
New Teacher Support

Report to the UNC Deans' Council on Teacher Education

Summary Evaluation Report

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IMPETUS FOR REPORT

The Teacher Turnover Challenge

Every year, American schools conservatively spend \$2.2 billion on teacher attrition.¹ If the cost of replacing public school teachers who transfer schools is added, the total cost reaches \$4.9 billion every year.² For individual states such as North Carolina, cost estimates are slightly over \$84.5 million each year to replace public school teachers.³ When the cost of replacing public school teachers who transfer schools is added, the total teacher turnover cost estimates (not including retirements) for North Carolina are estimated at \$188.5 million each year.⁴ Some analysts in large states such as Texas believe the price tag is even higher when one accounts for signing bonuses, subject matter stipends, and other recruiting costs specific to hard-to-staff schools.⁵ Others believe estimated costs should include the loss in teacher quality, student achievement, and school stability.⁶

Nationally, numerous studies find that as many as 50% of new teachers leave within the first 5 years of entry into the occupation.^{7 8 9 10} Approximately 33% of new teachers leave within the first 3

¹ Alliance for Excellent Education (2005). Teacher attrition: A costly loss to the nation and to the states. Retrieved from <http://www.all4ed.org/publications/TeacherAttrition.pdf#search=%22alliance%20for%20excellent%20education%20cost%20of%20turnover%22>

² Alliance for Excellent Education (2005). Teacher attrition: A costly loss to the nation and to the states. Retrieved from <http://www.all4ed.org/publications/TeacherAttrition.pdf#search=%22alliance%20for%20excellent%20education%20cost%20of%20turnover%22>

³ Alliance for Excellent Education (2005). Teacher attrition: A costly loss to the nation and to the states. Retrieved from <http://www.all4ed.org/publications/TeacherAttrition.pdf#search=%22alliance%20for%20excellent%20education%20cost%20of%20turnover%22>

⁴ Alliance for Excellent Education (2005). Teacher attrition: A costly loss to the nation and to the states. Retrieved from <http://www.all4ed.org/publications/TeacherAttrition.pdf#search=%22alliance%20for%20excellent%20education%20cost%20of%20turnover%22>

⁵ Texas State Board for Educator Certification. (2000). *The Cost of Teacher Turnover*. Austin, TX.

⁶ Guarino, C., Santibanez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

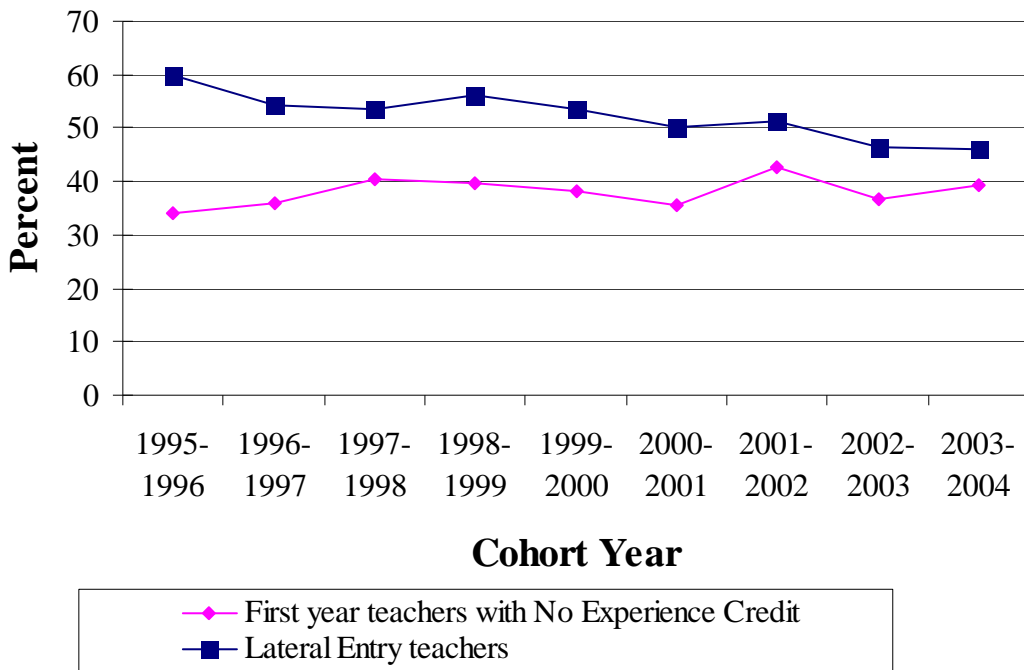
⁷ Murnane, R., Singer, J., Willett, J., Kemple, J., & Olsen, R. (Eds.). (1991). *Who will teach? Policies that matter*. Cambridge, MA: Harvard University Press.

⁸ Ingersoll, R., & Smith, T. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30-33.

⁹ Huling-Austin, L. (1990). Teacher induction programs and internships. In R. Houston (Ed.), *Handbook of Research on Teacher Education*. Reston, VA: Association of Teacher Educators.

years of entry into the occupation.¹¹ North Carolina’s new teacher turnover rates for the first 3 years of teaching are slightly higher than national averages for new teachers leaving in their third year (see Figure 1.0).¹²

Figure 1.0: North Carolina Beginning Teacher Turnover After Three Years of Teaching



North Carolina Department of Public Instruction (2007). [Retention Charts]. Unpublished raw data.

It is widely believed that perennial teacher shortages are one of the pivotal causes of inadequate school performance. The common lament is that if teacher education programs could only produce more teachers, the shortages that plague teaching would be ameliorated. However, recent analyses of national data suggest that school staffing problems are not primarily due to teacher shortages. Instead, the data indicate that school staffing problems are, to a large extent, the result of a ‘revolving door’ in our schools

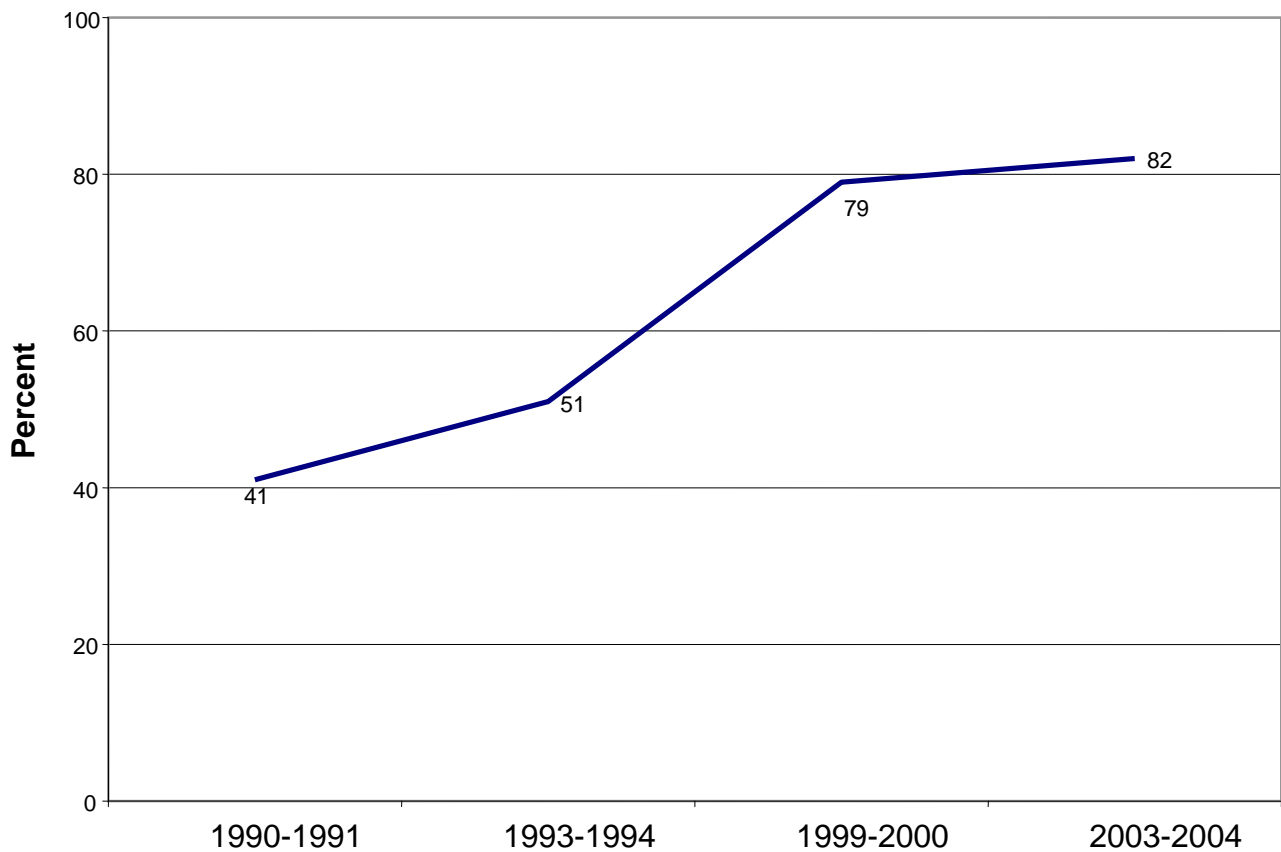
¹⁰ Hafner, A., & Owings, J. (1991). *Careers in teaching: Following members of the high school class of 1972 in and out of teaching* (NCES Report No. 91-470). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

¹¹ Ingersoll, R. (2002). The teacher shortage: A case of wrong diagnosis and wrong prescription. *NASSP Bulletin*, 86, 16-31.

