

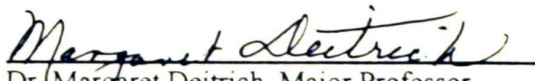
**A STUDY REGARDING THE NEED FOR AN
INDUCTION PROGRAM FOR BEGINNING TEACHERS**

DIANE G. SMITH

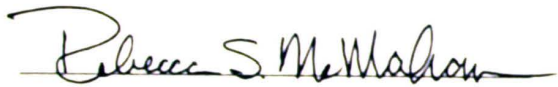
To the Graduate Council:

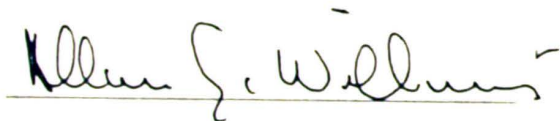
I am submitting herewith a field study written by Diane G. Smith entitled " A Study Regarding the Need for an Induction Program for Beginning Teachers."

I have examined the final copy of this field study for form and content and recommended that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist, with a major in Elementary Education.


Dr. Margaret Deitrich, Major Professor

We have read this field study
And recommend its acceptance:





Accepted for the Council:


Dean of The Graduate School

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Date July 16, 2001

A Study Regarding The Need For An
Induction Program For Beginning Teachers

A Field Study
Presented for the
Educational Specialist
Degree
Austin Peay State University

Diane G. Smith
June 2001

Acknowledgements

I want to give thanks to God for all of his strength and wisdom. All things are possible through Christ who strengthens me. To my two wonderful children Lakisha and Eric for your love, support and patience during this trying time

Dr. Deitrich you have stood by me and guided me from the beginning of my studies in the Education Department and helped me not only as an educator, but also as a friend and mother when needed. Drs. Flynt, Groseclose, Stedman, Williams, Luck, Holt and McMahan thanks for always being there to offer advice and support and the occasional nudging along the way. To the wonderful professors at Austin Peay State University for all of your guidance during my years at Austin Peay. Judy Page a special thank you for your time and expertise in reading and editing my numerous grammatical errors.

I want to thank all of the participants who devoted their time to respond to the questionnaires, without your participation I would not have been able to complete this study. Last, but not least thank you to all of the wonderful staff at Sango Elementary School for all of your love and support.

ABSTRACT

The focus of this study was to determine beginning teachers' perception of whether an induction program would help facilitate the transition period into a classroom teaching environment. These teachers represent male and female teachers from the local school district with 10 or less years of teaching experience. A questionnaire was administered to a sample population of elementary school teachers within the local school district.

The results of this study indicated that the lack of an induction program is a key source of concern for beginning elementary teachers. Stress plays a role in the attrition rate of beginning teachers that could possibly be reduced by the presence of a mentor teacher to help facilitate in the transition period for beginning teachers.

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CHAPTER I

INTRODUCTION

In most professions, new college graduates learn their trade from more experienced colleagues during the first years on the job. Beginning teachers are faced with a different situation. In most cases they spend their entire workday in isolation from their colleagues, which reduces the possibility of learning from their more experienced peers. New teachers are expected to assume the same responsibilities as the 16-20 year veterans on the first day of employment (Gonzales & Sosa 1993).

If teachers are expected to move into a position as if they have been working in that position several years; then, drastic steps need to be taken to promote the personal and professional well being of beginning teachers. Beginning teachers need to be provided with assistance during the first three years to properly make the transition from student to teacher.

In accordance with Huling-Austin teacher induction programs should have three specific objectives: to help the new teacher gain success, to develop a support system for new teachers, and to serve as a facilitator not as an evaluator (cited in Blair-Larsen, Bercik, 1992). These goals are important because new teachers left on their own to develop expertise as teachers, often resort to learning by trial and error. (Lawson, 1992). Left to rely on their own limited resources, new teachers may develop techniques that crystallize and harden into teaching styles that will ultimately prevent them from being effective teachers. (Huling-Austin, 1992)

Statement of the Problem

Every year higher education institutions are training and graduating students in their Educational Programs and sending them out into the various school districts. All universities have criteria that must be met to enter and leave their educational programs. State and local educational systems have criteria that also must be met. Hundreds of students meet these requirements and leave these institutions of higher education ready to take charge of 25-30 young children without a clue of what really lies ahead.

Quickly teachers face the reality that theory and practice are not necessarily the same. What is learned and taught at the university is not the same as what they have to face in the classroom. According to the literature, some of the frequently faced problems of beginning teachers are discipline: isolation, evaluation of student work, and use of appropriate materials. (Blair-Larsen & Bercik, 1992)

The purpose of this study is to analyze data regarding the success or failure of beginning teachers and to determine the need for an induction program and how it affects the transition from student to teacher. The goal of an induction program is to help the beginning teacher develop security and confidence that will: improve teaching, encourage teachers to remain in the profession, and to eliminate the isolation or cultural shock teachers might experience.

Hypothesis

There will be no difference between teachers' who participated in a beginning teacher induction program and those who did not participate in a beginning teacher induction program.

Purpose of the Study

Discovering a way to help beginning teachers succeed in the transition from the role of a student to the role of a teacher is crucial. The lack of an appropriate induction program to help beginning teachers during this transition period is one of the major causes of teachers leaving the teaching profession during the first three years. For years, higher education, local school systems, and state educators have realized that steps need to be taken to ensure the success of beginning teachers. Information from this study could be helpful in establishing an induction program in the local school district to help beginning teachers succeed and remain in the educational profession.

Significance of the Study

Much is known about the problems and concerns of beginning teachers at the elementary, middle, and high school level. (Blair-Larsen & Bercik, 1992) However, little has been done to assist beginning teachers during the crucial transition from student to teacher. A collaborative teacher induction program can be an effective means of enhancing the performance of beginning teachers. The results of this study may be useful in establishing a program to help beginning teachers adjust from the role of student to teacher.

To accomplish this goal, a survey was conducted using a questionnaire. Elementary teachers in the local school district that have been teaching ten or less years were surveyed. The study determined their concerns and/or needs in order to assist teachers during the transition period from the college classroom to K-5 classroom. The

lack of an appropriate induction program is the major cause of teachers leaving the teaching profession. (Hope, 1999)

Limitations

Recommendation for further research should include more people in the survey sampling. Study was limited to teachers with ten or less years teaching experience and teaching in elementary schools.

Definition of Terms

For the purpose of this study the following operational definitions were applied to these terms:

1. Teacher Induction – the period of transition from student to professional when beginning teachers are offered supervision and support as they adjust to their new roles.
2. Beginning Teachers – operationally defined to mean those educators that have been teaching ten years or less. Beginning teacher is classified in two phases. Phase 1 teachers, those who have 0-4 years teaching experience are the beginning teachers. Phase 2 teachers who have been teaching 5-10 years, can be considered the experienced beginning teacher (Marlow & Inman 1997, pg. 212)
3. Beginning Teacher Assistance Program – a formal, systematic effort to provide ongoing assistance to a new teacher during the induction period.
4. Induction Team – people who give their time and energy as part of the induction effort.

5. Induction – refers to a planned program intended to provide some systematic and sustained assistance, specifically to beginning teachers for at least one year.
6. Novice Teacher – refers to one who is new to the occupation-beginner.

Assumptions

When conducting a study of this nature some basic assumptions are necessary.

After reviewing the related literature and research studies, the results of this study was based on the following assumptions without testing:

1. The questionnaire is a valid means of measuring the objectives.
2. The anonymity of the questionnaire allows subjects to respond to the questions freely and honestly without threatening repercussions.
3. All subjects selected for the survey had a clear understanding of all survey questions.
4. All subjects have experienced stress and anxiety at some level during their teaching career.
5. The total sample population selected was represented by completed interview questionnaires.

CHAPTER II

REVIEW OF THE LITERATURE

First year teachers are often put in a “sink or swim” situation with little support from colleagues and few opportunities for professional development (Darling-Hammond and Sclanas cited in Weiss & Weiss, 1999). During the induction years, many new teachers become discouraged and abandon the teaching profession. (Hope, 1999) Just how prevalent the problem is remains difficult to say because of the diversity that exists among districts and states. Nationally approximately 15% of the new teachers leave after the first year of teaching as compared to the overall teacher turnover rate of 6% (Blair-Larsen & Bercik, 1992), approximately 80% after ten years of teaching (Morey, as cited in Kestner, 1994). Beginning teachers are 2 1/2 times more likely to leave the profession than their more experienced counterpart. Many beginning teachers who survive have negative experiences that stop them from ever reaching their full potential as educators.

Beginning teachers no longer have that safety net that teacher education programs afforded them. Teachers are confronted with formal rules and procedures that are both new and unclear. Teachers are also expected to deal with many informal routines and school cultures that present several challenges. To complicate matters further teachers are faced with conflicting expectations of administrators, other teachers, students, and parents, who create a situation, referred to as the “condition of not knowing.”

Entering the classroom as the professional in charge is a “reality shock.” It destroys the missionary ideas created during teacher training. New teachers begin their first assignment with idealized perceptions of teaching with the thought of spending the day accommodating their students’ academic growth. Quickly they realize that teaching

encompasses a wide range of nonacademic duties that entail disciplining students, collecting money and forms, administrative paperwork, and filling the role as substitute parents. One of the problems, according to the literature, is that beginning teachers are given the most time consuming and least rewarding assignments along with larger classes, saturated with difficult students and an overload of duties. Beginning teachers face a multiple of anxieties stemming from: assignments, mentor apprehension, parental confrontations, time utilization, racial xenophobia, teaching expectations, evaluations, acceptance, inadequate preparation, classroom management, and violence.

