No Influence		Somewhat Supportive		Highly Supportive
j. Support from a state level professional association / organization	No Influence		Somewhat Supportive		Highly Supportive
k. Support from another school district	No Influence		Somewhat Supportive		Highly Supportive
l. Assistance from local or state business or community organization	No Influence		Somewhat Supportive		Highly Supportive
m. Q-comp	No Influence		Somewhat Supportive		Highly Supportive
n. Other, please specify:					
64. To what extent has each of the following supported your mentorship program?					
a. Local, state, or national data about new teacher recruitment and retention concerns		No influence	Somewhat Supportive		Highly Supportive
b. Local, state, or national data about teacher shortages (current or projected)		No influence	Somewhat Supportive		Highly Supportive
c. Other, please specify					

New Teacher Support Programs 207

65. What challenges to implementing and maintaining a high quality new teacher support program does your district currently face?					
a. Lack of support from the state department of education	Not a challenge		Somewhat a challenge		Huge challenge
b. Lack of support from Education Minnesota	Not a challenge		Somewhat a challenge		Huge challenge
c. Lack of support from your district or site administration	Not a challenge		Somewhat a challenge		Huge challenge
d. Lack of support from your local teachers' association	Not a challenge		Somewhat a challenge		Huge challenge
e. Lack of adequate funding	Not a challenge		Somewhat a challenge		Huge challenge
f. Lack of knowledgeable personnel	Not a challenge		Somewhat a challenge		Huge challenge
g. Lack of training opportunities	Not a challenge		Somewhat a challenge		Huge challenge
h. Recruiting of new teachers	Not a challenge		Somewhat a challenge		Huge challenge
i. Other issues in your district are more pressing	Not a challenge		Somewhat a challenge		Huge challenge
j. Budget cuts	Not a challenge		Somewhat a challenge		Huge challenge
k. Failed referendums	Not a challenge		Somewhat a challenge		Huge challenge
l. Other, please specify:					
66. Does your district			Yes	No	Don't Know

New Teacher Support Programs 208

have a budget formally allocated for new teacher support? (If you do not have a formal program, now skip to item 69.)					
65. If you have a formal budget for a new teacher support program, which of the following items are included in the budget?					
a. Lead person's salary for new teacher program			Yes	No	Don't Know
b. Mentor compensation			Yes	No	Don't Know
c. Substitute teachers (e.g., for new teachers and mentors)			Yes	No	Don't Know
d. Workshops and other training materials and expenses			Yes	No	Don't Know
e. External consultant or presenters			Yes	No	Don't Know
f. Other, please specify:					
68. Overall, your district's allocation of fiscal and personnel resources to new teacher support is	Inadequate		Adequate		Very Adequate

New Teacher Support Programs 209

<i>(check one)</i>					
69. Over the past three years, what is the number of new teacher your district has hired? (Please use numbers only.)					
70. Does your district keep statistics for the retention rate of new teachers in your district? (If no, now skip to item 72.)			Yes	No	Don't Know
71. If yes, what is your approximate retention rate?		Less than 50%	About 50%	About 75%	100%
72. When teachers do not remain until tenured, what do you believe to be the reasons for their departure?					
a. Performance		Rarely	Sometimes	Often	Very Often
b. Dissatisfaction with teaching		Rarely	Sometimes	Often	Very Often
c. Felt a lack of support		Rarely	Sometimes	Often	Very Often
d. Took a parental leave		Rarely	Sometimes	Often	Very Often
e. Offered a job in another district		Rarely	Sometimes	Often	Very Often
f. Licensure issue		Rarely	Sometimes	Often	Very Often
g. Salary issue		Rarely	Sometimes	Often	Very Often
h. Lay-off: reduction in force (rif) due to budget reductions		Rarely	Sometimes	Often	Very Often
g. Other, please specify:		Rarely	Sometimes	Often	Very Often
<i>(District Characteristics)</i>					

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73. What is your position?	District Admin	District TOSA	Principal or AP	Site TOSA	Other, please specify
74. Do you have district level responsibility for professional development?		No	Yes	Yes, shared with another person	Don't Know
75. Which term best describes the location of your school district?	Rural	Town/ Small City in Greater MN	2 nd or 3 rd ring Suburban	1 st ring	Suburban
76. What is the student enrollment in your district?	Fewer than 500	500-999	1000-2499	2500-4999	5000-9999
			10,000-14,999	15,000-25,000	More than 25,000
77. What percentage of students in your district qualifies for free and reduced lunch?	Fewer than 5%	Between 5-10%	Between 10 – 20%	Between 20 – 35%	Between 35-50%
				Between 50-75%	More than 75%
78. About how many teachers are employed in your school district?	Less than 100	100-299	300-599	600-999	1000-1999
				2000-2999	3000 or more
<i>(Open-ended and final question)</i>					
In the space below, please offer any additional comments about new teacher support that you feel will assist us in understanding the current state of practice in Minnesota, such as areas of highest need or conditions that best facilitate or most challenge the establishment of high quality new teacher support.					

If you are interested in being entered into a drawing for the four \$25 gift certificates, please email Sara Beverage at <mninduction@hotmail.com> Thank you again for completing this very important survey.

THANK YOU FOR YOUR PARTICIPATION!

Appendix D: Final Survey Results

The State of New Teacher Induction Programs in Minnesota Public Schools

1. Statement of Consent I understand that by completing this survey and submitting the results that I am giving permission for this information to be used in John Bertucci's study of Minnesota new teacher programs as part of a doctoral program at the University of Minnesota. When I complete the web survey, it is with the assurance that all information is anonymous and that no link can be established to me or my district. I understand that survey results will be shared only in aggregate form.

	Response Percent	Response Count
I agree to participate (please proceed with the survey below)	100.0%	44
I do not agree (Thank you for considering participating in the survey.)	0.0%	0
<i>answered question</i>		44
<i>skipped question</i>		2

2. Your district has explicit goals focused on creating a culture of continuous learning and improvement in which teachers collaborate to advance student learning.

	Response Percent	Response Count
Yes	80.0%	36
No	20.0%	9
Don't Know	0.0%	0
<i>answered question</i>		45
<i>skipped question</i>		1

3. Support of new teachers is explicitly identified as a goal in your district's professional development plan.

	Response Percent	Response Count
Yes	68.9%	31
No	31.1%	14
Don't Know	0.0%	0
<i>answered question</i>		45
<i>skipped question</i>		1

4. Your district has a purpose (or vision) statement for support of new teachers.

	Response Percent	Response Count
Yes 	40.0%	18
No 	55.6%	25
Don't Know 	4.4%	2
<i>answered question</i>		45
<i>skipped question</i>		1

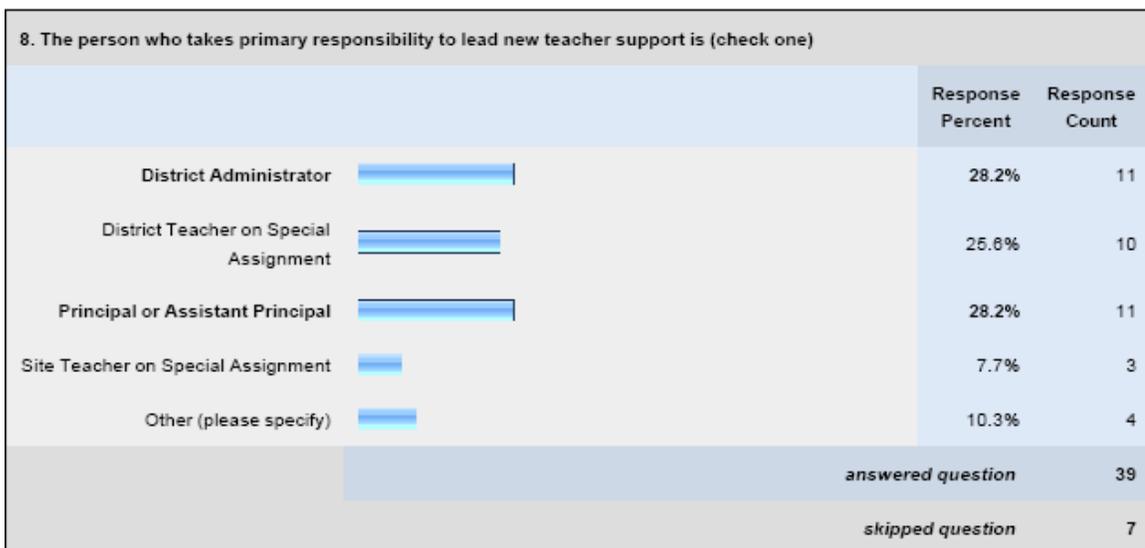
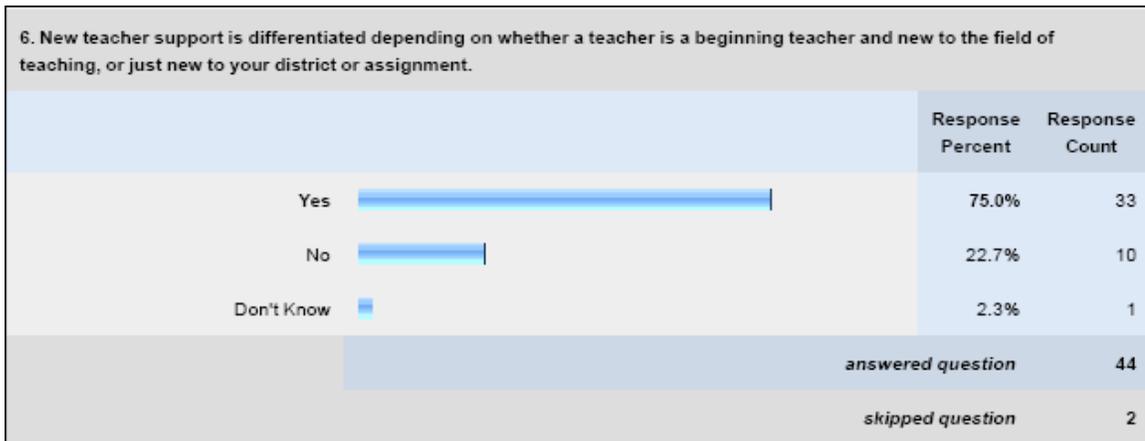
5. Following are some possible objectives for new teacher support programs. Indicate the degree of importance for each goal related to YOUR new teacher support program.