¹² North Carolina Department of Public Instruction (2007). (*Retention Charts*). Unpublished raw data.

during the first five years of teachers' careers.¹³ Large numbers of teachers are leaving long before their retirement.¹⁴ However, the question remains, what solutions exist to heal this occupational ailment? Historically, few states, districts, and schools nationwide have formalized support programs for new teachers.¹⁵ Presently, more than 30 states are now requiring or providing funds for school districts to support new teachers.¹⁶ Figure 2.0 portrays trends in beginning teachers' participation in induction programs.

Figure 2.0: National Trends in Beginning Teachers' Participation in Induction Programs



Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

¹³ Smith, T., & Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.

¹⁴ Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.

¹⁵ Britton, E., Raizen, S., Paine, L., & Huntley, M.A. (2007, March). More swimming, less sinking: Perspectives on teacher induction in the United States and abroad. *National Commission on Teaching Mathematics and Science in the 21st Century*. Washington, D.C..

¹⁶ Britton, E., Raizen, S., Paine, L., & Huntley, M.A. (2007, March). More swimming, less sinking: Perspectives on teacher induction in the United States and abroad. *National Commission on Teaching Mathematics and Science in the 21st Century*. Washington, D.C..

Yet *coordinated* approaches to new teacher support that include school districts, state department leaders, and universities are rare both in the United States and abroad.^{17 18} When coordinated approaches exist, too little data is available to establish the efficacy of the partnership.¹⁹

Ever since teacher attrition emerged as a national problem, America's educators have been asking a fundamental question: How can we more effectively support new teachers? This report will answer that question in detail.

Charge From the UNC Deans' Council on Teacher Education

This report, commissioned by UNC Deans' Council on Teacher Education with the support of UNC-General Administration, constitutes a challenge that is both daunting and exhilarating: to recommend to school districts, universities and colleges, and state leaders specific evidence-based strategies that can best strengthen the quality of new teacher support in North Carolina. As well, the report serves as background for an action plan to be developed by the UNC Deans' Council on Teacher Education. Its express goal is to establish a formalized program of support for beginning teachers for all new graduates and licensure completers of UNC teacher education programs that is focused on retention and ensures these new teachers are supported, monitored, and mentored in the first three years of service until a continuing license is issued.

Evidence Sources for the Review

The review has been cautious in its analysis of information. The available evidence is framed by a need to develop a report on a short time frame (16 weeks from the initial gathering to the report's release). Given time constraints, the evaluation team relied heavily on the following sources of data:

- Judgments of experts in the study's focus groups with 23 school leaders from

¹⁷ Wood, A. (2001). What does research say about teacher induction and IHE/LEA collaborative programs. *Issues in Teacher Education*, 10(2), 69-81.

¹⁸ Organization for Economic Cooperation and Development (2005). *Teachers matter: Attracting, developing, and retaining effective teachers*. Paris Cedex 16, France.

¹⁹ Bullough, R.V., & Kauchak, D. (1997). Partnerships between higher education and secondary schools: Some problems. *Journal of Education for Teaching*, 23(3), 215-233.

- 22 North Carolina school districts;
- Consultations with experts in new teacher support at the North Carolina Department of Public Instruction;
- Face-to-face interviews with 20 experts in new teacher support in North Carolina school systems;
- Survey of 450 North Carolina beginning teachers using a promising new assessment instrument entitled the *Perceptions of Success Inventory for Beginning Teachers*;
- Survey of all North Carolina public universities regarding new teacher support;
- Survey of eight North Carolina private and independent colleges regarding new teacher support;
- Survey of 50 North Carolina school districts regarding new teacher support;
- Review of the North Carolina Teacher Working Conditions Survey Results for 2005-2006;
- Review of North Carolina attrition data and Teacher Turnover Reports from 2000-2006;
- Review of 14 acclaimed teacher education/school partnership policy documents during the past 100 years;
- Review of refereed studies of higher education/school system partnerships whose aim is new teacher support;
- Review of refereed studies and policy documents regarding support to new science and math teachers;
- Review of refereed publications of on-line content mentoring for new teachers; and
- Review of international, national and state research and policy documents including Teachers Matter by the Organization for Economic Cooperation and Development (OECD), Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-up Survey (TFS), collected by the Census Bureau for the National Center for Educational Statistics.

Personnel from 69 North Carolina school systems provided survey feedback about new teacher support and the needs of beginning teachers. Over 110 policy documents and refereed studies were reviewed. Approximately 900 North Carolina beginning teachers and mentor teachers leaders provided input regarding new teacher perceptions of success. This input was instrumental to pilot testing, as well as explanatory, and confirmatory factor analyses of the Perceptions of Success Inventory for Beginning Teachers. Summaries of research from 25 countries are included.

ORGANIZATION OF THE REPORT

How can we more effectively support new teachers? This report will answer this question in detail. The report is designed for the UNC Education Deans' Council.

More specifically, the report's primary goals are to:

1. Identify “levers” that can promote more effective new teacher support. Like a bar that exerts enough pressure to move a heavy object, our use of the term lever introduces evidence-based strategies which enhance our capacity and effectiveness with new teacher support. All strategic levers are drawn from research evidence.
2. Introduce recommendations for the Education Deans’ Council.
3. Summarize methods used in the evaluation. This information is provided in appendix form.

RETENTION LEVERS:

SOLVING THE NEW TEACHER ATTRITION PROBLEM

Introduction

America already possesses the fundamental technical, scientific, and practical know-how to solve the problems of new teacher attrition and new teacher quality. A portfolio of innovations now exists to meet these needs. Most of the elements in this portfolio of innovations have passed beyond the initial research phase. Many of the innovations are already implemented somewhere in the United States. However, it is rare to find all of the innovations being implemented together at full scale. And it is still rarer to find school districts, universities, and state department personnel working in concert to implement the portfolio of innovations. Most importantly, no single element, what we call an innovation *lever*, offers a comprehensive solution to the needs for new teacher support. However, implementing a majority of the levers will make a substantial difference.

In the following sections, we review eight different levers that are already utilized in varied educational settings in the United States and abroad. A majority of the levers have a demonstrable effect on new teacher retention and new teacher excellence. Some readers will reject at least one of the identified levers, believing it constitutes too great a cost for educational institutions, legislative bodies, and/or citizens. On the other hand, the evidence is persuasive that these levers make a difference. Yet we recognize that research and evaluation are dynamic, and our list of levers is not exhaustive. However, it is

important for educational leaders and policymakers to respond, particularly since the problem of teacher attrition is particularly high among teachers in their first few years of service.²⁰

Although teaching involves intensive interactions with students, it is often done in isolation from colleagues.^{21 22} Ironically, a majority of the levers described in the portfolio of innovations necessitate the same kind of intensive interaction between educators that we see between teachers and students. In effect, isolation is especially consequential for new entrants into the teaching profession. It is akin to being lost at sea.²³

A major Organization of Economic Cooperation and Development study of education policy in 25 participating countries including the United States occurred between 2002-2004.²⁴ The high participation rate indicates that teacher issues such as recruitment and new teacher support have become major priorities for public policy in the surveyed countries, and are likely to become even more important in the years ahead. This international analysis identified a number of important international trends including the following:

- About half the countries report serious concerns regarding an adequate supply of quality teachers, especially in high-demand subject areas such as science, mathematics, and special education.
- There are concerns about the workload, stress, and poor working conditions of teachers (e.g., increasing demands on teachers, new cross-curricular emphases, expectation to work in learning teams, demands to coordinate formative and summative assessment, need to teach in multi-cultural classrooms, poor salary, image and status in relation to other professions).
- Most teachers' salaries are declining in most countries (see Figure 3.0).
- School systems in most countries are responding to the teacher shortages by some combination of: lowering qualification requirements for entry to the profession; assigning teachers to teach in

²⁰ Smith, T.M., & Ingersoll, R.M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.

²¹ Sizer, T. (1992). *Horace's school: Redesigning the American high school*. Boston: Houghton Mifflin.

²² Ingersoll, R. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, MA: Harvard University Press.

²³ Kauffman, D., Johnson, S., Kardos, S., Liu, E., & Peske, H. (2002). "Lost at sea": New teachers experiences with curriculum and assessment. *Teachers College Record*, 104(2), 273-300.

²⁴ Organization for Economic Cooperation and Development (2005). *Teachers matter: Attracting, developing, and retaining effective teachers*. Paris Cedex 16, France.