Beginning teachers are propelled into working in isolation, which can be both social and professional. Gordon (1991) states that veteran teachers are not likely to offer assistance to beginning teachers, even when they realize that the beginner is clearly experiencing severe difficulties. A key question is: Why do experienced teachers avoid assisting new teachers? Gordon (1991) indicated that some believe that teachers need to go through this rite of passage alone, the same as the veteran teachers did during their first years. Still others believe that it is the principal's responsibility to aid the new teacher. Another belief is that the new teachers contribute to their own isolation by not seeking assistance. Many new teachers believe that asking for help indicates a sign of failure or incompetence.

Gordon (1991) implied that many of the problems beginners' encounter are environmental in nature, which is a part of the culture of the teaching profession and conditions of the school environment. Other professions gradually increase the novice responsibilities over a period of time. However, in the teaching profession, beginners

often start out with more responsibilities than their veteran counterparts and are expected to perform with the same expertise.

Gordon (1991, pg. 3) along with various other authors have identified twelve potential needs of new teachers:

1. Managing the classroom.
2. Acquiring information about the school system.
3. Obtaining instructional resources and materials.
4. Planning, organizing, and managing instruction and other professional responsibilities.
5. Assessing students and evaluating student progress.
6. Motivating students.
7. Using effective teaching methods.
8. Dealing with individual students' needs, interests, abilities, and problems.
9. Communicating with parents.
10. Communicating with colleagues, including administrators, supervisors, and other teachers.
11. Adjusting to the teaching environment and role.
12. Receiving emotional support.

At the same time, insufficient knowledge, skill, experience, and socialization can also play a role to these needs. The environmental difficulties and specific needs of beginning teachers must be addressed. If these areas are not addressed negative emotional, physical, attitudinal, and behavioral problems may result. Beginners may also suffer from insomnia or nightmares, which could lead to fatigue and physical exhaustion or a

sense of failure and depression. Some may suffer with outbursts of crying, loss of temper, and occasional vomiting.

Novice teachers' early experiences could influence their self-esteem, optimism, and cause them to develop additional negative attitudes toward students. Many feel that they know less at the end of their teaching year than they did at the beginning. Faced with overwhelming negative experiences many beginning teachers exit the profession. The attrition rate for the first two years of teaching has been reported to be approximately 40% compared to the normal turnover rate of 6%. Indications show that it is the most promising teachers who leave teaching in the early years. (Gordon, 1991) Many that survive the induction period and remain in the teaching profession develop a survival mentality.

Induction

Schaffer & Stringfield (1992, pg. 181) concluded that the induction period is typically so chaotic and unsupported that most new teachers focus narrowly on controlling student behavior rather than fostering student learning. The induction phase of a teacher's career more often narrows than expands the range of instructional strategies teachers perceive they can employ (Everston, Hawley, Zlotnik as cited in Schaffer, Stringfield, 1992).

Induction is the first step in staff development, as a link between student teacher and professional. The highest goal obtainable by induction programs according to Huling-Austin (1992) is "to provide the support and assistance necessary for the successful development of beginning teachers who enter the profession with the background, ability, and personal characteristics to become acceptable teachers."

The intent of all induction programs is to transform a student teacher graduate into a competent career teacher. Research indicates that the sign of an effective induction program can be observed in the attitudes and behaviors of the faculty and administration.

Huling-Austin's study (as cited in Gordon, 1991, pg. 5) identified five commonly accepted goals for teacher induction programs:

1. To improve teaching performance.
2. To increase the retention of promising beginning teachers.
3. To promote the personal and professional well being of beginning teachers.
4. To transmit the culture of the system to beginning teachers.
5. To satisfy mandated requirements related to induction and certification.

Advocates of induction programs have indicated eight program qualities as a framework for evaluation of induction programs. Four program characteristics show the influence of other professions:

1. The program explains to the inductees that the process of their selection is based on special requirements and that induction training is crucial to their future success.
2. The induction process is divided into progressive stages of achievement.
3. The program cultivates mutual support within peer groups.
4. The training is oriented toward long-term career goals.

The remaining characteristics apply directly to the needs of beginning teachers:

5. Administratively set expectations and norms of teacher conduct are clearly articulated and disseminated.
6. Teachers must assimilate a professional vocabulary.

7. New teachers receive supervision, coaching, demonstration, and assessment.
8. The responsibility for supervision should be demonstrated throughout the faculty in a tightly organized, consistent, and continuous program.

Various forms of induction programs exist. One program in particular is a beginning teacher assistance program. Beginning teacher assistance programs can be defined as a formal, systematic effort to provide ongoing assistance to a new teacher during the induction period. It takes up to three years to fully induct a beginning teacher. Some form of formal assistance should be provided to the beginning teacher throughout that time. It is important to realize that a beginning teacher assistance program is not a beginners' orientation, not merely the assignment of a buddy, not an evaluation program, and is not a cure-all, (Huling-Austin, 1990)

Odell's study (as cited in Gordon, 1991) states that beginning teachers who took part in a teacher induction program reported that the program enhanced their professional competence and motivation. Induction team members reported that the beginning teacher assistance program proved to be beneficial to them as well. Administrators reported that being a team member helped them: grow professionally, better understand the qualities of good teaching, made them more aware of teachers' needs, and improved principal-teacher relations. Research has explored different options to help smooth out the induction of beginning teachers into the school system. Some of the most mentioned options include: extending pre-service to five years, introducing internships, and establishing induction programs for the first one-to-three years of teaching.

The Importance of Mentor Teachers

For any type of induction program to be successful there must be a team effort. This team can consist of several different groups: school board members and the superintendent, the local education association, the principal, the mentor, teacher educators, and state agencies. All members of the team have the potential to assist as well as benefit from a beginning assistance program.

For over a decade, reformers have called for induction programs with mentors to ease the transition of beginning teachers. According to the research studies many believe that teaming a beginning teacher with an experienced teacher will help mold a beginning teacher's beliefs and practices. The goal is to increase teacher retention and improve new teacher instruction. Mentor teachers need preparation and training before assuming the role as a mentor.

In a study conducted by Odell (as cited in Gratch, 1998), indicates that the benefit of mentor teachers during the early stages of mentoring emphasizes providing information about the system rather than consultation on curriculum and instruction. The National Center for Research on Teaching and Learning at Michigan State University 1992 study (as cited in Gratch 1998), states that the notion that mentors improve novice teachers' classroom performance (p.4) is a myth. Research suggests that mentors may help novice teachers make situational adjustments to teaching and may reduce the drop out rate among first-year teachers, but presence of mentors does not guarantee that teachers will become more skilled at teaching or more thoughtful about their work than they would without mentors. Program developers must realize that teachers who are good at teaching children may not be qualified to teach teachers.

Research on Induction Programs

Findings reported by Ponticell & Zepeda (1997) indicates that research has been conducted, but little has been done in the implementation of a nation-wide program for beginning teachers. A number of induction programs in state and local school districts have grown substantially since the early 1980s but the type of programs varies by state and district.

Huling-Austin (as cited in Schaffer, Stringfield, 1992) states that little has been written about the specific components and practices of teacher induction programs or their effects. The evolutions of induction programs started 20 years ago with the need to explore schemes to assist the beginning teacher when entering the teaching profession. Study of beginning teachers' problems should be conducted in every area of teaching from instructional strategies to classroom management.

According to Weiss & Weiss, 1999 numerous studies document the value of teacher induction programs. The benefits of an induction program are its effort to reduce attrition rates among new teachers, along with improving teaching capabilities.

Problems with Induction Programs

Research has also raised issues concerning several problems in induction programs. Lawson, 1992, has indicated four areas of concern:

- a. trying to do too much,
- b. contriving collegiality,
- c. fostering competition among teachers, and
- d. failing to accommodate personal developmental needs of teachers.

Kestner, 1994, indicated that the greatest weakness of the teacher induction literature is its lack of attention to issues relevant to minority education. Administrators will have to find strategies for changing the ways teachers interact with minorities. With these changes it is hoped that minority students will begin to experience greater academic achievement. Hodgkinson (as cited in Kestner, 1995) stated that minority students need to find success in public schools to have access to higher education and its rewards.

CHAPTER III

METHODOLOGY

The study focuses on the need for an induction program to assist beginning teachers in making the transition from student to professional educator. A questionnaire and a statement describing the general purpose of the research was presented to each subject.

Materials and Methods Used

Permission was obtained to conduct this study, using human subjects, from Austin Peay State University Institutional Review Board (IRB), from the sample school systems central office and principals of the participating elementary schools in the local school district. The questionnaire that served as the instrument for this survey used a Likert Scale. The questionnaire used in a study titled "The Opinion of Mentors and Beginning Teachers: What Do They Say about Induction?" (Reiman, & Edelfelt, 1991) and a questionnaire found in A Study of the Causes of Teacher Stress and Burnout (Corbin, 1994) were used to meet the objectives stated in Chapter One - Introduction to the Study.

Procedures of the Study

Four hundred-fifty elementary school teachers were selected from the 17 elementary schools in the local school system's complete personnel list based on years of teaching experience. The target population for the sample was teachers with ten or less years of teaching experience.

In order to collect the data for this study, a questionnaire was sent to the teachers selected based on the selection criteria of years of teaching in the 17 elementary schools in the local school system. The questionnaire being used for this study was obtained

from a study conducted by Reiman, Edelfelt, 1991, research the opinions of mentors and beginning teachers.

Modifications were made to this questionnaire with the approval of Dr. Alan Reiman (approval letter to use questionnaire can be found in Appendix B) to meet the needs of this particular study.

The final data calculations include a description of the findings. Subjects were divided statistically as to gender, number of years teaching experience, grade level taught, whether subject had ever considered leaving the profession, and whether subject had ever participated in an induction program previously.