	Not very important	Somewhat important	Important	Very Important	Rating Average	Response Count
Retention of teachers	4.5% (2)	13.6% (6)	47.7% (21)	34.1% (15)	3.11	44
Instruction improvement	2.3% (1)	4.7% (2)	30.2% (13)	62.8% (27)	3.53	43
Student achievement	0.0% (0)	4.5% (2)	20.5% (9)	75.0% (33)	3.70	44
Financial savings	13.6% (6)	52.3% (23)	20.5% (9)	13.6% (6)	2.34	44
Enculturation of the teacher to the district and school	4.5% (2)	20.5% (9)	38.6% (17)	36.4% (16)	3.07	44
Extension of formative evaluation	6.8% (3)	27.3% (12)	47.7% (21)	18.2% (8)	2.77	44
Advance teacher knowledge of the teaching process	2.3% (1)	7.0% (3)	39.5% (17)	51.2% (22)	3.40	43
Advance teacher knowledge of teaching content	4.5% (2)	13.6% (6)	40.9% (18)	40.9% (18)	3.18	44
Other (please specify)						2
<i>answered question</i>						44
<i>skipped question</i>						2

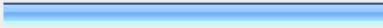
Other:

1. Our district does not currently have established goals
2. Inculcate value of continuous professional learning

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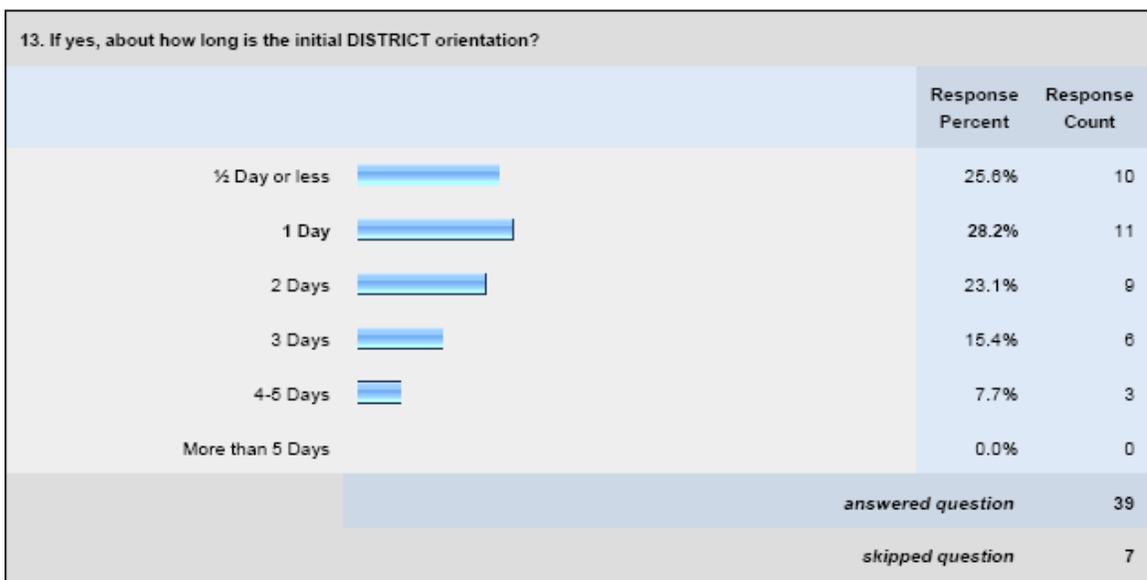
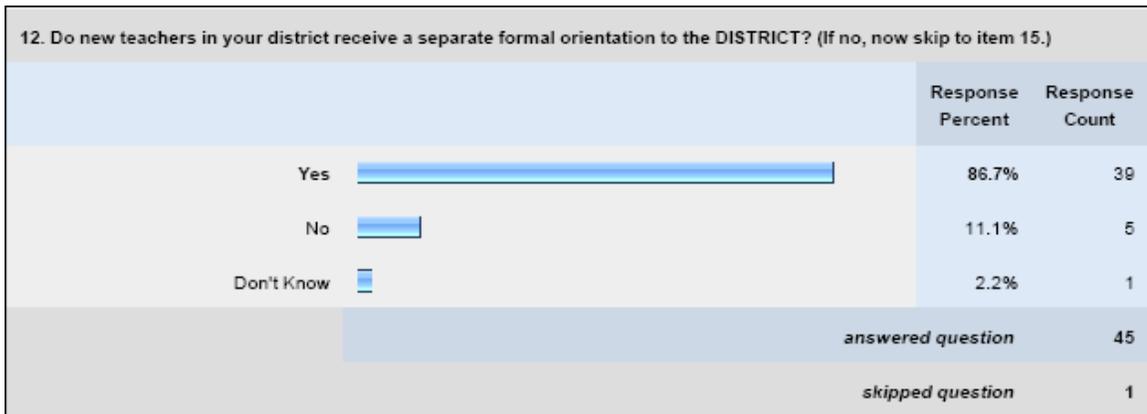
New Teacher Support Programs 214

9. Does this person have special training or background regarding new teacher support?		
	Response Percent	Response Count
Yes 	69.2%	27
No 	25.8%	10
Don't Know 	5.1%	2
<i>answered question</i>		39
<i>skipped question</i>		7

10. In your opinion, is allocation of time sufficient for the person to lead the design and development of your new teacher program?		
	Response Percent	Response Count
Yes 	30.8%	12
No 	64.1%	25
Don't Know 	5.1%	2
<i>answered question</i>		39
<i>skipped question</i>		7

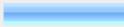
11. Over the period of one school year, about how much of this person's time is allocated to your new teacher program?		
	Response Percent	Response Count
Less than 25% time 	82.1%	32
About 25% time 	10.3%	4
About 50% time 	2.6%	1
About 75% time	0.0%	0
About 100% time 	5.1%	2
<i>answered question</i>		39
<i>skipped question</i>		7

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14. If yes, please indicate the extent to which each of the following areas is emphasized.					
	Not very much	Somewhat	Quite a bit	Very much	Response Count
Characteristics of the district community	15.4% (8)	41.0% (16)	35.9% (14)	7.7% (3)	39
Number and variety of schools in the district	43.6% (17)	30.8% (12)	23.1% (9)	2.6% (1)	39
Parent involvement and expectations	33.3% (13)	43.6% (17)	17.9% (7)	5.1% (2)	39
District level service departments and personnel (e.g., human resources, communications)	5.1% (2)	30.8% (12)	43.6% (17)	20.5% (8)	39
District level academic departments and personnel (e.g., curriculum, professional development, testing)	5.1% (2)	28.2% (11)	43.6% (17)	23.1% (9)	39
District level goals for student learning	12.8% (5)	15.4% (6)	51.3% (20)	20.5% (8)	39
Information about the specific school to which the new teacher is assigned	13.2% (5)	13.2% (5)	26.3% (10)	47.4% (18)	38
			Other (please specify)		11
			<i>answered question</i>		39
			<i>skipped question</i>		7

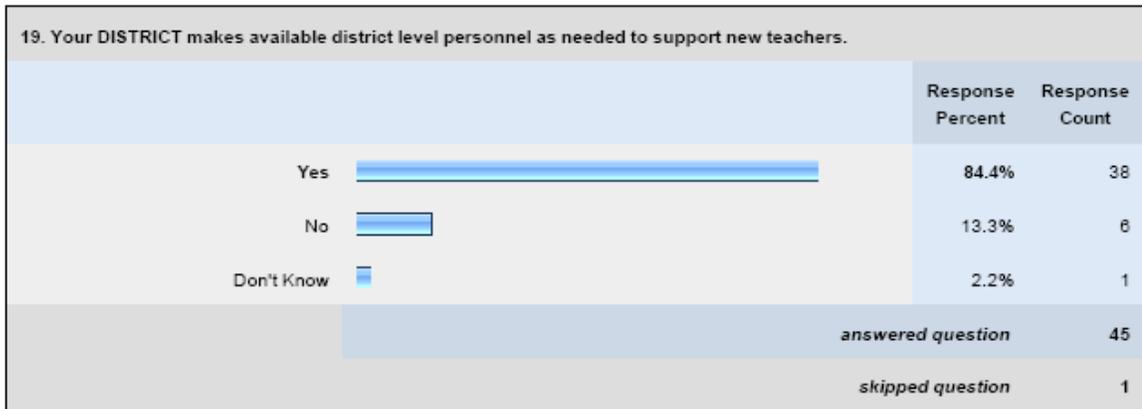
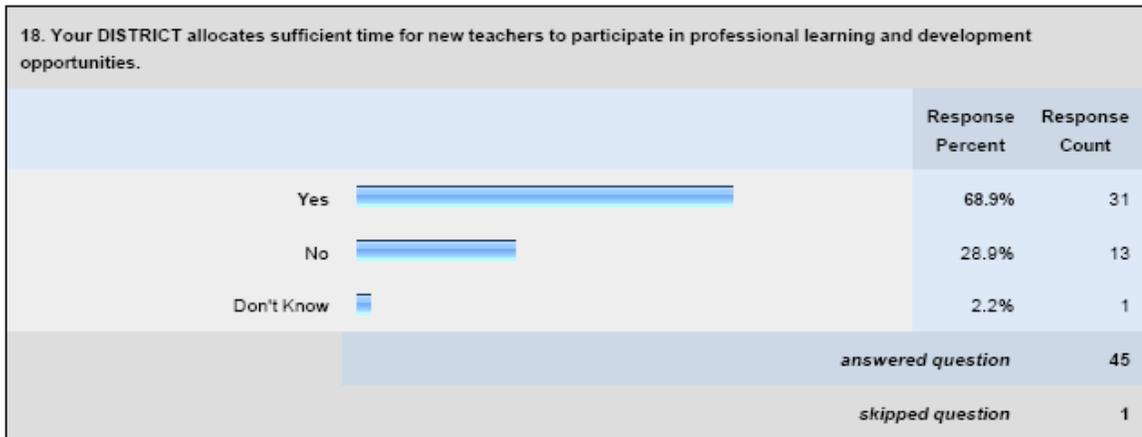
15. Your district or schools offers specific new teacher development opportunities beyond orientation. (If no, now skip to item 17.)			
		Response Percent	Response Count
Yes		75.6%	34
No		22.2%	10
Don't Know		2.2%	1
		<i>answered question</i>	45
		<i>skipped question</i>	1