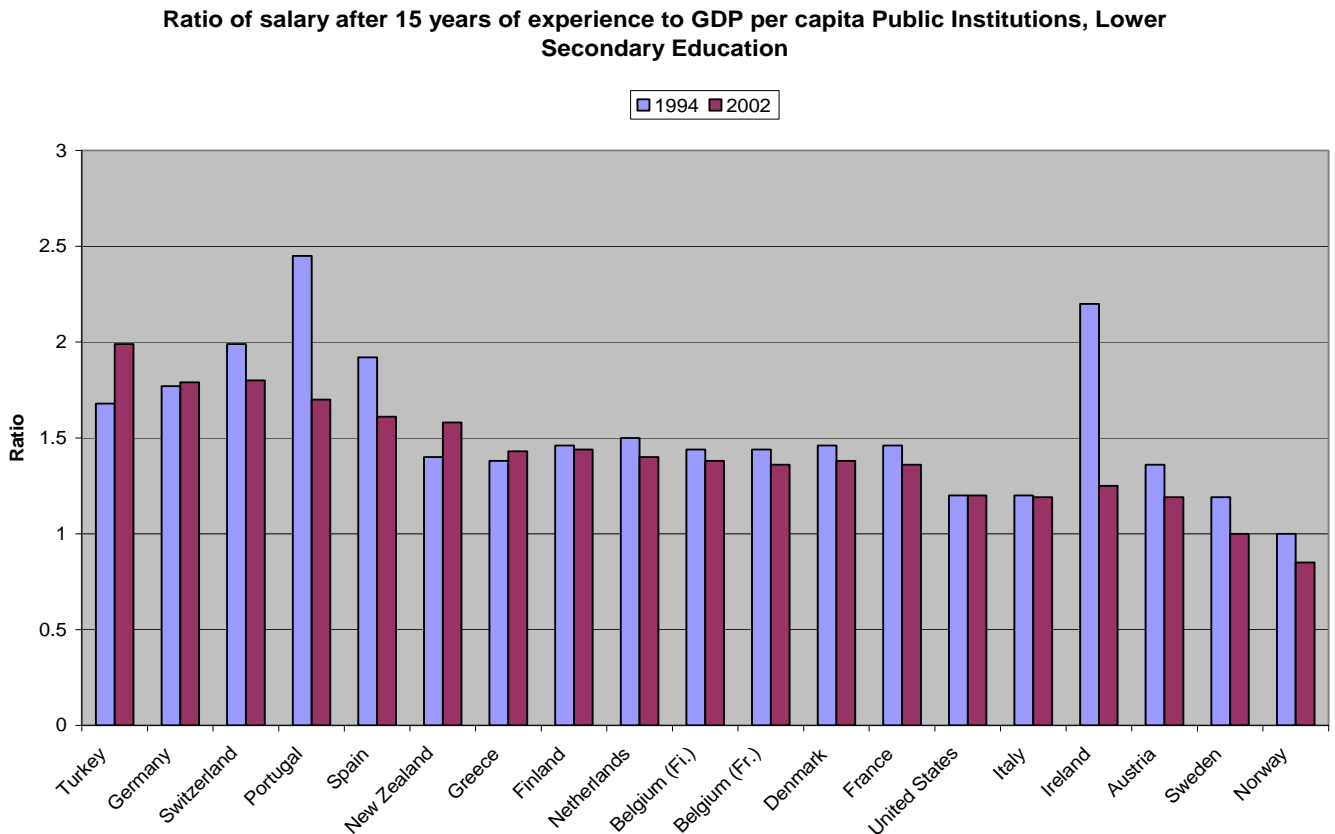
subject areas in which they are not fully qualified; increasing the workload (e.g., number of classes) that teachers are allocated; and/or increasing class sizes.

We now take a closer look at the first innovation lever – raising teacher salaries.

Lever One: New Teacher Salaries

As noted in the prior section, teacher salaries are declining in most countries. Figure 3 portrays the ratio of teacher salaries after 15 years of experience in secondary education in 1994 and 2002. In general, teachers' relative salaries are declining in most countries. Only Turkey, Germany, New Zealand, and Greece showed increases. The United States and Italy show almost no change. Other countries show a decline.

Figure 3.0: Teachers' Relative Salaries Are Declining in Most Countries



Note: All countries for which data are available for both years considered are shown. Data for Turkey refer to primary education and common data were used for both Belgian Communities for 1994. The indicator is limited because it is based on statutory rather than actual salaries, financial benefits other than salaries are not included, and the reference point, GDP per capita, does not reflect salary levels in comparable occupations. A more appropriate indicator would compare teachers' actual salaries and other benefits with workers in professions requiring similar qualifications and at similar age levels. Such data are not yet available at international level. Source: OECD *Education at a Glance*, 2001 and 2004.

New teachers identify salary as both a reason for leaving, and as an important reason for remaining in teaching. For example, a recent review of 46 refereed and empirical studies showed that higher salaries were associated with lower teacher attrition.²⁵ Ingersoll and Alsalam, in a multi-level analysis of more than 53,000 teachers in more than 11,000 schools in the 1990-1991 *Schools and Staffing Survey*, found that self-reported commitment to the teaching profession among working teachers was positively associated with the maximum possible salary level in the school.²⁶ Longitudinal research of new public school teacher cohorts in Missouri who began between 1990 and 1996 and were followed through the 2000-2001 school year, found that earnings were negatively associated with attrition. In fact, compensation was one of the most consistent findings in a contemporary review by Guarino, Santibanez, and Daley.²⁷

There are statistical relationships between teacher compensation, teacher quality, and student outcomes as well. Loeb and Page used Public Use Microdata Samples from the U.S. Census to construct state-level panels with 10-year intervals from 1960 through 1990 and found that high school dropout rates declined and college attendance rates increased in states that increased their teaching wages relative to the wages of college-educated women in other occupations, suggesting that raising salaries for teachers not only promotes retention, but also promotes teacher quality as measured by student outcomes.²⁸ In summary, large national studies indicate that higher salaries tend to reduce teacher attrition. In fact, even the prospect of higher future salaries may contribute to teacher retention.²⁹

²⁵ Guarino, C., Santibanez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

²⁶ Ingersoll, R., & Alsalam, N. (1997). *Teacher professionalism and teacher commitment: A multilevel analysis* (NCES 97-069). Washington, DC: National Center for Education Statistics.

²⁷ Guarino, C., Santibanez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

²⁸ Loeb, S., & Page, M. (2000). Examining the link between teacher wages and student outcomes: The importance of alternative labor market opportunities and non-pecuniary variation. *Review of Economics and Statistics*, 82(3), 393-408.

²⁹ Brewer, D. (1996). Career paths and quit decisions: Evidence from teaching. *Journal of Labor Economics*, 14(2), 313-339.

Lever Two: Face-to-Face Time with Administration

Schools that provide new teachers with more autonomy and face-to-face administrative support experience lower levels of new teacher attrition.³⁰ New teachers' perceptions of success increase when administrators interact with them on a regular basis about students, instruction and curriculum.³¹ Data from a sample of 450 North Carolina beginning teachers, suggests that supportive interactions with administration were viewed as highly essential to effective teaching.³² Likewise, survey data from experts in new teacher support from 50 North Carolina systems confirm that supportive face-to-face time with administrators is important. Seventy-six percent of North Carolina LEA survey respondents noted that face-to-face interactions between beginning teacher and principals occur on a consistent basis.³³ Focus group data from North Carolina educational experts also supports the importance of supportive face-to-face time between administrators and new teachers.³⁴ However, one-on-one interviews with selected school leaders in North Carolina school systems paint a diverse picture. Experts suggest that quality interactions between administrators and new teachers vary by school. For example, in some schools, administrative observations of new teachers' instruction are always followed up with a conference to discuss the results. In contrast, some administrators never follow up observations with a conference to discuss results with new teachers.³⁵ Accordingly, school programs and school districts vary in the degree of supportive face-to-face time that new teachers receive from administrators.

Ingersoll, Smith, and Dunn (2007) have completed an exhaustive review of national data from the Schools and Staffing Survey (SASS) administered by the National Center for Education Statistics (NCES) and the Teacher Follow-Up Survey (TFS) collected by the Census Bureau for NCES. SASS/TFS is the

³⁰ Guarino, C., Santibanez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

³¹ Corbell, K., Reiman, A., & Nietfeld, J. (Under Review). Perceptions of success inventory for beginning teachers. *Teaching and Teacher Education*.

³² Corbell, K., & Reiman, A. (2007). *Summary of Perceptions of success inventory data for North Carolina beginning teachers*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

³³ Reiman, A., Corbell, K., Thomas, E., & Smith, M. (2007). *Summary of North Carolina LEA survey data regarding new teacher support*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

³⁴ Reiman, A., Chapman, A., & Thomas, E. (2007). What do educational experts say about new teacher support? (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

³⁵ Reiman, A. (2007). *Personal correspondence*. Raleigh, NC.

largest and most comprehensive data source available on the staffing, occupational, and organizational dimensions of schools. SASS administrators disseminate survey questionnaires to a random sample of approximately 50,000 teachers, 12,000 principals and 4,500 school districts representing all types of teachers, schools, and districts in all 50 states. The Teacher Follow-up Survey has been administered to about 7,000 teachers who have departed from teaching. This sample is particularly important because it provides data on why teachers are leaving classrooms. Data from their study indicate that 84 percent of new teachers receive face-to-face interactions with administrators, and view such interactions as essential to their success.³⁶ Thus, we have identified face-to-face time with administrators as an important lever for retaining more teachers.

Lever Three: Mentoring

Mentoring, a third lever for retaining new teachers, can be characterized as personal support, challenge, and guidance provided by a more experienced veteran teacher. During the past twenty years, mentoring has become the dominant lever for both retaining new teachers and supporting new teacher learning.³⁷ In fact, in some policymakers' minds, mentoring is synonymous with new teacher support. We plan to dispel that notion.

There are numerous descriptive studies that have documented the aims and characteristics of mentoring programs. For instance, some programs are primarily developmental and designed to foster personal growth and performance.³⁸ Other programs aim to assess beginning teacher competence via the

³⁶ Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

³⁷ Fideler, E., & Haselkorn, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States*. Belmont, MA: Recruiting New Teachers.

³⁸ Reiman, A., & Thies-Sprinthall, L. (1998). *Mentoring and supervision for teacher development*. Addison-Wesley Longman.

mentor.³⁹ Ninety-two percent of North Carolina school systems responding to our survey (N=50, 43.5% response rate) indicated that mentoring was consistently provided for beginning teachers.⁴⁰

However, mentoring program characteristics vary widely by selection criteria, duration and intensity of training, attention to matching of mentor with mentee, mentor compensation, expectations of mentor (e.g., additional responsibility, full time, performed by teacher retirees), and mentor reduction in duties in the nation and in North Carolina.⁴¹

Although some needed information is patchy regarding mentoring, a broad picture has emerged.

- Nationally, 71% of new teachers report receiving mentoring.⁴²
- Approximately 50% of North Carolina's new teachers believed that mentoring helped a lot or was critical to their success as a teacher.⁴³
- Beginning teachers would prefer more support with classroom management and instructional strategies from their mentors.^{44 45}
- One hundred percent of the 50 LEA respondents identified mentoring as critical to effective new teachers.⁴⁶

Ingersoll and colleagues argue that face-to-face interactions with administrators and access to mentors represents a new teacher support “basic” package.⁴⁷ How does the basic package compare to no induction with respect to national retention data (See Figure 4.0)?