Analysis of Subjects

Subjects were chosen from the 17 elementary schools in the local school district that agreed to participate in the study and whose teaching experience was 0-10 years. The sample survey consisted of 92% (230) females and 8% (19) males. Years teaching experience was distributed in the following manner: 22% (55) had 0-2 years teaching experience, 37% (93) had 3-5 years teaching experience and 41% (101) had 6-10 years teaching experience. Twenty percent (50) of the sample population taught special education and/or special area subjects such as physical education, music, art, speech, guidance, English as second language teacher, title I reading and mathematics in comparison to the 80% (199) who taught regular education classes. Regardless of teaching assignment, all subjects were given the same questionnaire. Questionnaires were completed and compiled with complete anonymity. A copy of the questionnaire can be found in Appendix A. Data were recorded and compiled using descriptive and correlation statistics.

Questionnaire

The questionnaire used in this study was a modified version of a questionnaire found in "The Opinion of Mentors and Beginning Teachers. What Do They Say about Induction." a research study conducted by Alan Reiman and Roy Edelfelt, 1991 and a questionnaire found in A Study of the Causes of Teacher Stress and Burnout (Corbin, 1994) designed to meet the objectives stated in Chapter One – Introduction to the Study. The questionnaire was constructed in such a way as to rate teachers' responses using a five-point Likert Scale of agreement. The questionnaire was used to determine the subject's views on the value of a beginning teacher induction program to facilitate new teachers during the transition period from student to teacher. Survey questions were related to demographics, professional environment, teacher background, and consideration of leaving.

The questionnaire was limited to the objectives and the information received was dependent on the accuracy of the subjects. Subjects were divided statistically as to gender, number of years teaching experience, grade level taught, whether subject had ever considered leaving the profession, and whether subject had ever participated in an induction program. Anonymity was maintained.

A cover letter and questionnaire describing the general purpose of study was presented to each subject and delivered to the seventeen local elementary schools in the local school district by the school systems courier mail. A copy of the questionnaire can be found in Appendix A with the cover questionnaire letter. Appropriate approval to conduct the survey can be found in Appendix C. All subjects were given the same questionnaire.

Chapter IV

ANALYSIS OF DATA

Procedure

The research procedure for this study regarding the need for induction programs for beginning teachers included a modification of an existing questionnaire to meet requirements necessary to conduct the survey. The questionnaire utilized a five-point, Likert-type scale of agreement. Eleven demographic items and 35 statements relating to school environment and mentors were developed. The questionnaire was piloted and revisions were made. The survey instrument was then distributed to a sample population of elementary teachers from the local school district schools who agreed to participate in the survey. Seventeen of the eighteen elementary schools agreed to participate in the survey. Of the 450 questionnaires mailed to the 17 elementary schools, 249 were returned.

Demographic Data

Demographic data were collected in eleven items of the survey (see Appendix A) Teachers actual years of teaching experience was acquired from local school districts personnel records. Respondents consisted of 230 females and 19 male elementary school teachers from the 17 elementary schools that participated in the study.

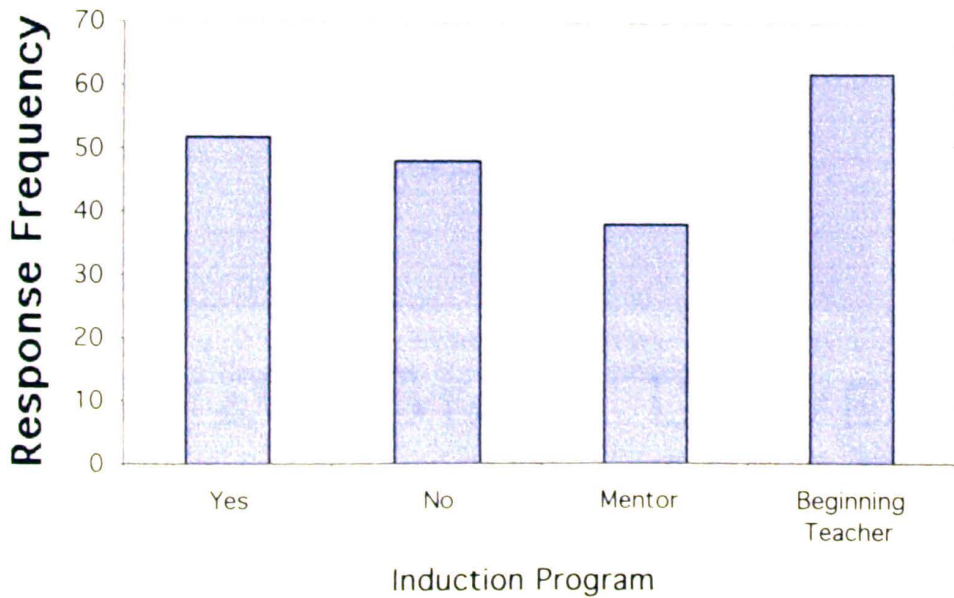
Questionnaire Itemized Report

The results of the survey are compiled and reported. The format of this chapter will group 34 questions by sub-topics and reveal perceptions of the respondents. Analysis of this of this type will be supported by figures and summary. Groups of questions relating to a topic, whether positive or negative will be summarized together.

The Likert scale of agreement on 31 items of the questionnaire consisted of A: Always/Almost Always, F: Frequently, S: Sometimes, N: Never/Hardly Ever, and N: Non-Applicable.

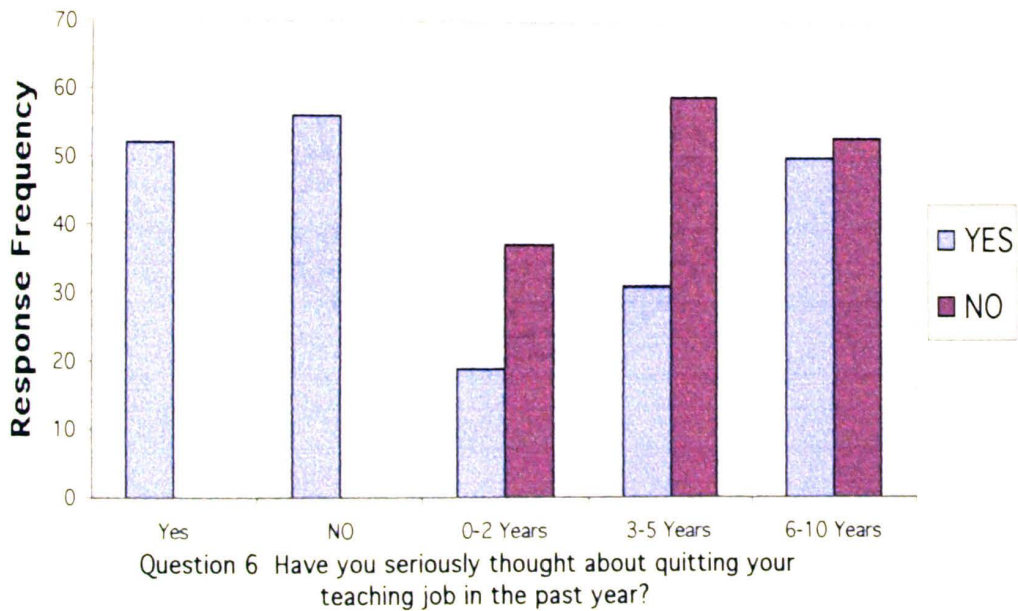
Chart 1 shows the percentage of teachers that had participated in an induction program and whether they had participated as a mentor or beginning teacher. Some teachers indicated that they had participated as both a mentor and beginning teacher.

Chart 1



Question 6: Have you seriously thought about quitting your teaching job in the past year? The tabulation of the data revealed that the greater the years of teaching experience the greater the increase in yes responses. One subject responded that he/she has considered changing schools (see Chart 2).

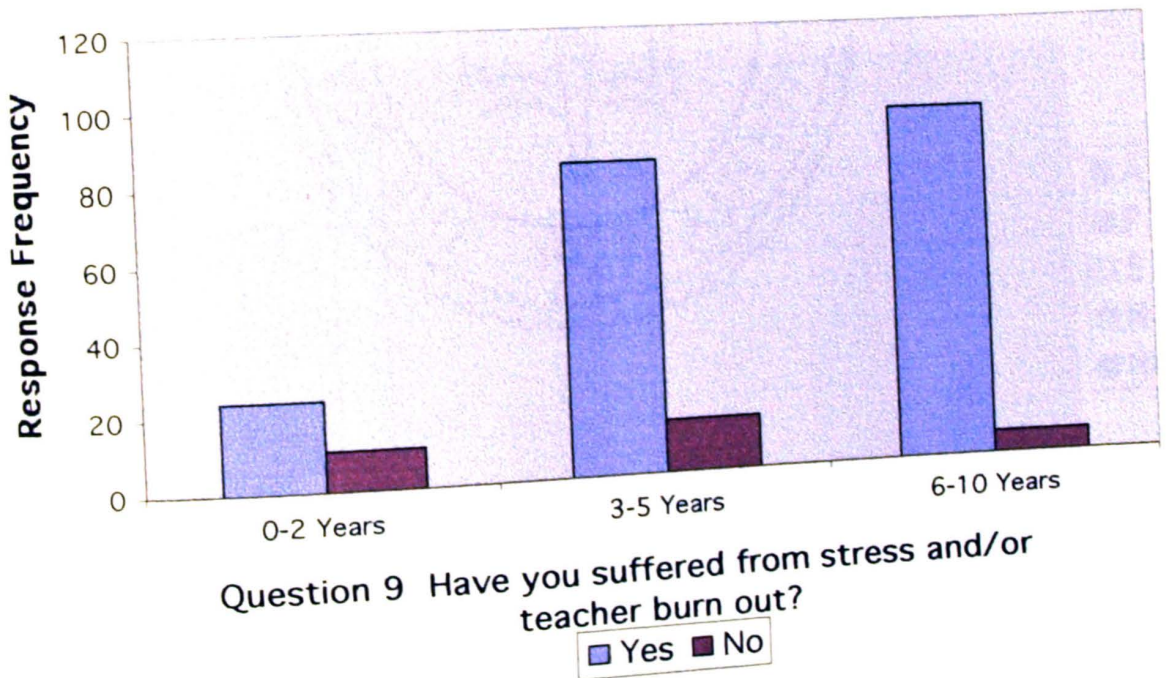
Chart 2



Using data results from question 9: Have your suffered stress and/or teacher burnout?