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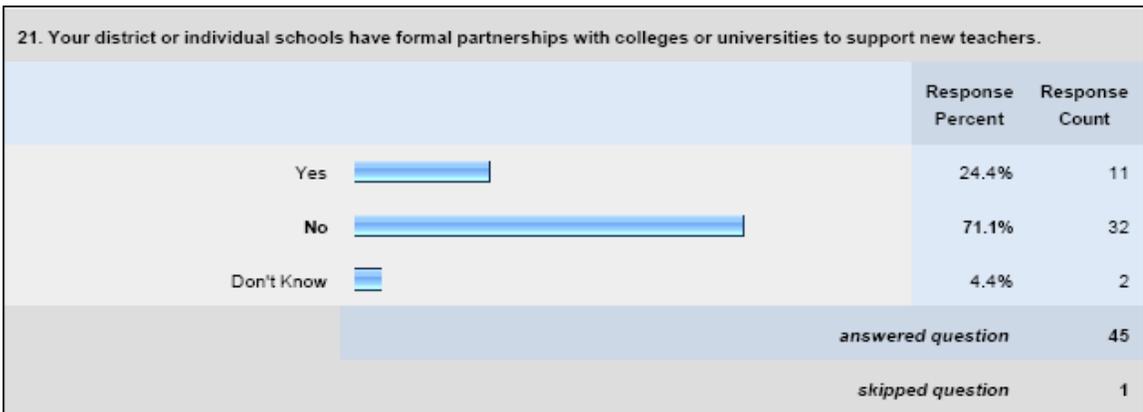
16. If yes, which of the following supports are provided?				
	Yes	No	Don't Know	Response Count
Time to meet with other new teachers	88.2% (30)	8.8% (3)	2.9% (1)	34
Time to observe in other teachers' classrooms	79.4% (27)	20.8% (7)	0.0% (0)	34
Time to team teach with experienced teachers	39.4% (13)	60.6% (20)	0.0% (0)	33
A mentor from the same grade level or content area	78.8% (26)	18.2% (6)	3.0% (1)	33
A mentor knowledgeable about general school policies, practices, expectations	97.0% (32)	3.0% (1)	0.0% (0)	33
Workshops focused on new teachers' areas of curricular responsibility	58.8% (20)	38.2% (13)	2.9% (1)	34
Workshops focused on classroom design and organization	76.5% (26)	20.8% (7)	2.9% (1)	34
Online support networks	21.2% (7)	69.7% (23)	9.1% (3)	33
Professional materials and resources	88.2% (30)	11.8% (4)	0.0% (0)	34
			Other (please specify)	6
			answered question	34
			skipped question	12

17. After your new teachers attend workshops, an intentional effort is made to ensure follow-up use and support.			
		Response Percent	Response Count
Yes		57.8%	26
No		35.8%	16
Don't Know		6.7%	3
		answered question	45
		skipped question	1

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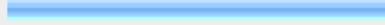
New Teacher Support Programs 219



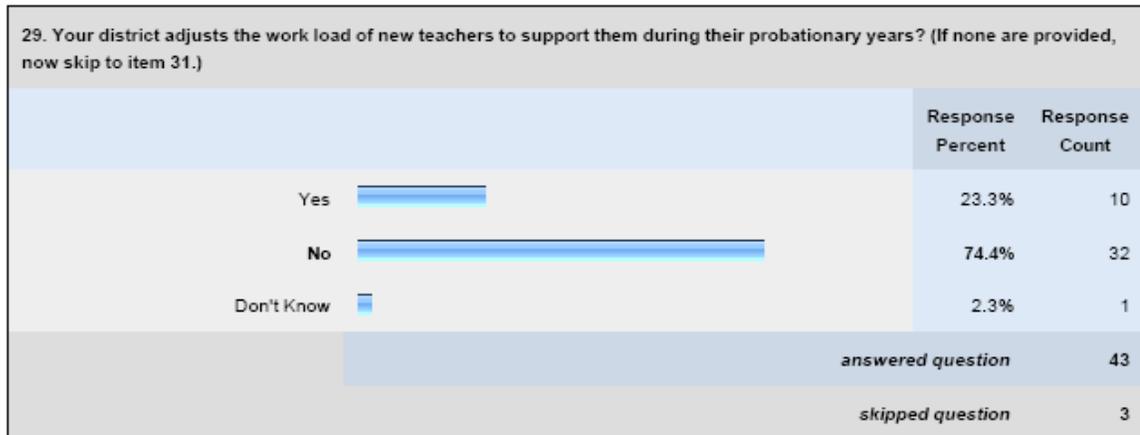
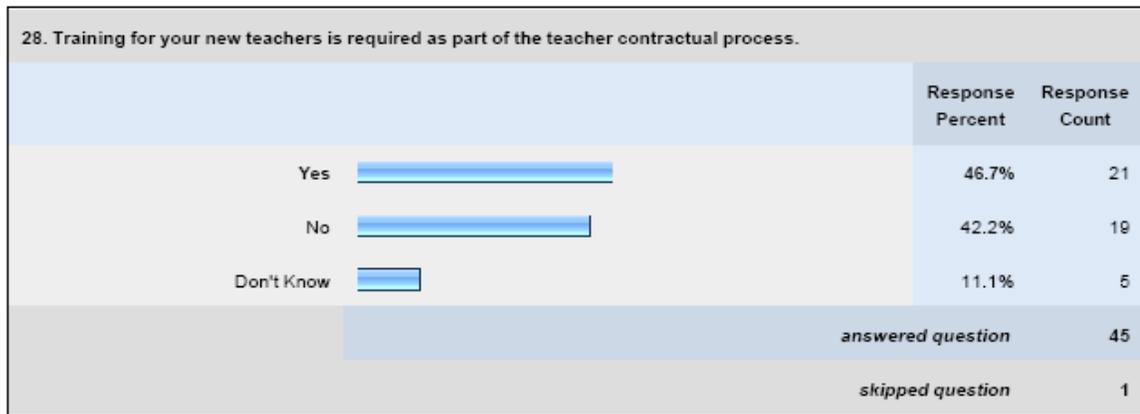
New Teacher Support Programs 220

24. If yes, how often is the support or formal program evaluated?		
	Response Percent	Response Count
More than 1/year 	32.1%	9
Once/Year 	64.3%	18
Every 2 years	0.0%	0
Every 3 years 	3.6%	1
Other (please specify)	0.0%	0
<i>answered question</i>		28
<i>skipped question</i>		18

25. If yes, who conducts the evaluation?		
	Response Percent	Response Count
District Administrator 	28.6%	8
District Teacher on Special Assignment 	25.0%	7
District Committee 	25.0%	7
Outside Consultant	0.0%	0
Other (please specify) 	21.4%	6
<i>answered question</i>		28
<i>skipped question</i>		18

26. Your district receives specific funding from the state for support of new teacher programs.		
	Response Percent	Response Count
Yes 	15.6%	7
No 	68.9%	31
Don't Know 	15.6%	7
<i>answered question</i>		45
<i>skipped question</i>		1

New Teacher Support Programs 221

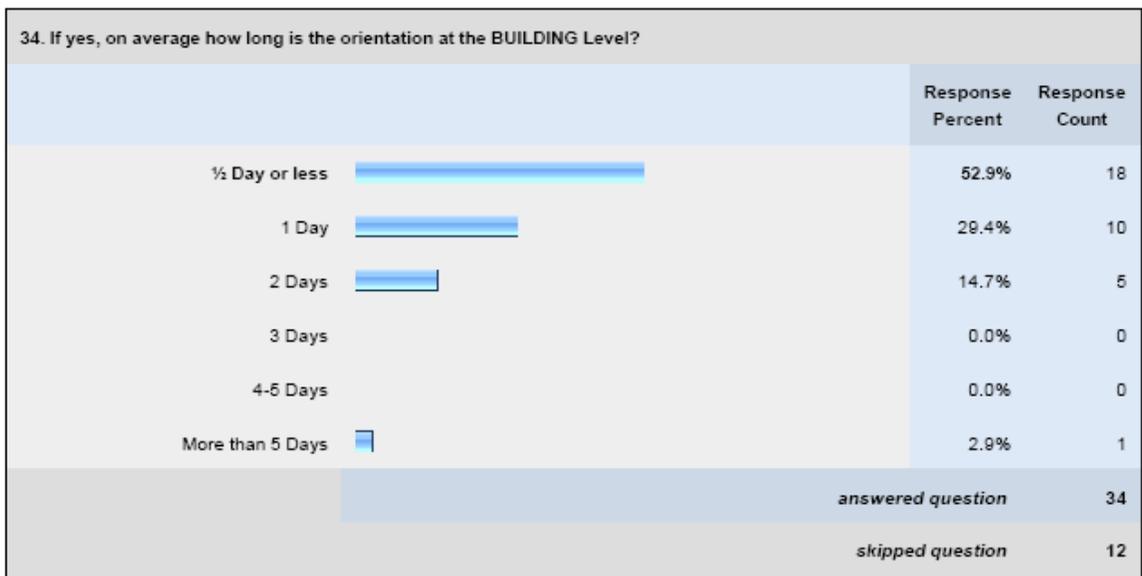
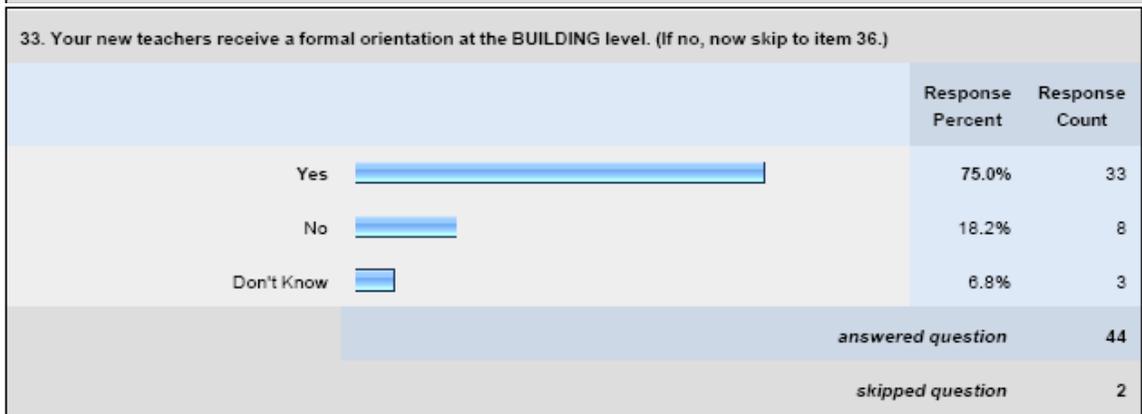
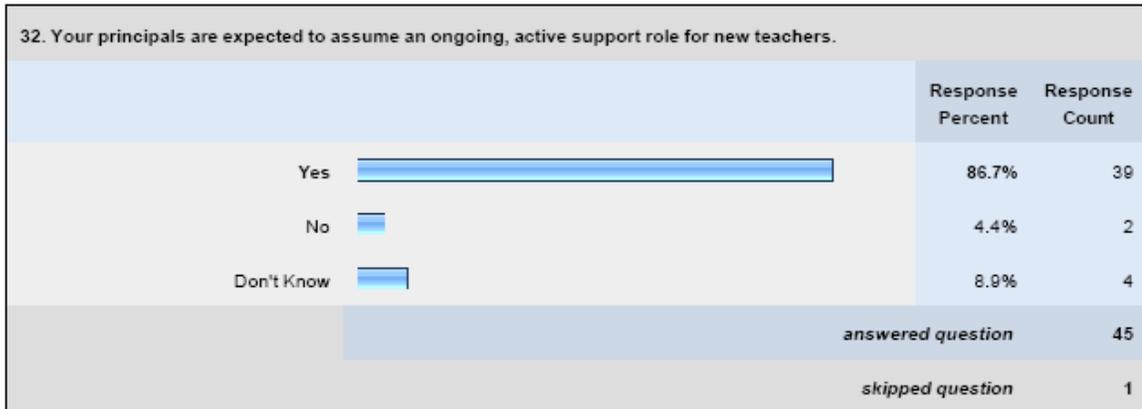