³⁹ Wang, J., & Odell, S. (2002). Mentored learning to teach according to standards-based reform: A critical review. *Review of Educational Research*, 72(3), 481-546.

⁴⁰ Reiman, A., Thomas, E., Corbell, K., & Smith, M. (2007). *Summary of North Carolina LEA survey data regarding new teacher support*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

⁴¹ Sullivan, K. (2007). *Personal communication*. Raleigh, NC.

⁴² Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

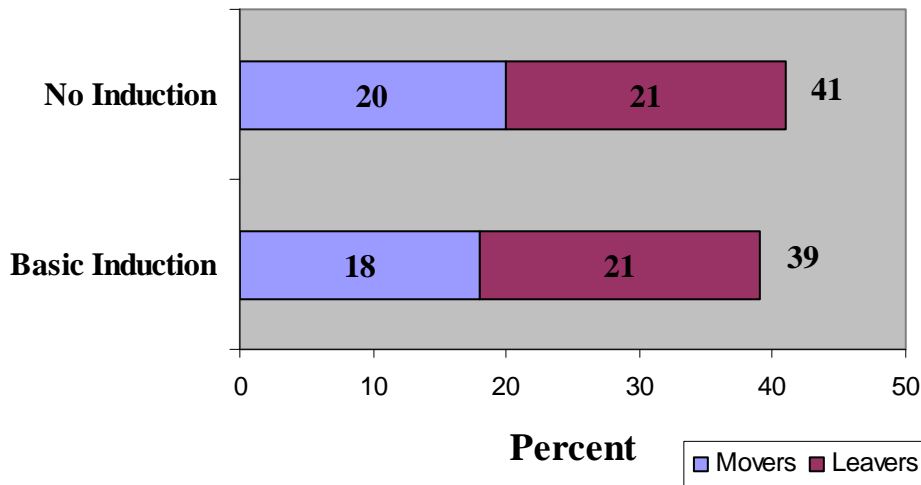
⁴³ Hirsch, E., & Emerick, S. (2006). Teacher working conditions are student learning conditions: Teacher working conditions survey.

⁴⁴ Corbell, K., & Reiman, A. (2007). *Summary of Perceptions of success inventory data for North Carolina beginning teachers*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

⁴⁵ Hirsch, E., & Emerick, S. (2006). Teacher working conditions are student learning conditions: Teacher working conditions survey.

⁴⁶ Reiman, A., Thomas, E., Corbell, K., & Smith, M. (2007). *Summary of North Carolina LEA survey data regarding new teacher support*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

Figure 4.0: Predicted Probabilities of Turnover After 1st Year of Beginning Teaching (2000 – 2001): Comparing Lack of Services with Basic Support Services



Adapted from Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

As you can see from Figure 4, the basic package of new teacher supports is only slightly more efficacious than no induction in retaining more teachers. The main impact of the basic package is greater retention of beginning teachers who might be considering a move to another school or school district. Although policymakers may be chagrined by this data, subsequent levers that we will introduce highlight the robustness of new teacher support when multiple levers from the portfolio of options are employed.

Lever Four: Collaborative Time

Common collaborative time takes several forms. It includes common planning time with other teachers in their subject area or regularly scheduled collaboration with other teachers on issues of

⁴⁷ Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

instruction. Findings supporting the importance of collaborative time and collaborative activities are fairly strong.

A national review of 45 empirical and refereed studies of teacher recruitment and retention indicates that collegial interactions and collegial time contribute to lower rates of turnover among beginning teachers.⁴⁸ New teachers (n=450) in North Carolina perceive collaborative time and collaborative experiences as an enhancement to their working conditions.⁴⁹ Yet North Carolina LEA experts (N=50, 43.5 response rate) indicated that collaborative time was consistently provided on a daily basis to beginning teachers in only 28% of surveyed LEAs.⁵⁰

An exhaustive review of national data from the Schools and Staffing Survey (SASS) administered by the National Center for Education Statistics (NCES) and the Teacher Follow-Up Survey (TFS) collected by the Census Bureau for NCES indicates that 73% of beginning teachers have time for collaborative lesson planning and professional learning on an ongoing basis.⁵¹ As noted earlier, elementary and secondary teaching are often done in isolation. Thus, it is significant that responses from 450 North Carolina beginning teachers reported that involvement in collaborative lesson planning and professional learning was essential to effective teaching.⁵²

Interestingly, a comprehensive study of two large state new teacher support programs in the 1980s came to a similar conclusion. Called the RITE study (n=1000), it found that collaborative time was needed by beginning teachers.⁵³ This finding is corroborated more recently in several large reviews of research on new teacher learning and mentoring.^{54 55}

⁴⁸ Guarino, C., Santibanez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

⁴⁹ Corbell, K., & Reiman, A. (2007). *Summary of Perceptions of success inventory data for North Carolina beginning teachers*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

⁵⁰ Reiman, A., Thomas, E., Corbell, K., Smith, M. (2007). *Summary of North Carolina LEA survey data regarding new teacher support*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

⁵¹ Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

⁵² Corbell, K., & Reiman, A. (2007). *Summary of Perceptions of success inventory data for North Carolina beginning teachers*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

⁵³ Griffin, G. (1985). Teacher induction: Research issues. *Journal of Teacher Education*, 36(1), 42-46

⁵⁴ Wang, J., & Odell, S. (2002). Mentored learning to teach according to standards-based reform: A critical review. *Review of Educational Research*, 72(3), 481-546.

⁵⁵ Guarino, C., Santibanez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

Lever Five: Beginning Teacher Seminars

Beginning teacher seminars are ongoing meetings which are provided to beginning teachers in a setting free of evaluation. The focus of such meetings is personal concerns, teaching, and student learning. Typically, the meetings are coordinated by educators with strong facilitation and listening skills. A goal is to ameliorate stress and personal concerns associated with teaching.

Seminal studies and conceptual reviews of beginning teacher seminars were conducted in the early 1990s in North Carolina.^{56 57} Subsequently, numerous school districts in the United States began to implement new teacher seminars. The underlying assumption is that beginning teachers may learn more readily when they have opportunities to meet with their peers in a setting free of evaluation. New teachers are in high-stress, demanding, and complex new professional roles. Thus, they need more than individual mentoring. When beginning teachers meet on a bi-monthly or monthly basis, and are provided with time to discuss their concerns, teaching, and student learning, the beginning teachers' personal concerns are ameliorated and they more quickly shift to classroom management concerns and student learning concerns.^{58 59} Beginning teacher seminars have been linked to Fuller's work with teacher concerns.⁶⁰ How widespread are beginning teacher support programs in the United States?

A review of data from the Schools and Staffing Survey and Teacher Follow-Up Survey reports 65% of beginning teachers participating in some form of beginning teacher seminars.⁶¹ In our North Carolina LEA survey, 72% of respondents indicated that beginning teacher seminars were consistently provided for beginning teachers.⁶² This percentage is greater than the national average. This is

⁵⁶ Paisley, P. (1990). Counselor involvement in promoting the developmental growth of beginning teachers. *Journal of Humanistic Education and Development*, 29(1), 20-31.

⁵⁷ Thies-Sprinthall, L., & Gerler, E. (1990). Support groups for novice teachers. *Journal of Staff Development*, 11(4), 18-23.

⁵⁸ Thies-Sprinthall, L., & Gerler, E. (1990). Support groups for novice teachers. *Journal of Staff Development*, 11(4), 18-23.

⁵⁹ Gold, Y. (1998). Beginning teacher support: Attrition, mentoring, and induction. In J. Sikula (Ed.), *Second handbook of research on teacher education*. New York: Macmillan.

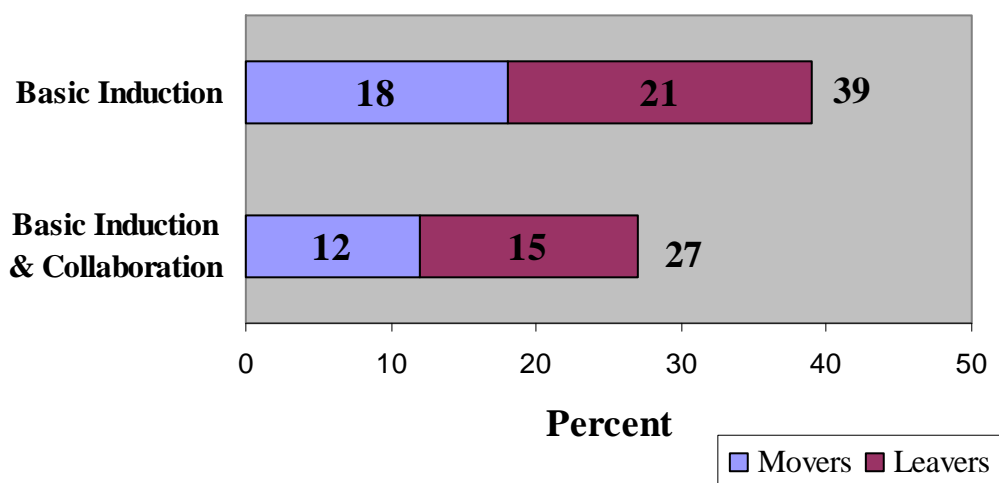
⁶⁰ Fuller, F. (1969). Concerns of teachers: A developmental conceptualization. *American Educational Research Association*, 6(2), 207-226.