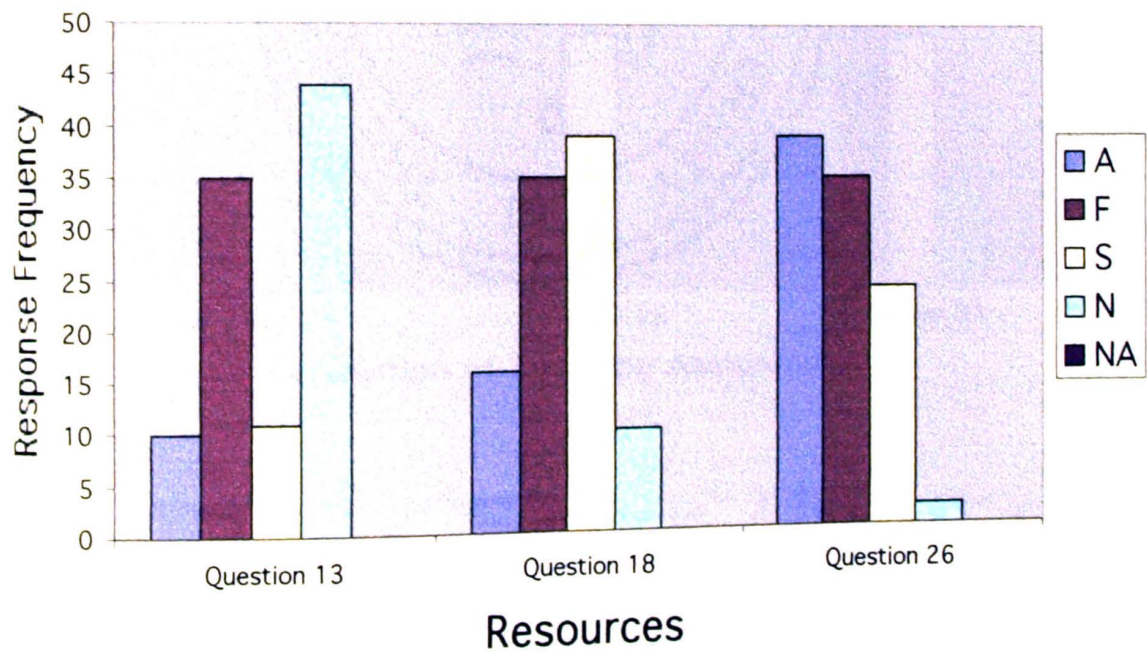
Eighty-eight percent of respondents responded yes to this question. Six of the respondents circled stress on their questionnaire. An analysis to see if there was a relationship between the number of years teaching experience and question 9 (see Chart 3) indicated that there was a significant relation to stress/burnout and years of experience.

Chart 3



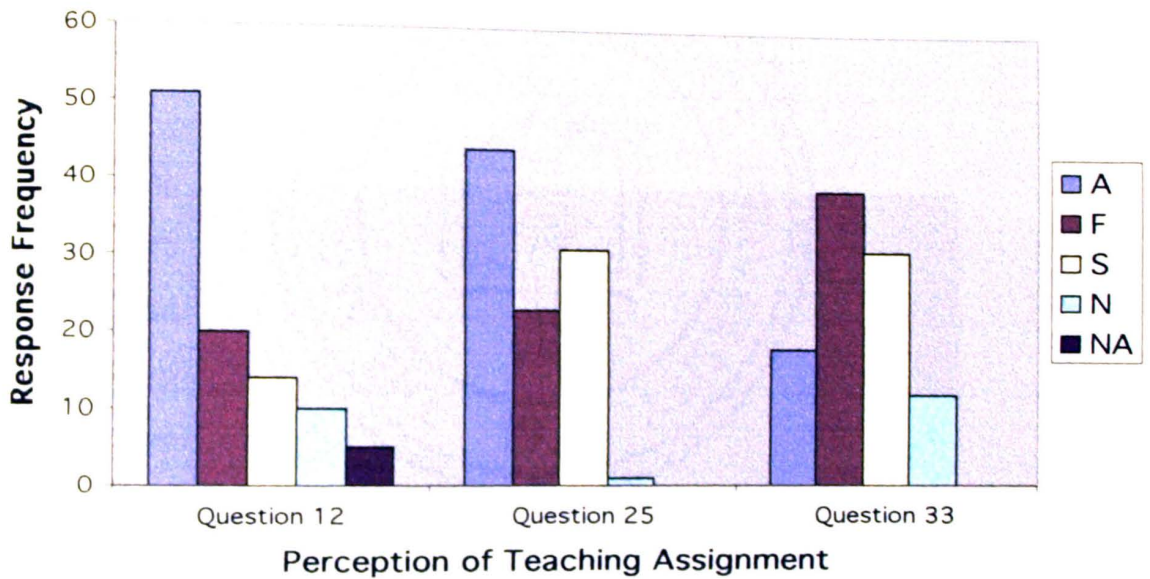
Questions 13, 18, and 26 assessed whether teachers felt that they had the resources needed to be effective teachers. These resources ranged from materials, time to reflect and plan instruction (see Chart 4). Of these statements question 13 indicated the highest frequency of teachers felt that they did not have time to plan. On question 26 teachers overwhelmingly agreed that they had access to enough resources to teach effectively.

Chart 4



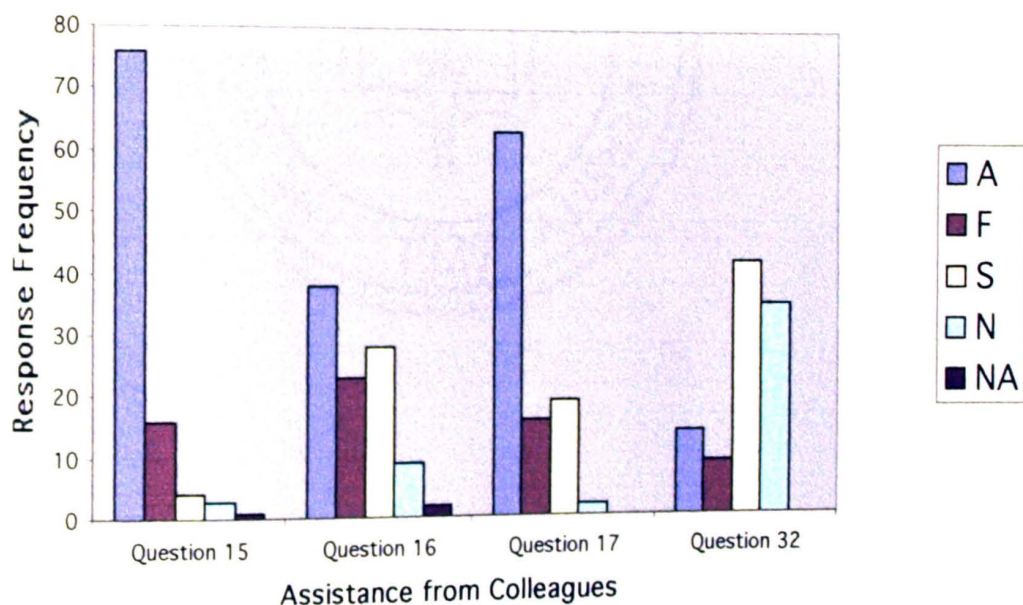
Question 12, 25, and 33 assessed teacher's perception of the role of an educator. Very strong positive agreement that teachers believed that teaching was realistic for a beginning teacher, teaching included mundane duties and whether teaching is what they thought it would be (see Chart 5).

Chart 5



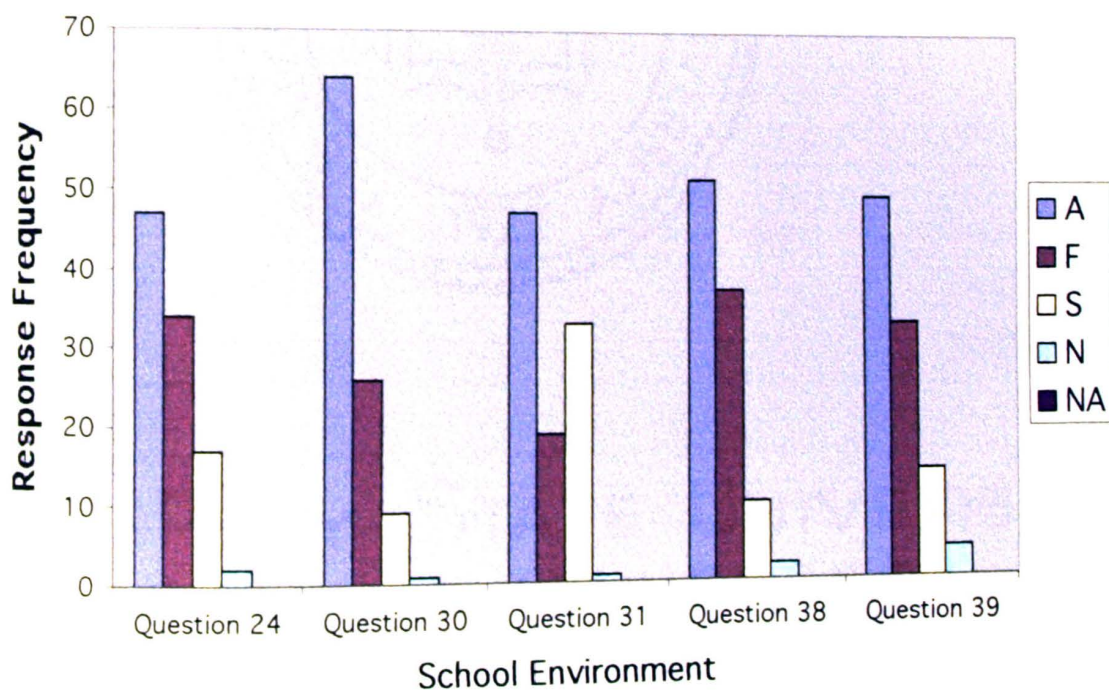
Awareness of and support from colleagues are common themes for questions 15, 16, 17, and 32. The positive statements in question 15 and 17 indicated significant agreement (see Chart 6). Teachers rated highly the importance of assistance in the teaching environment.