30. If yes, which are utilized?

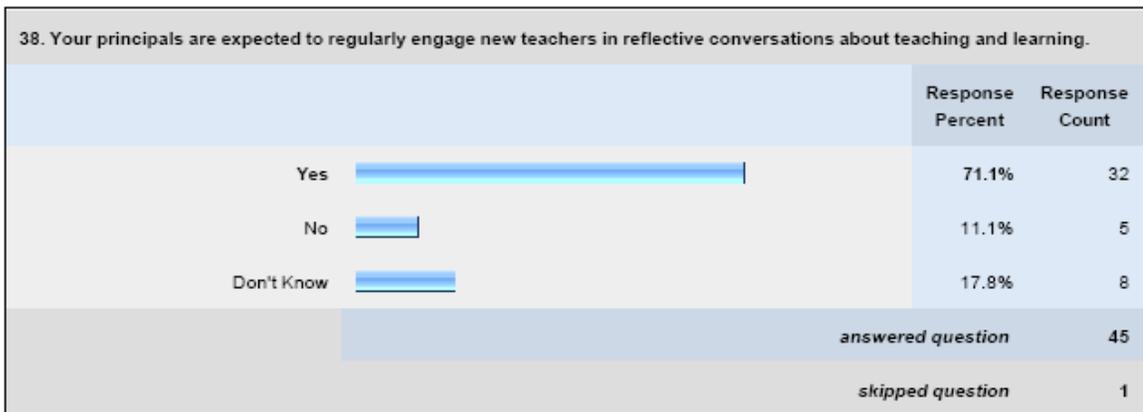
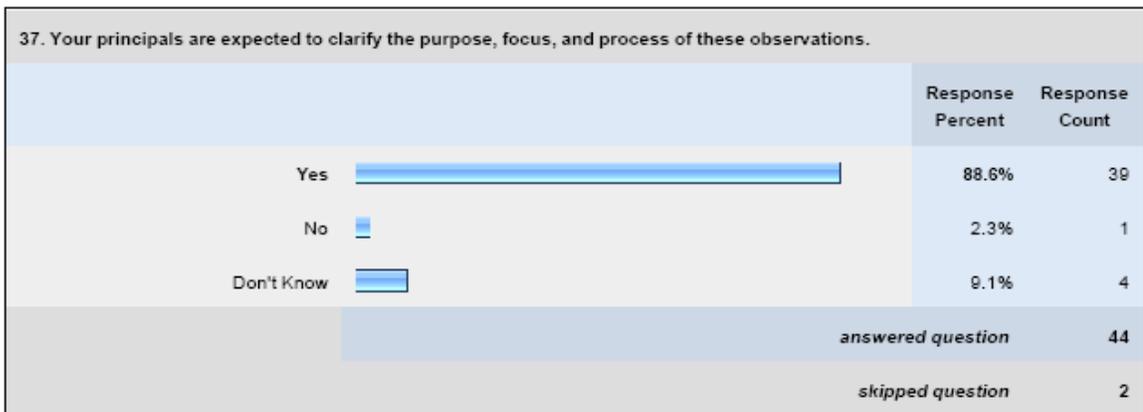
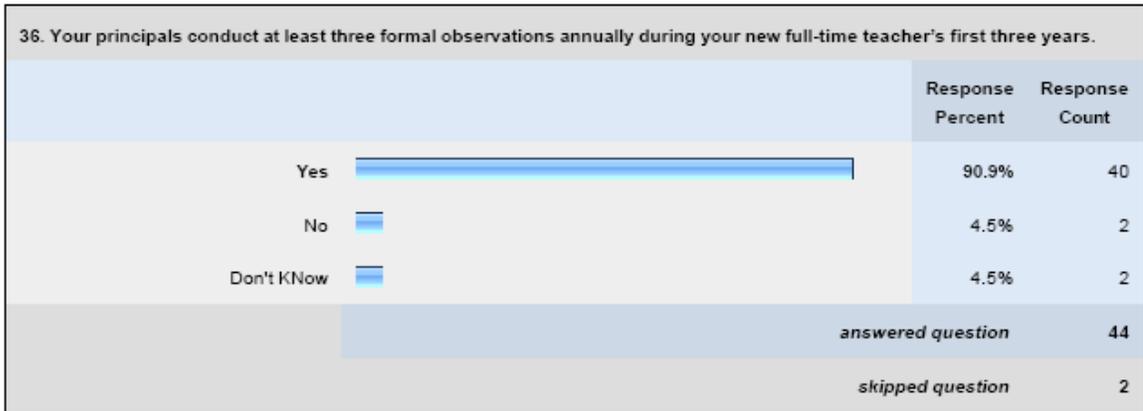
	Response Percent	Response Count
Favorable class size	0.0%	0
Favorable mix of students	0.0%	0
Sufficient and readily available materials	7.7%	1
Scheduling concessions and priorities	0.0%	0
Time to participate in new teacher workshops	7.7%	1
Time to participate in other learning opportunities (e.g., reflection with a mentor)	15.4%	2
Ongoing supportive assessments of teaching by a teacher colleague	7.7%	1
Formative evaluations by an administrator	38.5%	5
Other (please specify)	23.1%	3
<i>answered question</i>		13
<i>skipped question</i>		33

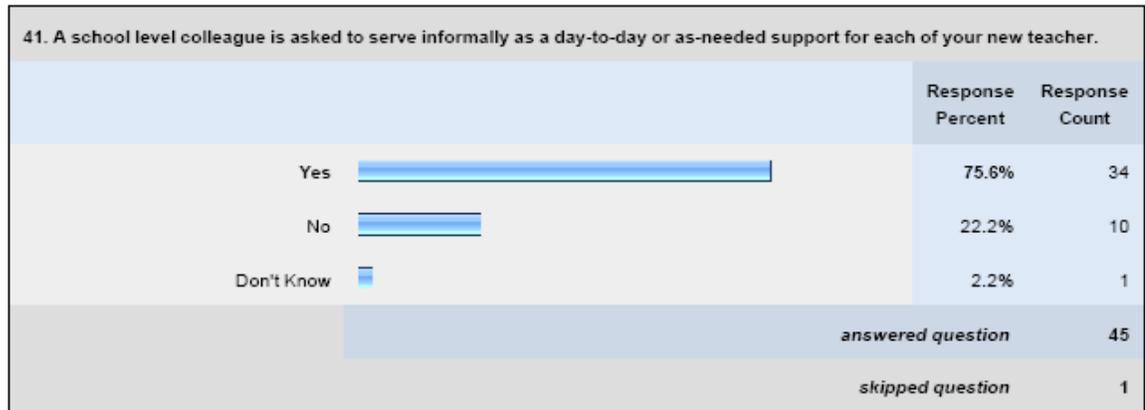
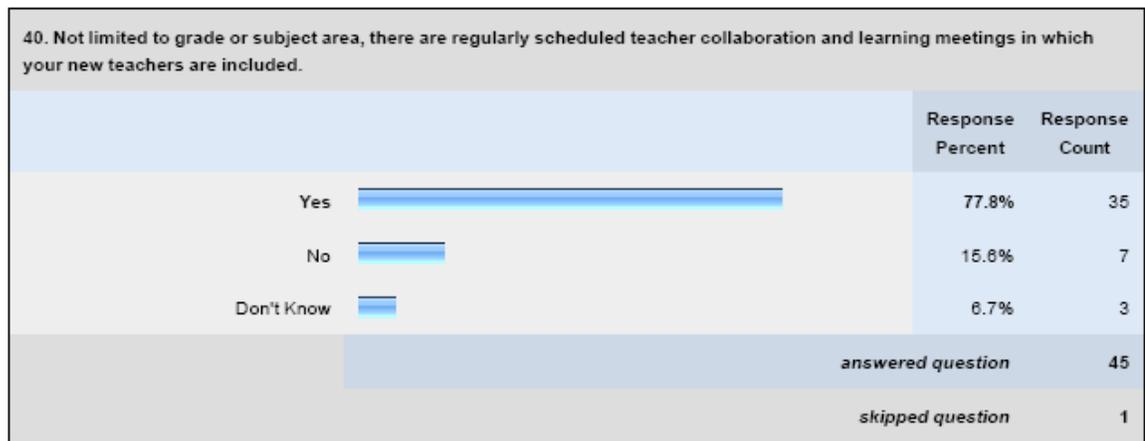
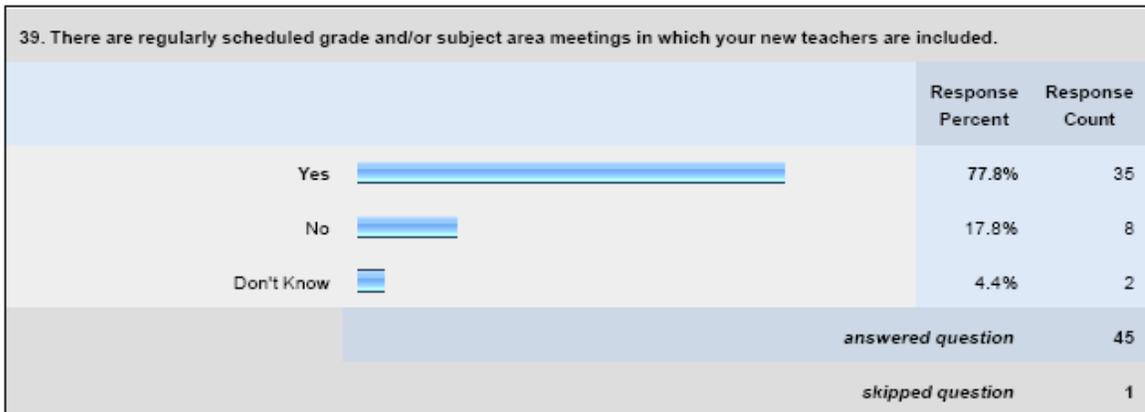
31. A formal set of professional teaching standards (or objectives) for teaching practice is clearly articulated for your new teachers. (If no, now skip to item 32.)