⁶¹ Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

⁶² Reiman, A., Thomas, E., Corbell, K., Smith, M. (2007). *Summary of North Carolina LEA survey data regarding new teacher support*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

remarkable given that beginning teacher seminars were a new innovation in beginning teacher support in the early 1990s. Collaborative time (collaborative time and beginning teacher seminars) has a considerable effect on teacher retention.⁶³ Figure 5.0 portrays the rates of retention for first-year teachers in 2000-2001. Data comes from the SASS and TFS studies that are organized by the National Center for Educational Statistics.⁶⁴

Figure 5.0: Predicted Probabilities of Turnover After 1st Year of Beginning Teaching (2000-2001): Comparing Basic Support Services that Include Collaborative Experiences



Adapted from Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

As you can see from Figure 5.0, there is a significant increase in retention of new teachers when collaborative time is included in a new teacher support program. When you compare the basic package with the basic package plus collaborative time, there is a decline in the number of new teachers moving (18% to 12%), and a similar decrease in the number of new teachers deciding to leave the profession (21% to 15%). Thus, you should see that selected innovations (levers) do succeed in increasing the

⁶³ Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

⁶⁴ Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

retention of new teachers, which in turn, may have a positive impact on school performance. After all, decades of educational research have documented that a sense of community and cohesion among teachers, students, and families is important for the success of schools and the academic and prosocial learning of the students.^{65 66 67 68} High rates of teacher turnover can be a significant barrier to the development and maintenance of a learning community. In effect, high rates of new teacher turnover foster organizational instability or disequilibrium, which is likely to be related to organizational effectiveness.

Lever Six: Reduced Assignment and Workload

As mentioned earlier, beginning teachers face a litany of difficulties in the first years of teaching. One of the most troubling issues relates to new teachers' assignment of professional responsibilities. Too often, new teachers are given the most difficult teaching assignments (e.g., no teaching assistant, large numbers of classroom preparations, extracurricular responsibilities). These difficult assignments to new teachers sabotage an otherwise strong new teacher support program that includes supportive administrators, on-site mentoring, and collaborative interactions with peers.^{69 70 71}

Reduced assignment and workload includes (a) a reduced teaching schedule, (b) a reduced number of instructional preparations, and/or (c) extra classroom assistance (e.g., teacher aides). Nationally, 28% of beginning teachers received a teaching aide in 2003-2004. Only 13% of beginning teachers received reduced teaching workloads.⁷² In our North Carolina LEA survey, only 24% of

⁶⁵ Rosenholtz, S. (1989). *Teacher's workplace: The social organization of schools*. New York: Longman.

⁶⁶ Durkheim, E. (1961). *Moral education*. New York: Allyn & Bacon.

⁶⁷ Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Educational Psychologist*, 32(3), 137-151.

⁶⁸ Solomon, D., Watson, M., & Battistich, V. (2001). Teaching and schooling effects on moral/prosocial development. In V. Richardson, (Ed.), *Handbook of Research on Teaching* (4th Ed.). Washington D.C.: American Educational Research Association.

⁶⁹ Guarino, C., Santibanez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

⁷⁰ Organization for Economic Cooperation and Development (2005). *Teachers matter: Attracting, developing, and retaining effective teachers*. Paris Cedex 16, France.

⁷¹ Huling-Austin, L. (1990). Teacher induction programs and internships. In R. Houston (Ed.), *Handbook of research on teacher education*. New York: Macmillan.

respondents (N=50, response rate of 43.5%) indicated that they consistently provided a reduced workload for new teachers, and only 6% of respondents identified that they consistently provided a teaching assistant for new teachers.⁷³

New science and math teachers' assignment and workload warrants special attention. For example, state data in the 1990s identified that 30% of College of Education graduates from one IHE did not have their own classroom during their initial placement.⁷⁴ Further, a majority of these first-year teachers without classrooms were science educators. In effect, they carried their science materials on a cart and traveled from one available classroom to the next. More recently, Britton and his associates have noted that when science educators lack a full complement of science and laboratory resources, it has a greater impact on their perceptions of success than new teachers in other disciplines.⁷⁵

Lever Seven: New Teacher Networking

Participation in a network of teachers (e.g., organized by an outside agency or on the Internet), is another form of support which can be provided for teachers. The necessity for support networks is not as well established in the literature, and further research is needed. However, there is some evidence that new teachers use networks (electronic and face-to-face) in order to exchange information.⁷⁶ Smith and Ingersoll's data suggest that participation in an external network is one element that can improve new teacher retention.⁷⁷ Technology is increasingly seen as a valuable resource for creating such networks.

⁷² Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

⁷³ Reiman, A., Thomas, E., Corbell, K., Smith, M. (2007). *Summary of North Carolina LEA survey data regarding new teacher support*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

⁷⁴ Reiman, A.J., & Parramore, B. (1994). First-year teachers' assignments, expectations, and development: A collaborative investigation. In M. O'Hair and S. Odell (Eds.), *Teacher education yearbook II (120-134)*. New York: Harcourt Brace.

⁷⁵ Britton, E., & Raizen, S. (2003). Comprehensive teacher induction in five countries: Implications for supporting U.S. Science Teachers. In J. Rhoton and P. Bowers (Eds.), *Science teacher retention* (pp.13-21). Arlington, Virginia: National Science Teachers Association Press.

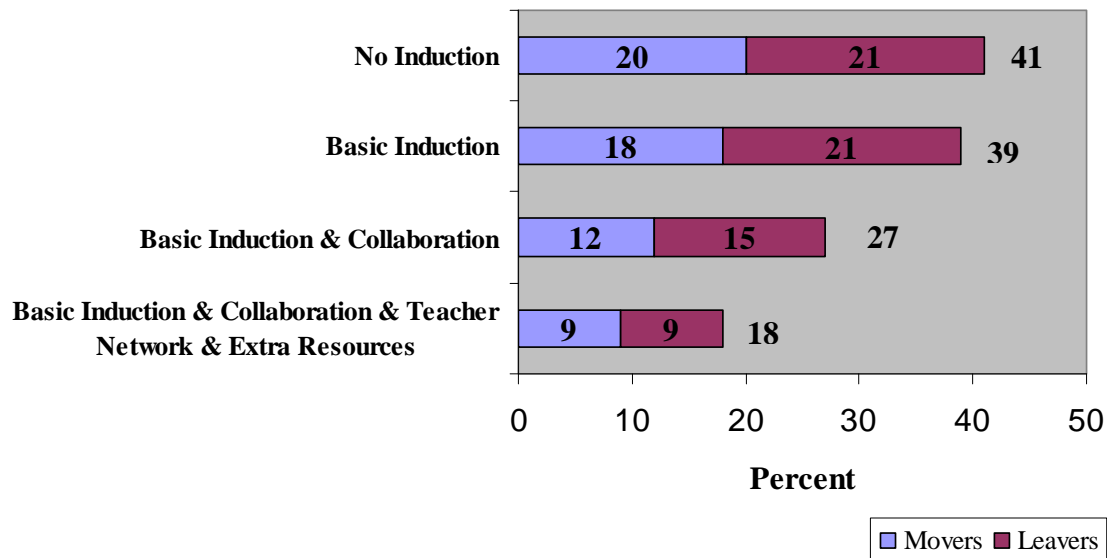
⁷⁶ Gold, Y. (1998). Beginning teacher support: Attrition, mentoring, and induction. In J. Sikula (Ed.), *Second handbook of research on teacher education*. New York: Macmillan.

⁷⁷ Smith, T., & Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.

Such teacher networks should build upon research on teacher learning and development, communities of practice, access to high quality teaching and curricular resources, and, where feasible, on-line support.⁷⁸

Reduced teaching assignments and workload, teaching assistants, and teacher networks constitute a third cluster of innovations that contribute to new teacher retention and new teacher learning. Figure 6.0 portrays the rates of retention for first-year teachers in 2000-2001. Data comes from the SASS and TFS studies that are organized by the National Center for Educational Statistics.⁷⁹

Figure 6.0: Predicted Probabilities of Turnover After 1st Year of Beginning Teaching (2000 – 2001): Comparing Varied New Teacher Support Services



Adapted from Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

As you can see from Figure 6.0, there is a significant increase in retention of new teachers when additional resources such as a reduced workload and networking are provided. When you compare the three clusters of new teacher support innovations, you can see that you get what you pay for when it comes to new teacher support.

In summary, three new teacher support packages have been introduced. Each package includes researched innovations that policymakers can leverage for greater retention. The “basic” package is available

⁷⁸ National Commission on Teaching and America’s Future (2005). *Induction into learning communities*. Washington, DC.

⁷⁹ Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

to 61% of beginning teachers in the United States.⁸⁰ This package includes two levers: face-to-face time with administrators and mentoring. The second package is available to 29% of beginning teachers in the United States.⁸¹ It includes four levers: mentors in one's content area; face-to-face time with administrators, collaboration time; and beginning teacher seminars. Nationally data indicates the third package is available for only 2% of beginning teachers.⁸² It includes six levers: mentors in one's content area; face-to-face time with administrators, collaboration time; beginning teacher seminars; reduced preparations and networking; and a teacher aide.

Fifty North Carolina LEAs (43.5%) responded to a survey about new teacher support in July of 2007. How do their responses match the retention levers that we have just discussed?

Figure 7.0 identifies the percentage of North Carolina LEA respondents who indicated they consistently provided selected levers of support that are associated with new teacher retention.⁸³ The upper row of the figure identifies levers that were a part of the LEA e-survey. Recall that we asked LEAs to respond to the levers, identifying whether a particular lever is consistently made available to new teachers. Cells are shaded because some levers are not a part of the "basic" induction package or the "basic package" plus collaborative experiences. The left hand column identifies the three new teacher support packages including average national new teacher turnover rates when a particular package is provided.

⁸⁰ Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

⁸¹ Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

⁸² Ingersoll, R., Smith, T., & Dunn, A. (2007, April). *Who gets quality induction?* Presented at the American Educational Research Association. Chicago, Illinois.