Chart 6



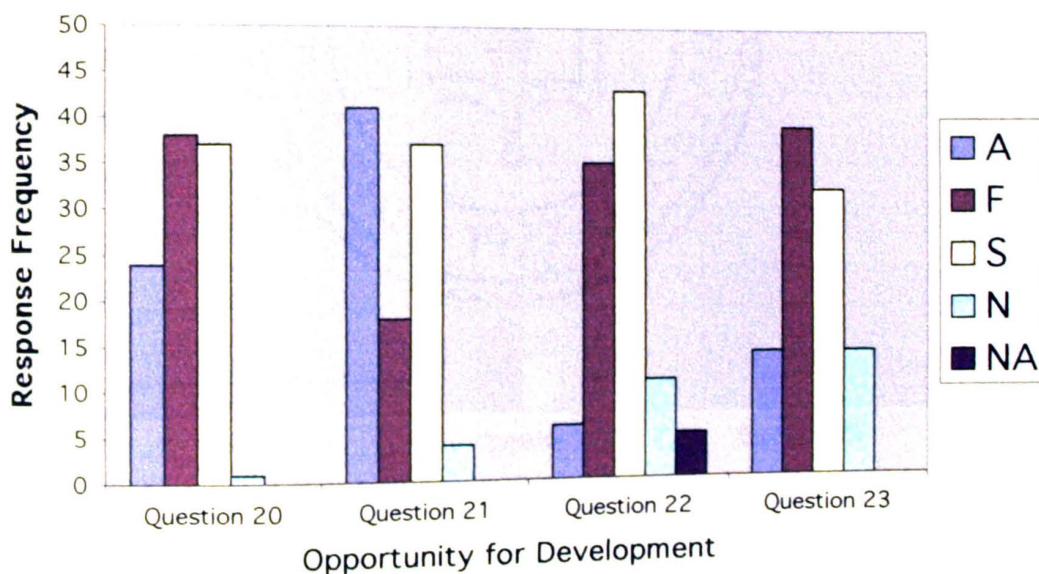
School environment as indicated in response to questions 24, 30, 31, 38, and 39 play a key role in helping teachers feel successful in their role as educator (see Chart 7). Respondents strongly agree positively in all questions and that they felt a part of the school community. There seems to be a strong correlation between questions 30 and 31, that if there was a good learning environment for the students than the same existed for beginning teachers.

Chart 7



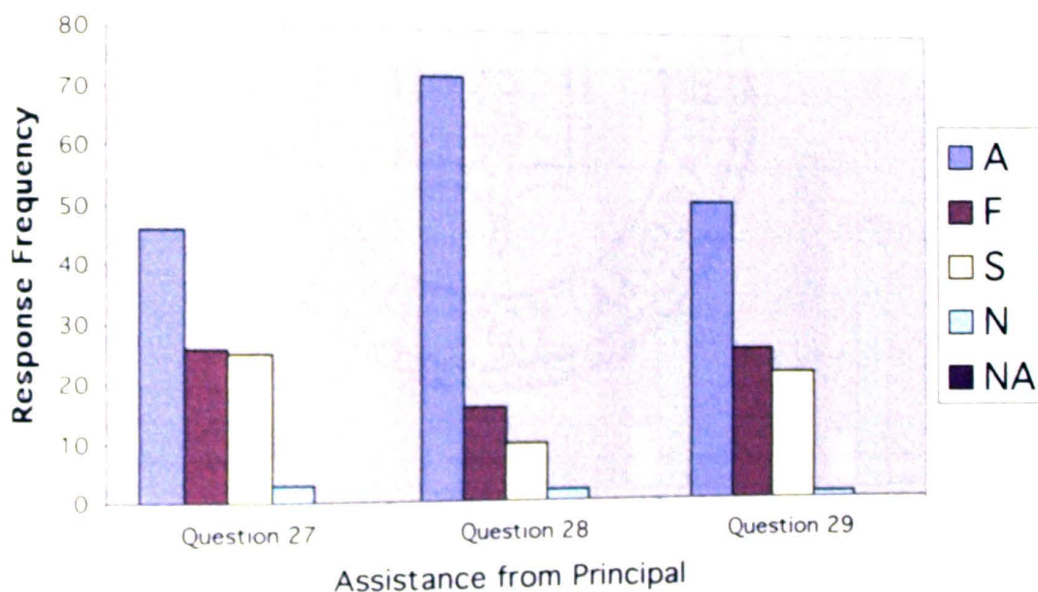
Questions 20, 21, 22, and 23 focused on whether teachers believed that they had opportunities for development (see Chart 8). Teachers strongly felt that opportunities were available for professional development. Question 21 indicated a very strong agreement. Teachers indicated that they were encouraged to develop their own teaching style. Question 22 correlates with question 21. Teachers that have developed there own teaching style used other resources for instruction and do not solely rely on the textbook.

Chart 8



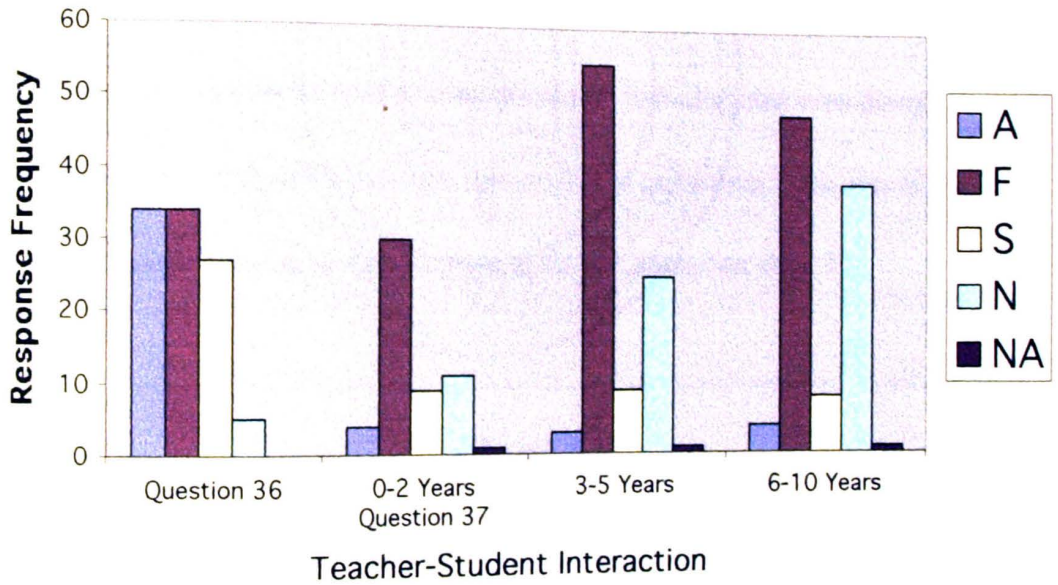
Teachers value their principals as an instructional leader and administrator according to responses to questions 27, 28, and 29 in this study. Overwhelmingly teachers agreed positively that input from principals was important and useful (see Chart 9). Analysis of question 28 indicated that assessment by administration was of great importance to teachers.

Chart 9



Teacher-student interaction was accessed based on responses to questions 36 and 37. Sixty-eight of responding teachers felt that motivating students created a challenge. Teachers responded overwhelmingly that classroom management was frequently a problem (see Chart 10). Further analysis of this question indicated that the years of teaching experience did not play a key role in reducing classroom management problems.

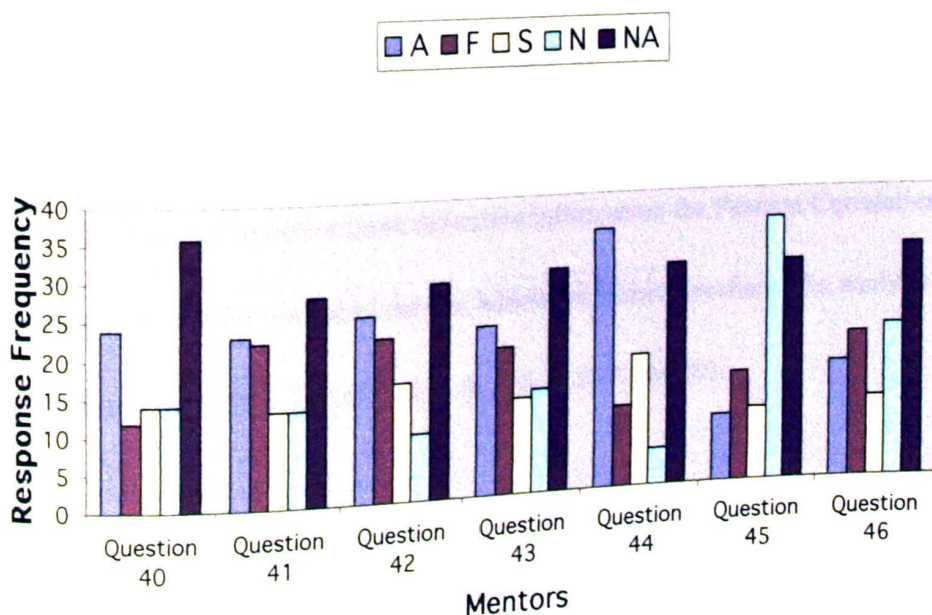
Chart 10



For questions # 41, 42, 43 and 44, 60% of the subjects answered positively.