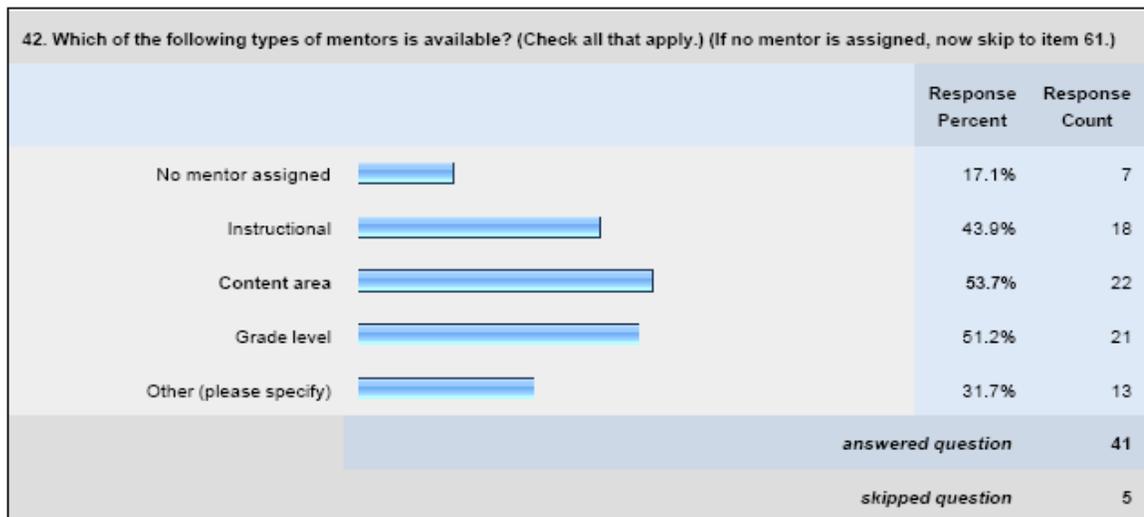
	Response Percent	Response Count
Minnesota Standards	75.0%	27
National Board Professional Teacher Standards	5.6%	2
National Standards Specific to Discipline	11.1%	4
North Central Regional Educational Laboratory	0.0%	0
National Staff Development Council Standards	8.3%	3
Other (please specify)	27.8%	10
<i>answered question</i>		36
<i>skipped question</i>		10



35. If yes, what content is included in this BUILDING orientation?				
	Yes	No	Don't Know	Response Count
Introduction to the local school community	71.4% (25)	22.9% (8)	5.7% (2)	35
A tour of the building	88.9% (32)	5.6% (2)	5.6% (2)	36
Introduction to principal(s) and other administrators	91.7% (33)	2.8% (1)	5.6% (2)	36
Introduction to office and support personnel	94.4% (34)	2.8% (1)	2.8% (1)	36
Number and variety of students in the school	60.0% (21)	28.6% (10)	11.4% (4)	35
Number and variety of staff in the school	71.4% (25)	17.1% (6)	11.4% (4)	35
Parent involvement and expectations	40.0% (14)	40.0% (14)	20.0% (7)	35
An annual calendar of expectations and events	83.3% (30)	8.3% (3)	8.3% (3)	36
Procedures for requisitions, absences, and other personnel and fiscal policies	88.9% (32)	5.6% (2)	5.6% (2)	36
Meeting grade level or subject area colleagues	77.8% (28)	16.7% (6)	5.6% (2)	36
Meeting other new teachers (when there are others)	91.7% (33)	2.8% (1)	5.6% (2)	36
Meeting the teacher association building representative	54.3% (19)	34.3% (12)	11.4% (4)	35
Meeting the new teacher's mentor or guide	77.1% (27)	20.0% (7)	2.9% (1)	35
Meeting with student leaders	5.9% (2)	76.5% (26)	17.6% (6)	34
Locating curricular and other teaching materials	88.9% (32)	5.6% (2)	5.6% (2)	36
Introduction to student achievement goals	71.4% (25)	17.1% (6)	11.4% (4)	35
			Other (please specify)	1
			answered question	36
			skipped question	10

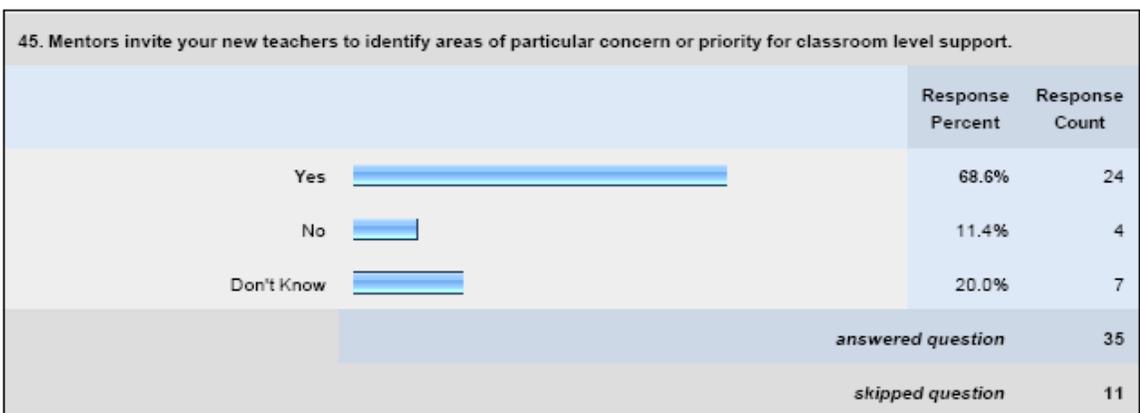
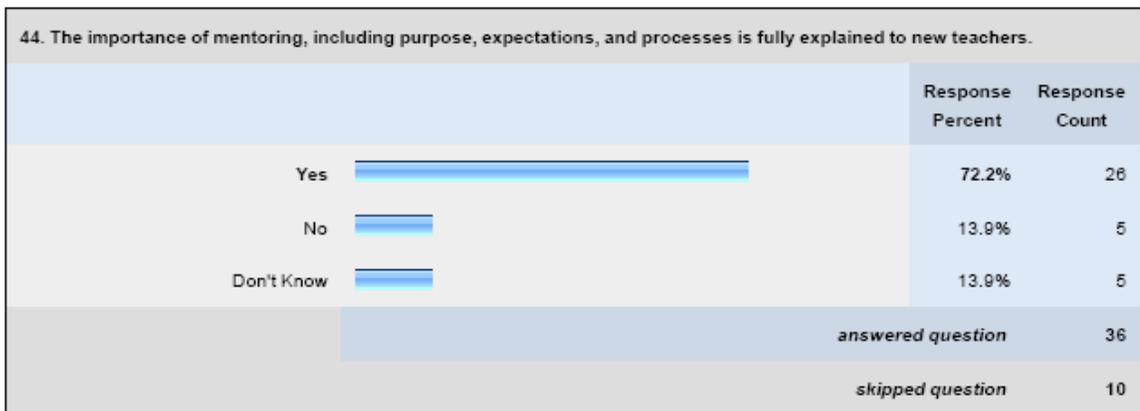
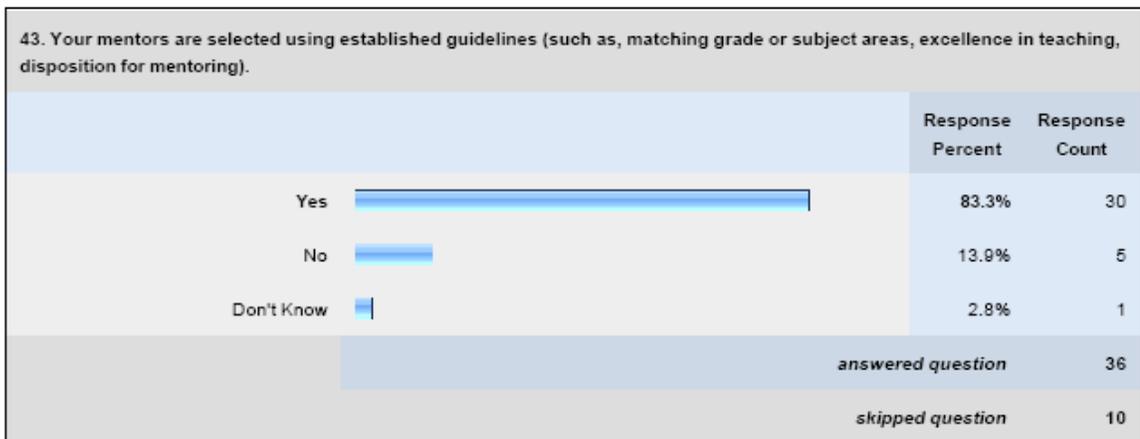




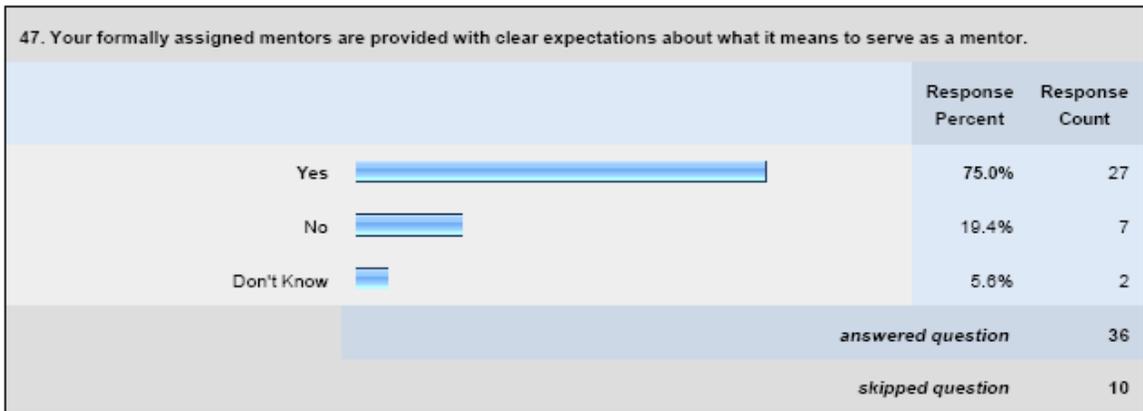


Other:

1. Mentor for each new teacher -- same content/grade area as new teacher.
2. As a smaller district, we make “like” match-ups as closely as possible.
3. Someone the principal chooses
4. Depending on the situation, some receive a building resource mentor
5. Specialist for counselors, speech, school nurse, etc
6. PLC'S work together...
7. Usually based on location in building or content area
8. Experience teacher that may have similar classes
9. Every teacher new to the district has a mentor who is expected to support
instruction, content area, and grade-level
10. This is the minimum required by the district, but sites varies as to what they
have in place beyond the requirement
11. Building
12. Informal-life line buddy/Online mentoring
13. We have 4 Sp. Education program coordinators who serve as mentors for
all of our 1st and 2nd year special ed staff



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49. If yes, who provides your mentor training? (Choose all that apply.)