⁸³ Reiman, A., Thomas, E., Corbell, K., Smith, M. (2007). *Summary of North Carolina LEA survey data regarding new teacher support.* (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

Figure 7.0: Induction Packages and Percentage of North Carolina LEAs Indicating They Consistently Provide Selected Levers of Support

Induction packages and (turnover rate)	Mentoring	Face-to-face collaboration with administration	Collaborative planning each day	Beginning Teacher Seminars throughout the year	Teacher Assistant	Reduced teacher workload
Basic Induction (39%)	92%	76%				
Basic Induction with Collaboration (27%)	92%	76%	28%	72%		
Basic Induction with Collaboration, Teacher Network, and Extra Resources (18%)	92%	76%	28%	72%	6%	24%

Data in this figure is derived from North Carolina LEA surveys (N=50, 43.4% response rate).

As you can see, 92% of LEAs indicate that a mentor is consistently provided for new teachers, while 76% of LEAs indicate that face-to-face collaboration with administration occurs on a consistent basis. These two levers are a part of the basic induction package. However, only 28% of LEAs indicate that new teachers consistently have collaborative planning time each day, while 72% of LEAs indicate that new teachers participate in a beginning teacher seminar. These additional two levers are a part of the second induction package. Finally, only 6% of LEAs indicate that new teachers have an assistant, and 24% of LEAs indicate that new teachers' workload is consistently reduced. Let us now turn to Figure 8.0 which portrays evidence related to the IHE survey.

A survey, administered to 15 North Carolina public universities and 8 private colleges, identified the types of services these institutions provide that are associated with the retention levers. Figure 8.0 identifies the percentages of university and colleges that reported consistent efforts associated with selected new teacher retention levers. The top row of Figure 8.0 identifies categories of IHE assistance

related to the retention levers. The left-hand column identifies the induction packages and national average turnover rates. Cells of Figure 8.0 include percentages of IHEs who said they consistently provide support related to the levers.

Figure 8.0: Induction Packages and Percentage of North Carolina IHEs Indicating They Consistently Provide Coordinated Support to LEAs⁸⁴

Induction packages and (turnover rate)	Preparation of teacher leaders in mentoring strategies	Preparation of principals to support new teacher induction	Preparation of teacher candidates in collaborative lesson planning implementation	Assistance to schools related to beginning teacher seminars	Advocacy for teacher assistants for new teachers	Advocacy for reduced new teacher workloads
Basic Induction	All: 35% Public: 53% Private: 0%	All: 27% Public: 41% Private: 0%				
Basic Induction with Collaboration	All: 35% Public: 53% Private: 0%	All: 27% Public: 41% Private: 0%	All: 85% Public: 82% Private: 88%	All: 31% Public: 35% Private: 25%		
Basic Induction with Collaboration, Teacher Network, and Extra Resources	All: 35% Public: 53% Private: 0%	All: 27% Public: 41% Private: 0%	All: 85% Public: 82% Private: 88%	All: 31% Public: 35% Private: 25%	All: 12% Public: 6% Private: 13%	All: 19% Public: 12% Private: 25%

What do we learn from Figure 8.0? Public higher education institutions report moderate levels of engagement in new teacher support. This support may be integrated in undergraduate and graduate programs or involve extension to school systems. Both public and private IHEs prepare teacher candidates in collaborative lesson planning (85%). However, many fewer IHEs have assisted schools with beginning teacher seminars (31%).

⁸⁴ Reiman, A., Thomas, E., Corbell, K., Smith, M., (2007). *Summary of North Carolina IHE survey data regarding new teacher support.* (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

Lever Eight: Assessment of New Teacher Support

Although substantial continuing education and personal support for new teachers are necessary extensions of preservice education, little attention traditionally has been given to how those in higher education might engage in support. Our own surveys, reviews of literature, and studies for 20 North Carolina systems raise challenges and offer promising directions for colleges of education. What lessons can we highlight from empirical and policy literature? What did we learn from surveys and focus groups of LEAs and IHEs regarding coordinated efforts with new teacher support? Ultimately, what roles are most appropriate for higher education? Answering these question proceeds from the following assumptions:

- (1) much of the formal curriculum new teachers deliver, the way it is taught, and the abundant non-instructional responsibilities of new teachers are first encountered on the job;
- (2) as the prior levers attest, new teacher support, which includes opportunities for learning and personal support, should be viewed not as peripheral niceties but, rather, as essential priorities for new teacher support;
- (3) the initial education of teachers is a joint responsibility of those in schools and in colleges of education; and
- (4) limitations in assessment and monitoring of beginning teachers provides a window of opportunity for IHE/LEA cooperation.

Let us turn to the final assumption on assessment. What can we learn from the IHE survey ongoing assessment of candidates? Figure 9.0 summarizes the percentages of IHEs indicating they assess teacher candidate's success as they enter the induction phase of their career.⁸⁵ The figure provides percentages of public IHEs, private IHEs, and a total percentage.

⁸⁵ Reiman, A., Thomas, E., Corbell, K., Smith, M. (2007). *Summary of North Carolina LEA survey data regarding new teacher support*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

Figure 9.0: IHEs Reporting That They Currently Assess Candidates' Success During Induction Years

	All IHE's	Public	Private
Assess teacher candidate's success during induction	39%	29%	63%

Reiman, A., Corbell, K., Smith, M. (2007). *Summary of North Carolina IHE survey data regarding new teacher support*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

In Figure 9.0, 39% of all IHEs assess candidate's success during induction in some manner, however, it appears that a much greater percentage of private IHEs (63%) assess their candidates once they are teaching in classrooms. In contrast, only 29% of public IHEs regularly assess their candidates once they are teaching.

- What lessons can we highlight from historical, empirical and policy literature about the need for more coordinated IHE approaches to new teacher support? A review of historical recommendations for teacher education as it relates to new teacher support was conducted. Policy recommendations from 1920-2006 were reviewed. These documents are part of a larger review of teacher education being conducted.⁸⁶ Fourteen documents were identified and reviewed.^{87 88 89 90 91 92 93 94 95 96 97 98 99} Interestingly the recommendations most frequently

⁸⁶ Raths, J., & Edelfelt, R. (2007). *The improvement of teacher education*. Unpublished manuscript.

⁸⁷ Learned, W.S., Bagley, W., McMurry, C., Strayer, G., Darborn, W., Kandel, I., & Josselyn, H. (1920). *The professional preparation of teachers for American public schools*. New York: The Carnegie Foundation for the Advancement of Teaching.

⁸⁸ Evendon, E. (1933). *National survey of the education of teachers*. Washington, DC: Office of Education.

⁸⁹ American Association of Teacher Education (1948), *School and community laboratory experiences in teacher education*. Washington, DC.

⁹⁰ National Commission on Teacher Education and Professional Standards (1963), *Teacher education professional standards*. Washington, DC.

⁹¹ Conant, J. (1963). *The education of American teachers*. New York: McGraw-Hill.

⁹² Howsam, R., Corrigan, D., Denemark, G., & Nash, R. (1976). *Educating the profession*. American Association of Colleges of Teacher Education. Washington, DC.

⁹³ National Commission on Excellence in Education (1983). *A nation at risk*. Washington, DC.

⁹⁴ National Association of State Boards of Education (1980). *Realizing teacher reform*. Alexandria, VA.

⁹⁵ American Association of State Colleges and Universities (1986). *An urgent imperative: Proceedings of the Wingspread Conference on Teacher Preparation*. Washington, DC.

⁹⁶ Goodlad, J. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.

⁹⁷ Holmes Group (1995). *Tomorrow's schools of education*. Washington, DC.

mentioned by policymakers address transitions from preservice teacher education to the first years of teaching. As well, no policy document referenced a prior policy document. It is as if no one is reading anyone else's work. The four most frequent recommendations follow:

- 12 out of 14 (86%) documents recommend the strengthening of clinical education -- creating cadres of clinical teachers and master teachers to support student teachers and new teachers.
- 12 out of 14 documents (86%) recommend extending clinical experience with more seamless connections to teacher induction via internships.
- 10 out of 14 documents (71%) recommend introducing monitoring of candidates and other forms of quality control.
- 8 out of 14 documents (57%) recommend teacher education faculty involvement with new teacher support programs.¹⁰⁰

Parenthetically, we also examined the Professional Development Schools (PDS) literature. After all, the Holmes Group Trilogy presented an ambitious proposal for professional development schools in K-12 settings.^{101 102 103} Regrettably, there is little evidence of a strong research agenda from the PDS movement.¹⁰⁴ Although PDSs have sprouted in all corners of the country, most involve a handful of teachers and university faculty who volunteer to participate. Research often is in the form of self-report and little attention has been given to new teacher support, improved classroom practices, or learning outcomes.¹⁰⁵ As well, there are a substantial number of ideological and psychological barriers to

⁹⁸ Darling-Hammond, L., Ingersoll, R., Berry, B., & Sykes, G. (1996). *What matters most: Teaching for America's future*. Washington, DC.

⁹⁹ Levine, A. (2006). *Educating school teachers*. Princeton, NJ.

¹⁰⁰ Reiman, A. (2007). *Preservice Teacher Educations' Role in New Teacher Support: Lessons from policymakers*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

¹⁰¹ Holmes Group. (1986). *Tomorrow's teachers: A report of the Holmes Group*. East Lansing, MI: Author.

¹⁰² Holmes Group. (1990). *Tomorrow's schools: A report of the Holmes Group*. East Lansing, MI: Author.

¹⁰³ Holmes Group. (1995). *Tomorrow's schools of education: A report of the Holmes Group*. East Lansing, MI: Author.

¹⁰⁴ Abdal-Haqq, I. (1998). *Professional development schools: Weighing the evidence*. Thousand Oaks, CA: Corwin.