Based on the number of responses in the areas of always/almost always, frequently and sometimes teachers believed that having a mentor to assist them in their teaching role as being important. Questions 45 and 46 approximately 45% responded positively. An overwhelming 66% responded in the areas of non-applicable. This was based on the fact these teachers had not participated in an induction program or that they had participated as a mentor and not as a beginning teacher. Fifty-five percent of the responses were in the never/hardly ever area for both of these questions. Indicating that even though teachers had a mentor they felt that their mentor did not assist them in the area of helping to keep professional current or observe them in the classroom (see chart 11).

Chart 11



Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine beginning teachers' perception of whether an induction program would help facilitate the transition period into a classroom teaching environment. Guided by a review of literature, a questionnaire was modified to create a teacher survey. Data were collected and analyzed to measure teachers' agreement with statements both positively and negatively regarding the value of an induction program for beginning teachers. Interpretation and clarification of the findings from the data are the purposes of this chapter. Conclusions drawn from these findings may contribute to programs that will facilitate the transition period for new teachers.

The hypothesis stated that there would be no difference between teachers who participated in a beginning teacher induction program and those teachers who did not participate in a beginning teacher induction program. Data obtained from questionnaire questions 17, 21, 23, 25, 41, 42, 43, 44, 45, and 46 adequately supported this hypothesis. Based on the data and to derive more definitive information the Pearson Correlation Coefficient was used for the questions that addressed mentor teachers. An analysis of each question follows (see Tables 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10).

<u>Key</u>	<u>Score</u>
NA – non-applicable	(0)
N – never/hardly ever	(1)
S – sometimes	(2)
F – frequently	(3)
A – always/almost always	(4)

Table 1

Question 17. I receive (d) help from colleagues.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	0	0	0	0%	0
N:	2	1	3	2%	6
S:	13	15	20	19%	48
F:	6	15	21	16%	40
A:	34	65	56	63%	155
Total	55	94	100	100%	249
Mean:	3.3	3.5	3.3		1.07

Pearson Correlation Coefficient: .872 (significant at the .05 level)

Table 2

Question #21. I have been encouraged to develop my own teaching style.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	0	0	0	0%	0
N:	4	4	2	4%	10
S:	22	36	32	37%	90
F:	8	11	24	18%	43
A:	21	41	38	41%	100
Total	55	92	96	100%	243
Mean:	2.8	3.0	3.0		1.04

Pearson Correlation Coefficient: .812 (significant at the .05 level)

Table 3

Question #23. I have been helped to develop a repertoire of teaching styles.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	0	0	1	0%	1
N:	11	11	13	14%	35
S:	15	41	24	32%	80
F:	17	33	47	39%	97
A:	7	10	19	15%	36
Total	50	96	103	100%	249
Mean:	2.4	2.4	2.7		1.06

Pearson Correlation Coefficient: .542 (significant at the .05 level)

Table 4

Question # 25. Teaching includes mundane duties. Overwhelming results on this item indicated that teachers felt that teaching included mundane duties.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	1	0	0	0%	1
N:	2	1	0	1%	3
S:	14	30	33	31%	77
F:	20	18	20	23%	58
A:	18	44	48	45%	110
Total	55	93	101	100%	249
Mean:	3.0	3.1	3.1		1.06

Pearson Correlation Coefficient: .910 (significant at the .05 level)

Table 5

Question # 37. Classroom management is/was a problem for me.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	0	0	1	0%	1
N:	11	25	38	30%	74
S:	9	9	8	11%	26
F:	30	55	48	54%	133
A:	4	3	6	5%	13
Total	54	92	101	100%	247
Mean:	2.5	2.4	2.2		1.05

Pearson Correlation Coefficient: .242 (significant at the .05 level)

Table 6

Question # 41. My mentor provided(s) necessary assistance with classroom management.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	5	11	54	28%	70
N:	13	15	4	13%	32
S:	8	12	12	13%	32
F:	11	23	21	22%	55
A:	17	31	10	24%	58
Total	54	92	101	100%	247
Mean:	2.4	2.5	1.3		1.04

Pearson Correlation Coefficient: .009 (not significant at the .05 level)

Table 7

Question # 42. My mentor provided(s) help with instructional concerns.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	6	11	54	29%	71
N:	8	8	5	9%	21
S:	10	15	14	16%	39
F:	13	25	16	21%	54
A:	16	33	12	25%	61
Total	53	92	101	100%	246
Mean:	2.5	2.7	1.3		1.04

Pearson Correlation Coefficient: .105 (not significant at the .05 level)

Table 8

Question # 43. My mentor provided(s) assistance with personal concerns.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	7	13	55	30%	75
N:	12	14	9	14%	35
S:	7	14	10	13%	31
F:	12	21	16	20%	49
A:	16	30	11	23%	57
Total	54	92	101	100%	247
Mean:	2.3	2.5	1.20		1.04

Pearson Correlation Coefficient: .196 (not significant at the .05 level)

Table 9

Question # 44. My mentor is accepting and understanding.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	6	12	57	31%	75
N:	4	6	3	5%	13
S:	11	13	14	15%	38
F:	5	21	10	14%	36
A:	27	42	18	35%	87
Total	53	94	102	100%	249
Mean:	2.8	2.8	1.3		1.05

Pearson Correlation Coefficient: .244 (significant at the .05 level)

Table 10

Question # 45. My mentor had the opportunity to observe me in my classroom.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	8	12	52	29%	72
N:	26	38	24	36%	88
S:	3	12	10	10%	25
F:	11	21	6	16%	38
A:	6	11	6	9%	23
Total	54	94	98	100%	246
Mean:	1.7	1.8	.878		1.03

Pearson Correlation Coefficient: .800 (significant at the .05 level)

Table 11

Question # 46. My mentor helps (ed) me keep professionally current.

Years of Experience	0-2	3-5	6-10	%	<u>Total</u>
NA:	7	16	55	32%	78
N:	15	24	14	21%	53
S:	7	13	7	11%	27
F:	16	19	15	20%	50
A:	9	21	9	16%	39
Total	54	93	100	100%	247
Mean:	2.1	2.1	2.0		1.04

Pearson Correlation Coefficient: .675 (significant at the .05 level)

Conclusion

From the analysis of data it can be inferred that the lack of an induction program is a key source of concern for beginning elementary teachers in the local school district that participated in this study. Stress plays a role in the attrition rate of beginning teachers that could possibly be reduced by the presence of a mentor teacher to help facilitate in the transition period for beginning teachers.

Teachers are faced with numerous problems in the classroom ranging from curriculum requirements, handling money in the classroom, student problems and paperwork. Faced with all of the facets involved in assuming the helm in the classroom, teachers need every available resource that the school system can provide them. Research suggests that an induction program for beginning teachers have a significant impact on their success in the classroom. As beginning teachers become more proficient in their role as a teacher, they will more likely view themselves as successful. The ultimate goal of a beginning teacher induction program is to reduce the attrition rate of beginning teachers and help them succeed in the classroom.

Overwhelmingly, review of the literature and research studies continue to stress a need for an induction program for beginning teachers to help them alleviate the stress and other obstacles involved in the beginning years of a teacher's teaching experience. Obviously, there are other factors that play a part in teachers leaving the profession, such as salary and working conditions. Developing a good induction program would help to eliminate the high rate of teachers leaving.

Recommendations

It is strongly recommended that duplication of this study be carefully analyzed prior to initiation. I would recommend that on the Likert-scale of agreement that the response choices be changed to read SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, and SD: Strongly Disagree. Questions should be analyzed for possible modification. Making changes in these two areas will help to improve quality of data received from subjects to better analyze responses intended. Ethnicity should also be an area to consider including in the demographics. Question 10 should be modified to have respondents indicate their career goals.

A study of the entire school district and school districts in the surrounding areas would be beneficial in determining the extent of the need for an induction program for beginning teachers to help alleviate stress/burnout and lower the attrition rate.

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APPENDIX A

DEMOGRAPHIC DATA

Demographic Data

1. My gender is:

Female 230 (92%)

Male 19 (8%)

2. Grade or special area presently teaching:

K- 5th 199 (80%)

Art 3 (1%)

English Second Other Language 1

Guidance Counselor 2

Music 5 (2%)

Physical Education 9 (4%)

Special Education 27 (11%)

Speech 1

Title Mathematics 1

Title Reading 1

3. My total, certified teaching experience as of April 2001 falls within:

0-2 years 55 (22%)

3-5 years 93 (37%)

6-10 years 101 (41%)

4. Have you ever participated in an induction program?

YES 129 (52%)

NO 120 (48%)

5. If you checked yes to # 4, please indicate your role in an induction program:

MENTOR 55 (38%)

BEGINNING TEACHER 88 (62%)

6. Have you seriously thought about quitting your teaching job in the past year?

YES 105 (42%)

NO 144 (58%)

7. If you had an opportunity to relive your college years, would you still choose to be a teacher?

YES 180 (72%)

NO 69 (28%)

8. Was your teaching preparation program adequate for your present teaching assignment?

YES 158 (73%)

NO 91 (37%)

9. Have you suffered from stress and/or teacher burnout?

YES 216 (87%)

NO 33 (13%)

10. Is being a classroom teacher your final career goal?

YES 96 (39%)

NO 153 (61%)

APPENDIX B

THE SURVEY INSTRUMENT

Questionnaire Cover Letter

Dear Questionnaire Respondent,

The purpose of this study is to analyze, organize, and present data and to identify the criteria that contribute to the attrition, burnout, and stress of beginning teachers. This research is being conducted for a degree requirement at Austin Peay State University.

For the purpose of this study, beginning teachers will be identified as those having ten years or less teaching experience. Part of the questionnaire consists of 35 questions utilizing a Likert Scale with responses ranging from “never or hardly ever” to “always or almost always.”