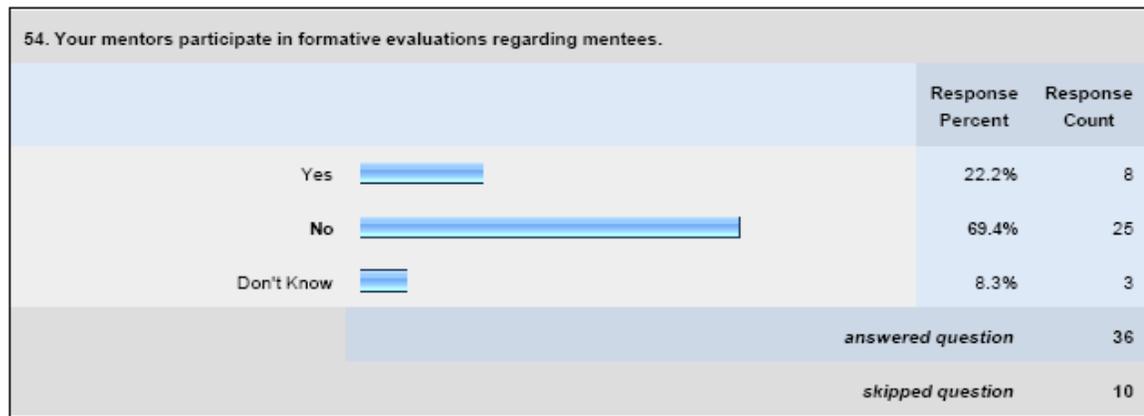
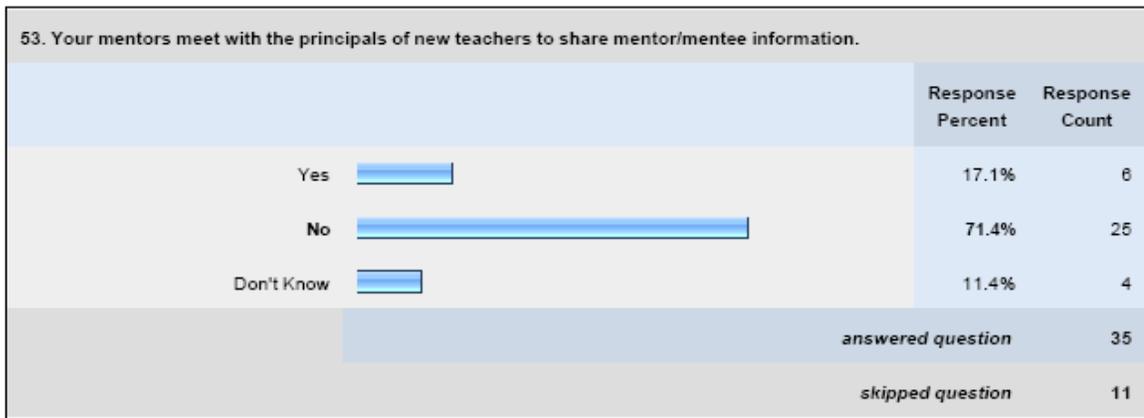
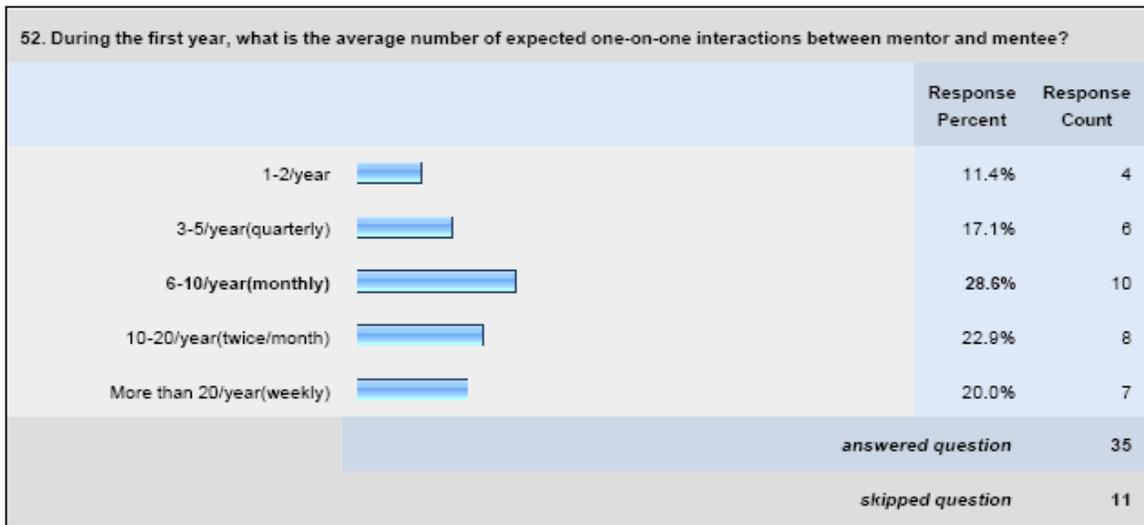
	Response Percent	Response Count
Person from your district	92.0%	23
Person from multi-district consortium	0.0%	0
Person from college or university	16.0%	4
Consultant	8.0%	2
Other (please specify)	8.0%	2
<i>answered question</i>		25
<i>skipped question</i>		21

50. If yes, how many days of training does each of your mentors receive?

	Response Percent	Response Count
½ Day or less	36.0%	9
1 Day	20.0%	5
2 Days	8.0%	2
3 to 4 Days	16.0%	4
5 Days	0.0%	0
More than 5 days	20.0%	5
<i>answered question</i>		25
<i>skipped question</i>		21

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51. If yes, what content is emphasized in your mentor training? (Choose all that apply.)			Response Percent	Response Count
Typical concerns, needs and interests of new teachers		100.0%	25	
Assessing specific needs of individual new teachers		68.0%	17	
Decreasing new teacher isolation		76.0%	19	
Supporting new teacher adaptation to change		60.0%	15	
Suggesting ways for new teachers to become part of their designated teacher team		48.0%	12	
New teachers learning specific expectations for curriculum, instruction, and assessment		88.0%	22	
New teachers preparing for parent conferences and other home communications		80.0%	20	
New teachers developing professionalism		56.0%	14	
Building trust and rapport with the new teacher		92.0%	23	
Developing coaching skills to support the teacher (e.g., reflective practice and inquiry)		88.0%	22	
Conducting classroom observations		72.0%	18	
Conducting pre and post observation conferences		68.0%	17	
Offering effective feedback		88.0%	22	
Other (please specify)		8.0%	2	
			<i>answered question</i>	25
			<i>skipped question</i>	21



55. In-district support is provided to mentors.

	Response Percent	Response Count
Yes 	75.0%	27
No 	19.4%	7
Don't Know 	5.6%	2
<i>answered question</i>		36
<i>skipped question</i>		10

56. If yes, who provides support for your mentors? (Check all that apply.)

	Response Percent	Response Count
Don't Know 	3.7%	1
District only 	59.3%	16
District and Collaborative Group 	18.5%	5
Collaborative group only 	11.1%	3
Other external assistance 	7.4%	2
Other (please specify) 	11.1%	3
<i>answered question</i>		27
<i>skipped question</i>		19

57. If your mentors are not full time, how frequently are your mentors provided with the following supports? (SKIP if they are full time.)

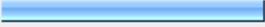
	Never	Rarely	Sometimes	Often	Response Count
Reduced teaching load	73.3% (22)	13.3% (4)	6.7% (2)	6.7% (2)	30
Released time to meet with new teachers	31.0% (9)	20.7% (8)	37.9% (11)	10.3% (3)	29
Opportunities to meet and learn with other mentors in your district	24.1% (7)	27.6% (8)	44.8% (13)	6.9% (2)	29
Professional resources and materials	6.9% (2)	27.6% (8)	41.4% (12)	24.1% (7)	29
Opportunities to attend professional workshops or conferences on mentoring outside your district	14.3% (4)	35.7% (10)	32.1% (9)	17.9% (5)	28
	<i>answered question</i>				30
	<i>skipped question</i>				16

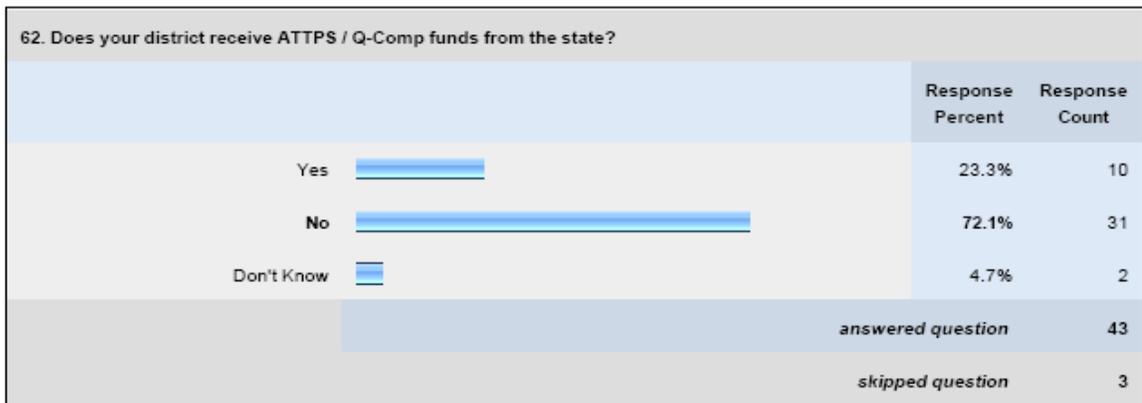
58. Do mentors receive some type of monetary compensation? (If no fiscal compensation, now skip to item 61.)