¹⁰⁵ Ross, D., Brownell, M., Sindelar, P., & Vandiver, F. (1999). Research from professional development schools: Can we live up to the potential? *Peabody Journal of Education*, 74(3&4), 209-233.

university-school collaboration due to differences in mission, definitions of role and responsibilities, mutual mistrust, radically different working milieus and working conditions, and fear of change.¹⁰⁶ In fact, college and university reward structures actually discourage collaborative work. After all, the reward structure of most universities emphasizes productivity defined largely as “self-determined scholarly work.”¹⁰⁷

Schools and university faculty continue to struggle to develop and sustain more collaborative approaches. Such innovations require fundamental systemic change. Instead, implementation is seen as an add-on to the current systems.¹⁰⁸ When basic systems are not organized to engage in change, only pockets of success will occur.¹⁰⁹ These findings from reviews of research of teacher education policy documents and reviews of research on professional development schools have even more import when compared with results from surveys and focus groups we conducted with LEAs and IHEs regarding coordinated efforts with new teacher support. What did we learn?

Assessment of candidates should be given high priority.^{110 111} IHEs also could identify issues and problems in new teacher support and assist in more thorough analyses for policymakers. As well, they need to document how their graduates are engaging students.

School systems are dynamic and complex environments. Although curricula and programs are in place, these elements of schools are changing in both small and dramatic ways. In addition, the perceptions of success, learning, and development of recent graduates of teacher education programs depend very much on the how the school environments are experienced by our students. Assessment prompts us to take a much closer look.

¹⁰⁶ Ross, D., Brownell, M., Sindelar, P., & Vandiver, F. (1999). Research from professional development schools: Can we live up to the potential? *Peabody Journal of Education*, 74(3&4), 209-233.

¹⁰⁷ Holmes Group. (1995). *Tomorrow's schools of education: A report of the Holmes Group (p.19)*. East Lansing, MI: Author.

¹⁰⁸ Book, C. (1996). Professional development schools. In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed., pp. 194-210). New York: Macmillan.

¹⁰⁹ Fullan, M. (1993). *Change forces*. New York: Falmer.

¹¹⁰ Reiman, A., Chapman, A., & Thomas, E. (2007). What do educational experts say about new teacher support? (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

¹¹¹ Reiman, A., Thomas, E., Corbell, K., Smith, M. (2007). *Summary of North Carolina IHE survey data regarding new teacher support*. (Available from SUCCEED, Box 7801, NC State University, Raleigh, NC, 27695-7801)

Conclusions

Engaging in a coordinated effort to increase new teacher support will require heavy lifting from all stakeholders. We have outlined an evidence-based case for action by identifying a set of levers that have the capacity to solve the new teacher turnover problem in the next twenty years. All of the levers are implemented in pieces in varied school systems and states in America. Coordinating the enactment of levers will most assuredly transform our schools as we know them.

The recommendations to follow employ five assumptions:

- A portfolio of levers must be enacted to have a significant impact on new teacher retention;
- Enacting all or most of the levers requires major new funding sources;
- Enactment of a majority of levers will require a coordinated effort between North Carolina Department of Public Instruction, North Carolina public school systems, North Carolina higher education agencies, University of North Carolina General Administration, North Carolina Board of Education, and the North Carolina legislature;
- Some retention levers require shared responsibility for enactment; and
- Some retention levers play to strengths of a particular institution.

RECOMMENDATIONS

In light of the turnover research and evidence supporting new teacher retention levers, we respectfully offer seven recommendations to the UNC Education Dean's Council.

Recommendation One: Current Promising Practices

Develop a compendium report of present promising practices associated with the “retention levers.” The goal of such a report is to make transparent *Leading, Research-Based, and Transformative* practices that are associated with the retention levers. Identified practices must meet the following criteria: have been implemented over at least 5-7 years; are supported by careful and ongoing evidence and research to support their efficacy (self-report data should be considered insufficient as evidence); and

could be scaled up in North Carolina in five-to-seven years. Such a report might complement the planned action plan that will be developed by the UNC Deans' Council. Once this report is complete, it should be communicated widely to all stakeholders in multiple formats (printed, web-based, CD).

Recommendation Two: Mentoring and Higher Education

A state-of-the-art graduate program should be developed at each of the 15 public universities. The focus of the graduate program is to develop cohorts of teacher leaders who have the requisite competencies to scale up performance-based leadership mentoring programs in all 115 school systems. Such a model would move the state away from the current state context where we have a wide array of mentor training programs that vary in quality and process.

The M.Ed. would include a license in instructional coaching and supervision. Each program would have a mentoring core that is a part of the graduate program. Attention would be given to providing some alignment of programs across the state to assure consistency. As well, selected private colleges with graduate programs would be invited to participate. The goal is to have cohorts of teacher leaders who can support schools in all regions of the state. The UNC Education Deans' Council would also outline a "turn-key plan" for professional development of mentors for school systems.

In tandem to this recommendation, a new set of standards for teacher leaders would be developed that aligns with the North Carolina Professional Teaching Standards which are now being revised. It is vital, as well, that teacher leader graduates are acquainted with models for selection of mentors, learner-centered approaches to staff development, key adult learning principles, and recent research on new teacher support, and strategies for utilizing mentoring training to support pre-service student teachers.

Recommendation Three: Mentoring and Local Education Agencies

School systems should explore invitations to retired master teachers to serve as a second tier of support to new teachers. These retired teachers would not replace mentors. Rather, they would be able to provide a number of sustained days of support to new teachers. Retired teachers should have prior

experience working with student teachers and beginning teachers. Retired teachers would be hired to provide 8-14 days of service to each beginning teacher on a full-time basis. These retired master teachers would serve as a second layer of collaborative support for beginning teachers in North Carolina. An exemplary model of this effort exists in Franklin County. It should be noted there are decided advantages to using retired teachers as full-time master teachers for 8-12 days per beginning teacher. First, their time is unencumbered compared to teachers with full-time teaching responsibilities. Additionally, since their fees are managed as consulting, it is a cost effective practice when compared with hiring large numbers of full-time mentors. Thirdly, by supporting both school-based mentors and master retired teachers, new teachers receive several layers of support. Lastly, we would be engaging the rapidly growing a retired teaching population in our state. We cannot afford to ignore this invaluable resource.

Recommendation Four: Monitoring of New Teacher Support

Monitoring of support to beginning teachers is important, particularly when schools use Title II funds and state funds to support mentors and new teachers. NCDPI currently has a monitoring system in place. This monitoring reviews whether observations are conducted on a regular basis with beginning teachers, whether an orientation was initiated, and whether observations are spaced appropriately, Although this monitoring system is new (first implemented in fall of 2006), it holds promise. However, a few changes would strengthen the program. Perhaps the most important change is to differentiate the monitoring system for first, second, and third-year teachers. At present, a lack of checks in selected categories means that corrective action will be taken by NCDPI. However, first year teachers might not have three observations at the time of the monitoring visit. Thus, the school system might be faulted even though they are exhibiting due diligence. Another consideration needs to be how to monitor school systems on off years. The present system requires a monitoring visit once every five years. What happens in the interim?

Recommendation Five: Assessment of Retention Levers

Colleges of Education should take a lead in designing psychometrically robust assessments that gather evidence pertaining to the new teacher support levers. The Perceptions of Success Inventory for Beginning Teachers that has been developed at N.C. State is an example of such an assessment tool. It is both psychometrically strong and its design is based on national literature regarding new teacher retention.

Much more intensive assessment of teacher candidates as they move into the schools represents value to both school systems and Colleges of Education. Many small and medium-sized school systems are unable to gather in-depth assessment data on new teachers due to the day-to-day exigencies of running a school system. Thus, such assessment by universities and colleges represents a value-added strategy for North Carolina.

School systems collect an overwhelming amount of data on teachers and students. Unfortunately, most of the data is not used to inform decisions that impact new teacher retention and student learning. Thus, assessment systems should be developed that can take a comprehensive look at new teachers and related retention and excellence levers. As well, costs of turnover in school systems should be monitored more carefully. Such an assessment initiative might be accomplished jointly between IHEs and NCDPI.

Recommendation Six: Financial Support

There are significant costs associated with assessing teaching candidates as they enter schools in North Carolina. There are significant costs associated with developing a more coordinated support program in school systems. There are significant costs associated with implementation of an effective monitoring program by NCDPI. There are significant costs associated with creating larger graduate programs for teacher leaders. There are significant costs associated with increases in new teachers' salaries. There are costs associated with creating and funding retired master teachers who could complement other support services in the school systems.

It is recommended that new funding be found for all of the new teacher retention levers. There are few investments that will have a larger impact for citizens of North Carolina. The costs of such changes will at least partially be offset by increases in teacher retention. In fact, once fully implemented, it is likely that school systems and the state will be saving money.

Recommendation Seven: Provide Additional Resources for High-Need Schools

The constant turnover of teachers in high poverty, high minority schools costs enormous amounts of money, disrupts school morale, and undermines student learning. Thus, special attention should be given to funding the retention levers in schools that have a potential for a high return on the investment, both in terms of school performance and money saved due to less new teacher turnover.

Postscript: Financing School-University PDS That Are Linked to New Teacher Support

A leading barrier between school and university partnerships is the financial responsibilities on both the school districts and the universities. Who bears the cost of this relationship? The research suggests that ignoring high levels of teacher turnover is not fiscally responsible.¹¹² The schools and universities find it difficult to bear the costs because of the large size of each organization.^{113 114 115} There are a number of school/university induction programs that were implemented in the early-to-mid 1990's, but were dissolved due to lack of funding.^{116 117}

It is impossible to conclude that IHEs can assume major roles and responsibilities in new teacher support programs without major changes to policy, funding and incentives.¹¹⁸ Induction programs that have been sustained over time are programs with stable and adequate funding.^{119 120 121 122 123}

When stable and adequate funding are present, school systems and Colleges of Education have come up with creative ways to support innovative programs. For example, the Albuquerque Public

¹¹² Smith, T. M., & Ingersoll, R. M. (2004). What Are the Effects of Induction and Mentoring on Beginning Teacher Turnover? *American Educational Research Journal*, 41, 681-714.