Please respond to the statements on the following pages. Your responses will be anonymous. You will not be identified nor will anyone other than the investigator have access to your responses. The demographic information collected will be used for the purpose of analysis for my Education Specialist Degree at Austin Peay State University.

Your participation is greatly appreciated. Please do not sign the questionnaire. Completing and returning the questionnaire will serve as your consent to be included in the survey.

If you have any questions or concerns relating to this research study please contact me at my Email address DianeSmithDgs2@aol.com or my University Supervisor Dr. Margaret Deitrich, Professor in the Education Department at Austin Peay State University at 221-7696. If there are any questions regarding the rights of participants in research contact Mrs. Linda Freed Office of Grants and Sponsored Programs, Austin Peay State University 221-7881.

Thank you

Diane Smith

Questionnaire for Beginning Teachers

Please place a **X** in the most appropriate ☐ to complete the statements below.

1. My gender is: ☐ Female ☐ Male
2. Grade or special area presently teaching:

☐ K- 5th ☐ Music ☐ Art ☐ Title Math ☐ Title Reading

☐ Special Education ☐ Physical Education
3. My total, certified teaching experience as of April 2001 falls within:

☐ 0-2 years ☐ 3-5 years ☐ 6-10 years
4. Have you ever participated in an induction program? ☐ YES ☐ NO
5. If you checked yes to # 4, please indicate your role in an induction program:

☐ MENTOR ☐ BEGINNING TEACHER
6. Have you seriously thought about quitting your teaching job in the past year? ☐ YES ☐ NO
7. If you had an opportunity to relive your college years, would you still choose to be a teacher? ☐ YES ☐ NO
8. Was your teaching preparation program adequate for your present teaching assignment? ☐ YES ☐ NO
9. Have you suffered from stress and/or teacher burn out? ☐ YES ☐ NO
10. Is being a classroom teacher your final career goal? ☐ YES ☐ NO
11. Numbers of hours in your teaching day _____.

Please respond to all items below with a X on one level of agreement:
N-Never/Hardly Ever, S-Sometimes, F-Frequently, A-Always/Almost
Always, NA-Nonapplicable

	N	S	F	A	NA
12. My teaching assignment is/was realistic for a beginner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have adequate time to plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I receive (d) help from the district office on salary and certification questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am/was receptive to guidance about instruction and management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I had/have opportunities to talk with other beginning teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I receive (d) help from colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. There is/was time to reflect on my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I find satisfaction in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Meaningful professional development opportunities are/were provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I have been encouraged to develop my own teaching style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I follow the textbook when teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please continue with item #23)

N-Never/Hardly Ever, S-Sometimes, F-Frequently, A-Always/Almost Always, NA-Nonapplicable

	N	S	F	A	NA
23. I have been helped to develop a repertoire of teaching styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I feel that I am a part of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Teaching includes mundane duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I had/have access to enough resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I receive(d) help and encouragement from my principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I am assessed by administration on the Teacher Performance Appraisal Instrument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Feedback from classroom observations is/was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The climate in my school support(s) a good learning environment for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The climate in my school had/has a supportive learning environment for me as a beginning teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I had/have opportunities to visit and observe exemplary teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please continue with item # 33)

N-Never/Hardly Ever, **S**-Sometimes, **F**-Frequently, **A**-Always/Almost Always, **NA**-Nonapplicable

	N	S	F	A	NA
33. Teaching is what I thought it would be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I think I will be teaching five years from now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Technology is used extensively in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Motivating students is/was very challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Classroom management is/was a problem for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. My school functions in an efficient and productive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. The rules and requirements in my school are reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I would have liked to have been involved in the selection of my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. My mentor provided(s) necessary assistance with classroom management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. My mentor provided(s) help with instructional concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. My mentor provided(s) assistance with personal concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please continue with item #44)

N-Never/Hardly Ever, **S**-Sometimes, **F**-Frequently, **A**-Always/Almost Always, **NA**-Nonapplicable

N S F A NA

44. My mentor is accepting and understanding.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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45. My mentor had the opportunity to observe me in my classroom.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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46. My mentor helps(ed) me keep professionally current.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Thank you for your time and thoughtful responses.

APPENDIX C
THE APPROVAL DOCUMENTS

AUSTIN PEAY STATE UNIVERSITY
CHECKLIST FOR RESEARCH INVOLVING HUMAN SUBJECTS
NOVEMBER 6, 2000

Project Title: A Study Regarding the Need for An Induction Program for Beginning Teachers.

Funding Source: Independent

Principal Investigator: Diane G. Smith

Sponsor: Dr. Margaret Deitrich

Department: Education

1. Give a brief description or outline of your research procedures as they relate to the use of human subjects. This should include:

a) a description of who the subjects will be; Teachers employed in local public school system with zero-five years teaching experience.

b) instructions given to the subjects; Subjects will be asked to complete a voluntary anonymous questionnaire with forty-six (46) Likert Agreement items. Questionnaires will be delivered to schools through out local school district using the school courier mail after school approval has been obtained to subjects selected based on selection criteria of years of teaching experience. Subjects will be instructed to place completed, unsigned anonymous questionnaire in envelope that has researchers name and address, seal envelope and place in their school courier mail bag.

c) activities in which the subjects will engage; Only pencil and paper responses required. **d) special incentives;** None

d) special incentives; None

e) tests and questionnaires to be administered. Completed questionnaires with instructions attached.

If new or non-standard tests or questionnaires are used, copies must be attached to this form. Note if the subjects are minors or otherwise "vulnerable" (e.g. children, prisoners, mentally or physically infirm, etc) The attached questionnaire was obtained from a prior research conducted. Subjects are adult professionals who are currently employed as educators.

2. Does this research entail possible risk of psychic, legal, physical or social harm to the subjects? Please explain. What steps have been taken to minimize these risks? What provisions have been made to ensure that appropriate facilities and professional attention necessary for the health and safety of the subjects are available and will be utilized? Questionnaires are anonymous and sealed. Questionnaires will not have names of subjects completing the questionnaire. Reported references to the sampled population and school system will not be mentioned.

3. The potential benefits of this activity to the subjects and to mankind in general outweigh any possible risks. This opinion is justified by the following: Suggestions, interpretations, and recommendations resulting from this study may better inform authorities of ways to assist beginning teachers and reduce attrition, burnout and/or stress.

4. Will legally effective, informed consent be obtained from all subjects or their legally authorized representative? Describe consent procedures and attach a copy of consent documents. Method of informed consent will be stated in the conclusion of the instruction sheet, (attached), which will be included on the cover of each copy of questionnaire. Signatures will not be collected so as to not compromise subjects anonymity, the simple acts of completing and returning the questionnaire will constitute informed consent.

5. Will confidentiality or anonymity of all subjects be maintained? How is this accomplished? (If not, has a formal release been obtained? Attach) Anonymity of all subjects will be maintained.

6. Do the data collected relate to illegal activities? If yes, explain. No.

7. Are all subjects protected from any future potentially harmful use of the data collected in this investigation? How will this be accomplished? Every effort will be taken to avoid harm to subjects who do or do not participate in this survey and all future use of collected data. Names of subjects, schools, and school district will not be reported at anytime. References will be identified in generic terms.

INVESTIGATOR'S CERTIFICATION:

I have read the Austin Peay State University Policies and Procedures on Human Research and agree to abide by them. I also agree to report to the Human Research Review Committee any significant and relevant changes in procedures and instruments as they relate to subjects.

Investigator's Signature

Diane J. Smith

Date

11/6/00

Major Professor's Signature

Margaret A. Steutrich

Date

11/6/00

COLLEGE OF GRADUATE STUDIES
Austin Peay State University

GRADUATE STUDENT RESEARCH APPROVAL FORM

Approval of Proposed

☐ Research Paper (Project) ☐ Thesis ☒ Field Study

Herewith I/we submit this document prepared for Diane G. Smith 579709218
(Name of Student) (SS#)

on behalf of the EDUCATION related to EDUC 6990
(Department) (Course Number)

I/we verify that the proposed research has been reviewed and recommend that it be approved. **If the research involves human subjects or animals, I/we attest that appropriate approvals have been secured.**

Margaret A. Seetrich
Chairperson/Director

1/17/01
Date

Alan J. Williams
Second Committee Member*

1/17/01
Date

Debra M. Mullen
Third Committee Member*

1/17/01
Date

*Signatures are required for Theses and Field Studies ONLY.

Parrin R. Watts
Approval of Institutional Review Board

(Necessary for all research studies involving humans or animals.)

1/31/01
Date

Parrin R. Watts
Approved by the Dean, College of Graduate Studies

1/31/01
Date

(This form, with a copy of the TITLE PAGE of the approved proposal, should be filed in the office of the College of Graduate Studies before the student registers for research paper (project), thesis, or field study.)

Austin Peay State University Institutional Review Board

April 3, 2001

Diane Smith
c/o Dr. Margaret Deitrich
Education Department, APSU

RE: Your application dated March 29, 2001 regarding study number 01-025: Study regarding the need for an induction program for beginning teachers

Dear Ms. Smith:

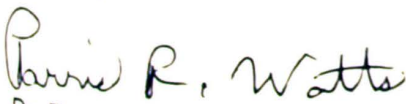
I have reviewed your application for revision of the study listed above. The requested revision involves changes to the protocol. This type of revision qualifies for expedited review under FDA and NIH (OPRR) regulations.

This is to confirm that I have approved your request for revision. The protocol is approved through your memo submitted 3/29/2001. You must obtain informed consent from all subjects; however, signed written consent is not required.

You are granted permission to conduct your study as revised effective immediately. The date for continuing review remains unchanged at November 8, 2001, unless closed before that date.

Please note that any further changes to the study must be promptly reported and approved. Contact Linda Freed (221-7881; fax 221-7304; email: freedl@apsu.edu) if you have any questions or require further information.