	Response Percent	Response Count
Yes 	66.7%	24
No 	30.8%	11
Don't Know 	2.8%	1
	<i>answered question</i>	36
	<i>skipped question</i>	10

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59. If yes, please specify the type of additional compensation mentors receive.				
	Yes	No	Don't Know	Response Count
Hourly wages for time spent in mentor related work	7.1% (1)	92.9% (13)	0.0% (0)	14
Annual honorarium or stipend	95.7% (22)	4.3% (1)	0.0% (0)	23
Released time or extra personal leave day	50.0% (9)	50.0% (9)	0.0% (0)	18
<i>answered question</i>				24
<i>skipped question</i>				22

60. If mentors receive additional compensation, what is the approximate total annual compensation received by the mentor?			Response Percent	Response Count
Less than \$500			47.8%	11
\$500-999			34.8%	8
\$1000-1999			8.7%	2
\$2000-3500			4.3%	1
More than \$3500			4.3%	1
<i>answered question</i>				23
<i>skipped question</i>				23



63. In thinking about the overall support of new teachers in your district, to what extent has each of the following supported this work?				
	No Influence	Somewhat Supportive	Highly Supportive	Response Count
Leadership from the Minnesota Department of Education	50.0% (21)	42.9% (18)	7.1% (3)	42
Minnesota Board of Teaching	70.0% (28)	22.5% (9)	7.5% (3)	40
Leadership from Education Minnesota	39.5% (17)	46.5% (20)	14.0% (6)	43
Leadership from your school district's administration (central or site administrators)	7.0% (3)	34.9% (15)	58.1% (25)	43
Leadership from your school district's teachers' association	11.6% (5)	41.9% (18)	46.5% (20)	43
Informal advocacy by a teacher or teachers in your district	14.0% (6)	44.2% (19)	41.9% (18)	43
Financial assistance from the state	67.4% (29)	18.6% (8)	14.0% (6)	43
Financial allocation from your school district	37.2% (16)	25.6% (11)	37.2% (16)	43
Support from a university or college (e.g., people, other resources)	76.7% (33)	16.3% (7)	7.0% (3)	43
Support from a state level professional association / organization	79.1% (34)	20.9% (9)	0.0% (0)	43
Support from another school district	81.4% (35)	16.3% (7)	2.3% (1)	43
Assistance from local or state business or community organization	90.7% (39)	7.0% (3)	2.3% (1)	43
Q-comp	74.4% (32)	9.3% (4)	16.3% (7)	43
Other	87.5% (7)	12.5% (1)	0.0% (0)	8
			(please specify)	2
<i>answered question</i>				43
<i>skipped question</i>				3

Other:

1. We simply have a VERY INFORMAL process in place that relies on common sense and good will to help new teachers through the first few years.
2. School district charitable foundation

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64. To what extent has each of the following supported your mentorship program?				
	No Influence	Somewhat Supportive	Highly Supportive	Response Count
Local, state, or national data about new teacher recruitment and retention concerns	43.9% (18)	39.0% (16)	17.1% (7)	41
Local, state, or national data about teacher shortages (current or projected)	56.1% (23)	41.5% (17)	2.4% (1)	41
Other	90.0% (9)	0.0% (0)	10.0% (1)	10
			(please specify)	1
			<i>answered question</i>	41
			<i>skipped question</i>	5

65. What challenges to implementing and maintaining of a high quality new teacher support program does your district currently face?				
	Not a challenge	Somewhat a challenge	Huge challenge	Response Count
Lack of support from the state department of education	46.5% (20)	32.6% (14)	20.9% (9)	43
Lack of support from Education Minnesota	60.5% (26)	32.6% (14)	7.0% (3)	43
Lack of support from your district or site administration	53.5% (23)	44.2% (19)	2.3% (1)	43
Lack of support from your local teachers' association	69.8% (30)	30.2% (13)	0.0% (0)	43
Lack of adequate funding	9.3% (4)	34.9% (15)	55.8% (24)	43
Lack of knowledgeable personnel	46.5% (20)	37.2% (16)	16.3% (7)	43
Lack of training opportunities	39.5% (17)	46.5% (20)	14.0% (6)	43
Recruiting of new teachers	51.2% (22)	37.2% (16)	11.6% (5)	43
Other issues in your district are more pressing	25.6% (11)	37.2% (16)	37.2% (16)	43
Budget cuts	16.3% (7)	32.6% (14)	51.2% (22)	43
Failed referendums	46.5% (20)	23.3% (10)	30.2% (13)	43

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Other	75.0% (6)	12.5% (1)	12.5% (1)	8
			(please specify)	2
answered question				43
skipped question				3

66. Does your district have a budget formally allocated for new teacher support? (If you do not have a formal program, now skip to item 69.)

	Response Percent	Response Count
Yes 	44.2%	19
No 	53.5%	23
Don't Know 	2.3%	1
answered question		43
skipped question		3

67. If you have a formal budget for a new teacher support program, which of the following items are included in the budget?

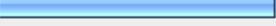
	Yes	No	Don't Know	Response Count
Lead person's salary for new teacher program	59.1% (13)	31.8% (7)	9.1% (2)	22
Mentor compensation	77.3% (17)	18.2% (4)	4.5% (1)	22
Substitute teachers (e.g., for new teachers and mentors)	68.2% (15)	22.7% (5)	9.1% (2)	22
Workshops and other training materials and expenses	75.0% (15)	20.0% (4)	5.0% (1)	20
External consultant or presenters	35.0% (7)	55.0% (11)	10.0% (2)	20
	Other items included in the budget (please specify)			2
answered question				22
skipped question				24

Other:

1. Books, videos, supplies, mileage/travel.
2. It is part of our Q-Comp.

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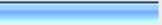
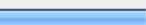
68. Overall, your district's allocation of fiscal and personnel resources to new teacher support is (check one)

	Response Percent	Response Count
Inadequate 	50.0%	18
Adequate 	43.8%	14
Very Adequate 	6.3%	2
<i>answered question</i>		32
<i>skipped question</i>		14

69. Over the past three years, what is the number of new teachers your district has hired? (Please use numbers only.)

	Response Count
	39
<i>answered question</i>	
<i>skipped question</i>	
	7

70. Does your district keep statistics for the retention rate of new teachers in your district? (If no, now skip to item 72.)

	Response Percent	Response Count
Yes 	29.5%	13
No 	43.2%	19
Don't Know 	27.3%	12
<i>answered question</i>		44
<i>skipped question</i>		2



72. When teachers do not remain until tenured, what do you believe to be the reasons for their departure?

	Rarely	Sometimes	Often	Very Often	Response Count
Performance	27.3% (12)	54.5% (24)	9.1% (4)	9.1% (4)	44
Dissatisfaction with teaching	27.9% (12)	60.5% (26)	11.6% (5)	0.0% (0)	43
Felt a lack of support	56.8% (25)	38.6% (17)	4.5% (2)	0.0% (0)	44
Took a parental leave	39.5% (17)	51.2% (22)	9.3% (4)	0.0% (0)	43
Offered a job in another district	16.3% (7)	39.5% (17)	32.6% (14)	11.6% (5)	43
Licensure issue	61.9% (26)	28.6% (12)	7.1% (3)	2.4% (1)	42
Salary issue	44.2% (19)	34.9% (15)	9.3% (4)	11.6% (5)	43
Lay-off: reduction in force (rif) due to budget reductions	21.4% (9)	42.9% (18)	9.5% (4)	26.2% (11)	42
Other (please specify)					5
answered question					44
skipped question					2

Other:

1. Sometimes it is not budget reduction but a person comes back from leave.
2. Go to school for master's
3. Relocation
4. Spouse's job required move
5. We are very remote so not very many opportunities for social life and shopping.

73. What is your position?			Response Percent	Response Count
District Admin		50.0%	17	
District Teacher on Special Assignment		26.5%	9	
Principal or AP		11.8%	4	
Site Teacher on Special Assignment		11.8%	4	
Other (please specify)				12
			<i>answered question</i>	34
			<i>skipped question</i>	12

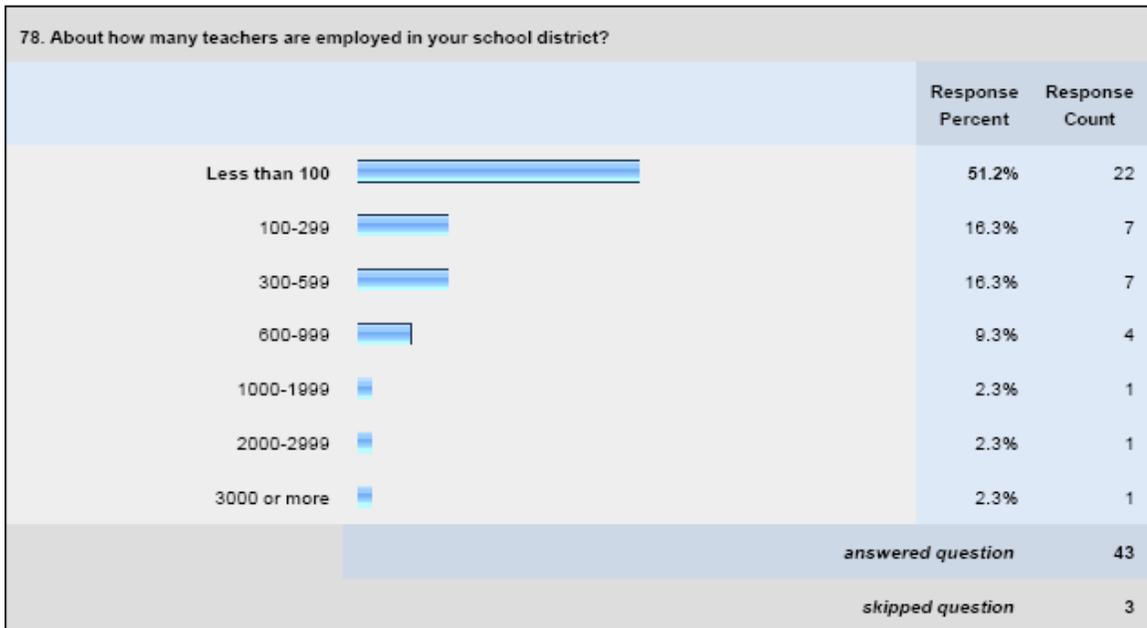
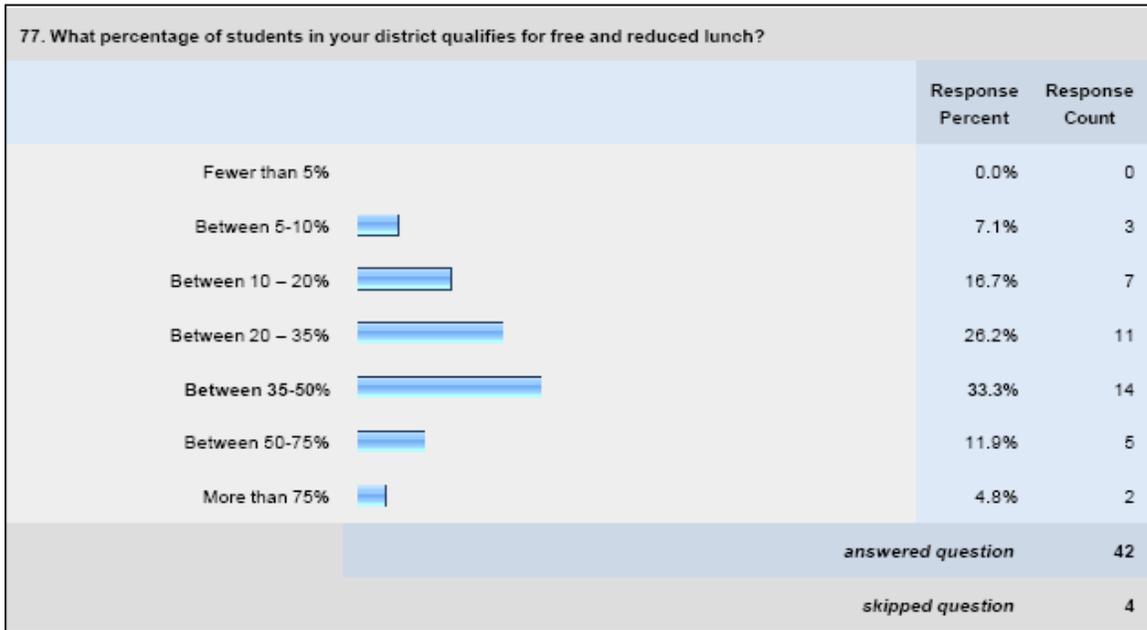
Other:

1. Two said staff development coordinator
2. Chair for district staff de elopement
3. Staff development/curriculum/assessment’s coordinator
4. Director of curriculum, instruction and assessment-PD and mentoring
5. Site teacher/professional development co-chair
6. Teacher, and local site staff dev. Chair
7. Interim superintendent
8. Teacher-co SD chair
9. Staff development for the district
10. Staff Development and curriculum director
11. Staff development coordinator and teacher

74. Do you have district level responsibility for professional development?			Response Percent	Response Count
No		2.3%	1	
Yes		68.2%	30	
Yes, shared with another person		29.5%	13	
Don't Know		0.0%	0	
			<i>answered question</i>	44
			<i>skipped question</i>	2

75. Which term best describes the location of your school district?		
	Response Percent	Response Count
Rural	38.6%	17
Town/ Small City in Greater MN	34.1%	15
2nd or 3rd ring Suburban	13.6%	6
1st ring	2.3%	1
Suburban	9.1%	4
Urban	2.3%	1
<i>answered question</i>		44
<i>skipped question</i>		2

76. What is the student enrollment in your district?		
	Response Percent	Response Count
Fewer than 500	20.9%	9
500-999	20.9%	9
1000-2499	20.9%	9
2500-4999	9.3%	4
5000-9999	16.3%	7
10,000-14,999	7.0%	3
15,000-25,000	0.0%	0
More than 25,000	4.7%	2
<i>answered question</i>		43
<i>skipped question</i>		3



79. In the space below, please offer any additional comments about new teacher support that you feel will assist us in understanding the current state of practice in Minnesota, such as areas of highest need or conditions that best facilitate or most challenge the establishment of high quality new teacher support.

Response	Response Count
	20
<i>answered question</i>	20
<i>skipped question</i>	26

1. MONEY is of course the greatest issue. We are just coming out of 3 years of SOD. There's been no money for such things as studying teacher retention, mentoring or QCOMP! We've been struggling just trying to get a referendum passed. Finally after 5 tries over 3 years it passed and our first financial priority is going to be curriculum and capital expenditures and planning. New teacher support only happens through me and a handful of caring colleagues who voluntarily give of their time to help foster excellence in education. As the principal I do the same with continual dialogue and observations as needed. If only there were money to help first year teachers. I was trained as a teacher mentor so I know how much there is to do. But there is no money.
2. We received the Board of Teaching Mentorship grants two years, which helped us get our program started. We now support the new teacher mentorship program with Title II, Part A; district staff development grants; and the superintendent's staff development account. Because the district now offers monthly trainings, coaches as needed, as well as individual mentors, we know our new teachers receive the support they need. When it was left at the building level, it was hit and miss.
3. Highest need: Science and Math teachers.
4. Continuous salary and benefit improvement - comparable to business world; affordable health insurance and better coverage
5. Our district is doing a great job in supporting our program but as inadequate funding from the state continues to be a problem, it forces the district to make difficult decisions, often cutting back program support to critical programs such
6. as a new teacher mentorship program. So far, our program has been able to maintain partly due to support from grants through the Board of Teaching but those are always uncertain based on receiving the grant and if it will even be available from year to year. There is a lot of knowledge and support at our state department with the exception of the funding available.
7. We have a two tiered mentor program in our district. There are 5 district mentors - 2 elementary, 2 secondary, and 1 special education. All mentors are 50% district/mentoring and 50% we work with the local university. The second tier of mentors are the curriculum mentors. These people work with the mentees on a day to day basis. They are paid a stipend and are given 5 days of training/professional development.
8. We had a formal mentoring program developed with the special funding available from the State. We have tried to continue to fund the program with dollars from District Staff Development. We have not had many new teachers in the last 2 years and with cuts most of those are laid off again. We are planning more

support for the coming years as several teachers will be retiring. Then we hope to be ready for a variety of new teachers again.

9. New teacher support has not taken center stage, as the concerns of AYP and student testing issues become the most important focus of education. The "mentoring" that occurs is best described as the other teachers in the district taking a professional and personal interest in the new teachers. While we do not have a strong and structured mentoring program, we do have a strong and supportive staff that takes an interest in the development of the new teachers to our district.
10. We have an excellent mentoring program, constantly under improvement- GREAT mentoring coordinator- a teacher- could use more funds for a full-time person as coordinator.
11. There seems to be more attention given to new teachers and than ever before. The focus in our district has been on quality instruction.
12. I think that in smaller school districts that new teacher programs are not a priority and that mentoring is very informal. I disagree, new hires need and deserve support.
13. Regional support for new teachers, not requiring school district have partnership with a college before it is a recognized mentoring program.
14. In the past we have had some administrators that have advocated a strong support system for new teachers. At present it is non-existent or very weak at best.
15. We have five school districts that collaborate together to offer a new teacher workshop each fall. This is for one day, with a second day spent in the school they are hired by.
16. We will be having quite a few retirements in the next few years and need to look at starting a mentor ship for new teacher so we can get and retain good teachers-- but funding issue and drop in enrollment numbers are going down so fast it is very upsetting.
17. I think it is so important - our 3 different sites handle new teachers "in their own way" - but always supportive. I believe that as a rural school we are asked to do so much, we have so many hats, that we don't have enough people to do everything justice - and a formal mentoring program is one of those that fall by the wayside, and we help the best we can for the time we have. We are 2-1/2 hours away from training opportunities - we have many things come up here, but there are many pressing problems that are prioritized above mentoring. We have had some strong "spurts", but when the person in charge gave up the responsibility, it wasn't accepted formally by anybody else - so the void!

18. The district had a formal mentor program for 2 years when we had 3 staff members working on admin degrees. These individuals ran the program as internship hours.
19. Our support for new teachers has been uneven over the past 10-15 years due to fluctuations in school funding. Maintaining teacher quality in the form of mentoring/induction programs is not a priority of our current governor and MDE.
20. Greatest challenge has been to provide appropriate mentor and new teacher training throughout the year that is related to their site and assignment.
21. Lack of time for staff development/Ex. Alternate calendars with non student days for staff development.

Appendix E: Supplementary Tables

Table E1: Number of Components Districts Identified per Question

Question	Q. 2	Q. 3	Q.4	Q.6	Q.7	Q.9	Q.10	Q.12	Q.15	Q.17
Number of Districts	36	31	18	33	36	27	12	39	34	26
Question	Q.1 8	Q.19	Q.21	Q.22	Q.23	Q.26	Q.29	Q.31	Q.32	Q.33
Number of Districts	31	38	11	8	28	7	10	34	39	33
Question	Q.3 6	Q.37	Q.38	Q.39	Q.40	Q.41	Q.42	Q.43	Q.44	Q.45
Number of Districts	40	39	32	35	35	34	35	30	26	24
Question	Q.4 6	Q.47	Q.48	Q.52	Q.53	Q.54	Q.55	Q.58	Q.62	Q.66
Number of Districts	24	27	25	35	6	8	27	24	10	19
District Items		School Items			Mentoring Items			Funding Items		

Table E3: Framework Data

Ques.#	Short example of the question from the Survey	#	Org. level	Framework Group	Category	#Comp
Q2	Explicit goals for learning	36	DISTRICT	G/V	ATTRIBUTES	
Q3	Support for new teachers identified as goal	31	D	G/V	G/V	3
Q4	Purpose or vision statement to support new teachers	18	D	G/V		
Q6	Differentiated support beginning or new to field teacher	33	D	MENTEE	LEADERSHIP/SUP	7
Q7	One person assigned responsibility for leading NTSP	36	D	LEADERSHIP		
Q9	This person has special training to lead NTSP	27	D	LEADER SUPPORT	FUNDING	4
Q10	Allocation of time sufficient to lead design and develop	12	D	LEADER SUPPORT		
Q12	Teachers receive a separate orientation	39	D	MENTEE	PARTNERSHIPS	2
Q15	Teacher development opportunities beyond orientation	34	D	MENTEE		
Q17	After workshops effort to ensure follow-up support	26	D	MENTEE	PROG.EVAL.	1
Q18	sufficient time for NT to participate in professional learning	31	D	MENTEE		
Q19	makes available district personnel as needed	38	D	MENTEE	STANDARDS	1
Q21	Formal partnerships with IHE	11	D	PARTNERSHIP		
Q22	Formal partnerships with other professional associations	8	D	PARTNERSHIP		
Q23	Evaluates its NTSP	28	D	PROGRAM EVAL		
Q26	Specific funding from state	7	D	FUNDING		
Q29	adjusts work load of NT to support them during probationary	10	D	MENTEE		
Q31	Formal set of professional teacher standards articulated	34	D	STANDARDS		
Q32	Principals assume ongoing active support for NT	39	SCHOOL	LEADERSHIP/MENTEE		
Q33	Formal orientation at the building level	33	S	MENTEE		
Q36	Principals conduct at least three formal observations annually	40	S	LEADER/MENTEE/EVAL		
Q37	Principals expected to clarify purpose, focus, process /	39	S	LEADER/MENTEE/EVAL		
Q38	Principals expected engage NT in reflective conversation	32	S	LEADER/MENTEE		
Q39	Regular grade and subject area meetings incl. teachers	35	S	MENTEE		
Q40	Regular scheduled collaboration and learning meetings	35	S	MENTEE	PRACTICES	
Q41	School level colleague informally support day-to-day	34	MENTORING	MENTEE	MENTEE-Dist	7
Q42	Types of mentors available	35	M	MENTEE	MENTEE-School	7
Q43	mentors selected using est. guidelines	30	M	MENTOR	MENTEE-Mentor	7
Q44	importance of mentoring fully explained to NT	26	M	MENTEE		
Q45	Mentors invite NT to ID areas of concern	24	M	MENTEE	MEN/EVAL	3
Q46	Mentors support new teacher reflection on instruction	24	M	MENTEE		
Q47	mentors provided with clear expectations about mentoring	27	M	MENTOR	MENTOR	6
Q48	Mentors provided with training to support NT	25	M	MENTOR		
Q52	Mentors and mentee meet # times on average	35	M	MENTEE		
Q53	Mentors meet with the principals of NT to share information	6	M	MENTOR		
Q54	Mentors participate in formative evaluations regarding mentee	8	M	MENTEE/EVAL		
Q55	In-district support is provided to mentors	27	M	MENTOR		
Q58	Mentors receive some monetary compensation	24	M	FUNDING/MENTOR		
Q62	Do you receive/ATPPS Q-Comp	10	D	FUNDING		
Q66	District have budget formally allocated to NTSP	19	D	FUNDING		