Sincerely,



Dr. Parris R. Watts
Chair, Austin Peay Institutional Review Board

Austin Peay State University Institutional Review Board

April 3, 2001

Diane Smith
c/o Dr. Margaret Deitrich
Education Department, APSU

RE: Your application dated November 8, 2000 regarding study number 01-025: Study regarding the need for an induction program for beginning teachers

Dear Ms. Smith:

Thank you for your response to requests from a prior review of your application for the new study listed above.

Congratulations! This is to confirm that your application is now fully approved. The protocol is approved through your original submission. You must obtain informed consent from all subjects; however, signed written consent is not required. This approval is subject to APSU Policies and Procedures governing human subjects research. You may want to review this policy which can be viewed on the APSU website at : www2.apsu.edu/www/computer/policy/2002.htm

You are granted permission to conduct your study as most recently described effective immediately. The study is subject to continuing review on or before November 8, 2001, unless closed before that date. Enclosed please find the forms for reporting a closed study and for requesting approval of continuance.

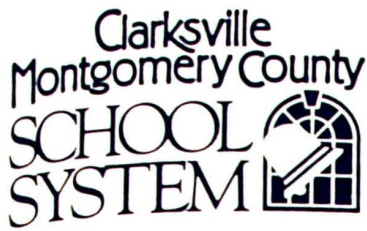
Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions at all do not hesitate to contact Linda Freed (221-7881; fax 221-7304; email: freedl@apsu.edu) or any member of the APIRB.

Again, thank you for your cooperation with the APIRB and the human research review process. Best wishes for a successful study!

Sincerely,



Dr. Parris R. Watts
Chair, Austin Peay Institutional Review Board



January 29, 2001

Frank M. Hodgson, Ed.D.
Director of Instructional Support
Research and Development
Board of Education 621 Gracey Avenue Clarksville, Tennessee 37040-4012
931-920-7813 Fax: 931-920-9812 or 905-2243 email: frank.hodgson@cmcss.net

Diane G. Smith
P.O. Box 3792
Clarksville, TN 37043-3792

Dear Diane,

Your research, survey and/or research project titled **A Study Regarding the Need for An Induction Program for Beginning Teachers**, has been approved by the research committee. The date of approval was **January 29, 2001**.

Now that you have approval from the research committee, you may contact the 18 elementary principals for approval.

According to Board Policy File IFA, the principal has the final authority and responsibility for approving or disapproving research conducted in his/her building.

Please read the **Research Policy and Procedures Handbook** for all information concerning research in the Clarksville-Montgomery County Schools.

If you have questions, please call my office at (931) 920-7812.

Sincerely,

A handwritten signature in cursive script, appearing to read "Frank M. Hodgson".

Frank M. Hodgson

Attachment (Research Hand Book)

cc: Elementary Principals
Research File

Subj: Re: No Subject
Date: Thursday, January 4, 2001 3:04:29 PM
From: ajreiman@gw.fis.ncsu.edu
To: DianeSmithDgs2@aol.com

To Whom It May Concern:

I am giving Diane Smith permission to use my questionnaire for her study on mentoring.

Sincerely,

Alan J. Reiman
Department of Curriculum and Instruction
N.C. State University

January 4, 2001

>>> <DianeSmithDgs2@aol.com> - 12/28/00 1:10 PM >>>

You gave me permission to use your questionnaire from your study concerning mentors and beginning teachers. Can you please send me an e-mail back stating that it is okay to use your questionnaire. I need to have it in writing for the University. Thanks you for your help in this matter.

Headers

Return-Path: <ajreiman@gw.fis.ncsu.edu>
Received: from rly-zb03.mx.aol.com (rly-zb03.mail.aol.com [172.31.41.3]) by air-zb03.mail.aol.com (v77.31) with ESMTP; Thu, 04 Jan 2001 16:04:28 -0500
Received: from uni02mr.unity.ncsu.edu (uni02mr.unity.ncsu.edu [152.1.1.165]) by rly-zb03.mx.aol.com (v77.27) with ESMTP; Thu, 04 Jan 2001 16:04:06 -0500
Received: from 152.7.128.36 (gw.fis.ncsu.edu [152.7.128.36]) by uni02mr.unity.ncsu.edu (8.8.8/8.8.8/UR01Feb99) with SMTP id QAA14384 for <DianeSmithDgs2@aol.com>; Thu, 4 Jan 2001 16:04:05 -0500 (EST)
Received: from NCSTATE-Message_Server by 152.7.128.36 with Novell_GroupWise; Thu, 04 Jan 2001 16:05:21 -0500
Message-Id: <sa549f41.038@152.7.128.36>
X-Mailer: Novell GroupWise Internet Agent 5.5.3.1

P.O. Box 3792
Clarksville, TN 37043-3792
February 27, 2001

Dr. Hodgson
Board of Education Office
Clarksville Montgomery County School System

Dear Hodgson:

I am preparing a field study in partial fulfillment of an Education Specialist Degree in Elementary Education. I have obtained approval from Austin Peay State University Instructional Review Board (IRB), from my Graduate Committee at Austin Peay.

I am now seeking approval from your office to conduct my survey. My proposed target population will be drawn from the 18 elementary schools in the school district. I am submitting a copy of my field study proposal, IRB approval from APSU, my questionnaire, copy of questionnaire cover letter, copy of consent form for the local school principals and approval from Dr. Alan J. Reiman to use his survey. Please let me know if there are any other papers that need to be submitted to your office for approval purposes.

I can be reached at the following numbers if you need to talk with me. My work number is 358-4093, and my home number is 358-9901. Thank you for your consideration of my request.

Respectfully yours,

A handwritten signature in cursive script that reads "Diane G. Smith".

Diane G. Smith

February 27, 2001

Principal
Clarksville Montgomery County School System

Dear Principal,

I am preparing a field study in partial fulfillment of an Education Specialist Degree in Elementary Education. I have obtained approval from Austin Peay State University Instructional Review Board (IRB), from my Graduate Committee at Austin Peay, and from Dr. Hodgson, Clarksville Montgomery County Schools System.

I am now seeking consent from you for your school to be included in my survey. Please sign the attached consent form and return to me using the enclosed envelope through the school courier mail.

I can be reached at the following numbers if you need to talk with me. My work number is 358-4093, and my home number is 358-9901. Thank you for your consideration of my request.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Diane Smith", with a stylized, cursive script.

Diane G. Smith

I give my consent to the inclusion of _____
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

(Principal's signature)

____/____/____
(Date)

Bar Smith — Fr. m. Stone

I give my consent to the inclusion of Barkdale
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Mary M Stone
(Principal's signature)

4 / 27 / 01
(Date)

I give my consent to the inclusion of Burt School
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Erene Gudgeon
(Principal's signature)

2 / 28 / 01
(Date)

I give my consent to the inclusion of Byrns Garden
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Vicki Wallace
(Principal's signature)

2/28/01
(Date)

I give my consent to the inclusion of Cumberland Heights
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Judith Link
(Principal's signature)

2 / 28 / 01
(Date)

I give my consent to the inclusion of East Montgomery Elementary
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Yvonne C. Hackney
(Principal's signature)

3, 1, '01
(Date)

I give my consent to the inclusion of Glencullen
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Clara Patterson
(Principal's signature)

2, 28, 01
(Date)

I give my consent to the inclusion of

Hazelwood School
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.


(Principal's signature)

4/27/01
(Date)

I give my consent to the inclusion of Kenwood Elementary School
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Beth H. Unfried
(Principal's signature)

2, 28, 01
(Date)

I give my consent to the inclusion of Liberty Elementary
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Joy E. Holder
(Principal's signature)

02/28/01
(Date)

I give my consent to the inclusion of Minglewood Elementary
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Jane E. Usher
(Principal's signature)

4, 27, 01
(Date)

I give my consent to the inclusion of Montgomery Central Elem.
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Nancy S. Grant
(Principal's signature)

2, 28, 01
(Date)

I give my consent to the inclusion of Moose Elementary
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Jacquelyn R. Hudson
(Principal's signature)

3 / 30 / 01
(Date)

I give my consent to the inclusion of Northeast Elementary
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Jane Amos
(Principal's signature)

3, 01, 01
(Date)

I give my consent to the inclusion of Norman Smith Elementary
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Marge Ford
(Principal's signature)

21 28 01
(Date)

Please make this after 3-31-01
We are busy preparing for
Terra Nova Testing.

give my consent to the inclusion of Sango Elementary
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Priscilla Yton
(Principal's signature)

2 / 27 / 01
(Date)

I give my consent to the inclusion of St. Bethlehem Elementary
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Daryl Workman
(Principal's signature)

03/30/01
(Date)

I give my consent to the inclusion of Wotblawn
(School name)

in Ms. Smith's Spring 2001 survey provided all school board adopted guidelines are followed, confidentiality is maintained at every level, and teachers retain the right to individual, informed consent.

Leah Froate
(Principal's signature)

3/05/07
(Date)

Ringgold Elementary School

240 Ringgold Road Clarksville, TN 37042
931-648-5625 . Fax: 931-503-3406

To: Frank Hodgson
From: Judy Morgan/ Patsy Trotter
Date: March 23, 2001

Re: Survey request by Diane Smith

Ringgold Elementary will not participate in the survey conducted by Diane Smith.

VITA

Diane Graham Smith was born in Rock Hill, South Carolina on April 14, 1953. She attended grade school in Washington, D.C. and graduated from McKinley High School in 1972. After high school she attended University of the District of Columbia for two years and worked for the federal government. In 1982 she relocated to Clarksville, Tennessee to work for the federal government. She entered Austin Peay State University in 1993 and earned a Bachelor of Science Degree in Elementary Education May 1997. She began teaching for the Clarksville-Montgomery County School System in August of 1998.

She continued her education at Austin Peay State University and received her Master of Arts in Education Degree in December 1998. She is currently employed at Sango Elementary School in Clarksville, Tennessee as a fourth grade elementary teacher.