¹¹³ Bullough, R.V. & Kauchak, D. (1997). Partnerships Between Higher Education and Secondary Schools: some problems. *Journal of Education for Teaching*, 23(3), 215-233.

¹¹⁴ Martin, D., Reeves, W., Wilson, E. O'Dell, L., & Egan, T.M..(2004, March) *Taking on the Teacher Supply and Retention Challenge: A Performance Focused Model for School-University Partnerships*. Paper presented at the Academy of Human Resource Development International Conference (AHRD), Austin, TX.

¹¹⁵ Peel, H. A., Peel, B. B., & Baker, M. E. (2002). School/University Partnerships: a viable model. *The International Journal of Educational Management*, 16, 319-325.

¹¹⁶ Furtwengler, C. (1995). Beginning Teachers Programs: Analysis of State Actions during the Reform Era. *Educational Policy Analysis Archives*, 3. Retrieved July 24, 2007, from <http://epaa.asu.edu/epaa/v3n3.html>

¹¹⁷ Serpell, Z. (2000). *Beginning Teacher Induction: A Review of the Literature* (Rep.). Washington, DC: American Association of Colleges for Teacher Education.

¹¹⁸ Howey, K. R., & Zimpher, N. L. (1989). Preservice Teacher Educators' Role in Programs for Beginning Teacher. *The Elementary School Journal*, 89, 450-470.

¹¹⁹ Anagnostopoulos, D., Smith, E. R., & Basmadjian, K. G. (2007). Bridging the University-School Divide: Horizontal Expertise and the "Two-Worlds Pitfall". *Journal of Teacher Education*, 58, 138-152.

¹²⁰ Bullough, R.V. & Kauchak, D. (1997). Partnerships Between Higher Education and Secondary Schools: some problems. *Journal of Education for Teaching*, 23(3), 215-233.

¹²¹ Colbert, J. A., & Wolff, D. E. (1992). Surviving in Urban Schools: A Collaborative Model for a Beginning Teacher Support System. *Journal of Teacher Education*, 43, 193-199.

¹²² Martin, D., Reeves, W., Wilson, E. O'Dell, L., & Egan, T.M..(2004, March) *Taking on the Teacher Supply and Retention Challenge: A Performance Focused Model for School-University Partnerships*. Paper presented at the Academy of Human Resource Development International Conference (AHRD), Austin, TX.

¹²³ Wood, A. L. (2001). What Does Research Say about Teacher Induction and IHE/LEA Collaborative Programs? *Issues In Teacher Education*, 10, 69-81.

Schools (APS) and the University of New Mexico's College of Education (UNM) have created an internship program that covers the costs of allowing students to work in classrooms in substantive ways while participating in preservice programs.¹²⁴ In this model, two teacher interns are placed in the schools for one master teacher. In turn, each intern receives a stipend of \$12,500. One intern fills in the master teacher's classroom, while the other intern fills a vacant classroom. It would cost \$74,000 to staff both of these classrooms. However, the cost of two interns (\$25,000) plus the cost of one master teacher totals \$62,000. The result leaves \$12,000 available for partnerships. This money helps cover the costs of tuition for the interns and master teachers.^{125 126}

In California, the demand for quality teachers in high needs areas such as science and math has promulgated an increase in school-university partnerships. The state budget in 2005-2006 provided California State University with \$250,000 in funds to provide blended curriculums where students could earn a degree in science or math as well as teaching credentials. The budget stipulated that the university had to match this funding. The state budget also provided the University of California with \$750,000, also to be matched by the university, to develop resource centers for new science and math teachers. This money also provided for summer institutes and financial incentives for newly certified teachers. Funding also supported a placement in a K-12 classroom for a yearlong paid internship for each teacher education student. Additional money was provided in the 2006-2007 budgets to expand these university and school programs. Some of the largest businesses in California have pledged over \$4 million in support of state level coordinated initiatives to support new teachers.¹²⁷

The Career Advancement and Development for Recruits and Experienced Teachers project, or CADRE, with the College of Education at the University of Nebraska/Omaha and local school districts is another example of school-university partnerships where the beginning teachers serve as interns. This

¹²⁴ Odell, S. J. (1990). A Collaborative Approach To Teacher Induction That Works. *Journal of Staff Development*, 11, 12-16.

¹²⁵ Odell, S. J. (1990). A Collaborative Approach To Teacher Induction That Works. *Journal of Staff Development*, 11, 12-16.

¹²⁶ Winograd, P. (2001). *The APS/UNM Partnership: Meeting the Challenge of Renewal*.

Retrieved July 1, 2007, from University of New Mexico, Center for Teacher Education. Web site:

http://abec.unm.edu/resources/gallery/present/aps_unm.pdf

¹²⁷ Critical Path Analysis of California's Science and Mathematics Teacher Preparation System (Publication). (2007). Sacramento, CA: California Council on Science and Technology.

project started in 1994 and has since had over 390 participants.¹²⁸ They currently have partnerships with 5 local school districts and recently started an arts division of the project.¹²⁹

After graduation, new graduates immediately start coursework for a Master of Science degree. For the first year, the beginning teachers are employed by the university and they spend their first year of teaching fully supported by their university program and a carefully selected mentor at the school level. The district pays the university the equivalent of one full time teacher and receives two beginning teachers to fill classrooms. The salary of the mentor is paid by the district, but the mentor works on non-teaching tasks at the school for 75% of the time and dedicates the other 25% of their time to the university. This work may include, but is not limited to, helping in preservice education classes, participating in open dialogue with preservice teachers about issues in the classroom, and supervising student teachers. They are also provided with eight to ten hours of release time to work directly with new teachers each week. The new teachers' tuition is paid and they receive a \$14,500 stipend for their internship teaching. A five-year study of CADRE graduates showed that 90% stayed in the teaching field as compared to the national average at the time of 50%.¹³⁰

¹²⁸ McGlamery, S., Fluckiger, J., & Edick, N. (2002). Omaha Induction Keeps One Foot in the University. *Journal of Staff Development*, 23, 37-40.

¹²⁹ *The CADRE Project* (n.d.). Retrieved July 17, 2007, from The University of Nebraska Omaha, College of Education Web site: <http://coe.unomaha.edu/cadre/index.php>.

¹³⁰ McGlamery, S., Fluckiger, J., & Edick, N. (2002). Omaha Induction Keeps One Foot in the University. *Journal of Staff Development*, 23, 37-40.

APPENDIX 1

Perceptions of Success Inventory for Beginning Teachers

Perceptions of Success Inventory for Beginning Teachers (PSI-BT)

The Perceptions of Success Inventory for Beginning Teachers (PSI-BT) is a customized survey for school systems and teacher education programs. It is a psychometrically robust instrument that has been administered to 450 beginning teachers in North Carolina. As well, it has been administered to alternative certification teachers in a graduate program.

The survey is designed to measure beginning teachers' perceptions of success. This survey can be used to gather data from beginning teachers about their current experiences as well as what they perceive to be essential for effective teaching. The survey also gathers data that predicts retention.

Data from the survey can be prioritized, analyzed, and shared with school systems for their strategic planning. This information can be used by a school system and/or teacher education program leaders to foster a dialogue about evidence-based strategies for retaining and developing beginning teachers. Data support benchmarking for a school system, benchmarking for re-accreditation of teacher education programs, school and school system professional development initiatives and strategic planning.

The PSI-BT gathers data on the following domains: 1) mentor support, 2) colleague support, 3) administrator support, 4) classroom management, 5) professional judgment, 6) student success, 7) instructional resources, 8) assignment and workload, 9) parental/caregiver contacts, 10) satisfaction, and 11) commitment. In addition the PSI-BT offers a section that can be customized to fit the needs of a school system or teacher education programs. The PSI-BT consists of 54 items and takes approximately 20 minutes to complete.

Perceptions of Success Inventory for Beginning Teachers

Directions:

This inventory will ask you to consider several aspects of your experience as a beginning teacher. **Your individual responses will not be given to your school or school system, so please answer each question honestly.** Your participation in this survey is valuable as we attempt to better understand beginning teachers' perceptions of success. **The last item on this inventory, number 54, will not be reported in any way to your school or school system.** Please rank each of the items in the following two ways:

1. *This is my current experience in my school:*
2. *This is essential for effective teaching:*

Use the following scale to answer each of the questions.

- 1: strongly disagree
- 2: disagree
- 3: slightly more disagree than agree
- 4: slightly more agree than disagree
- 5: agree
- 6: strongly agree.

Mentor Support

Instructions: Please think about your mentor assigned to you or another experienced teacher who provides you with assistance. If your response to question 1 is no, only answer question 2 and move to the next section.

1. Do you have a mentor assigned to you by the school or another experienced teacher to provide you with assistance?

Yes No

2. The mentoring relationship is or would be important to me.

1 2 3 4 5 6

3. My mentor or an exemplary teacher has provided assistance with classroom management.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

4. My mentor or an exemplary teacher has provided assistance with instructional concerns.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

5. My mentor or an exemplary teacher has provided assistance related to communication with parents or caregivers of my students.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

6. My mentor or an exemplary teacher is empathetic.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

7. My mentor or an exemplary teacher encourages me to reflect about my teaching.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

8. Working with my mentor has been a positive experience.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

Colleague Support

Instructions: For the following questions think about your experiences this year with your colleagues, both experienced and novice teachers as indicated.

9. I have opportunities for meaningful conversations with other novice teachers in a setting free of evaluation.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

10. I have common planning times with other teachers at my same grade level or subject area.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

11. I have opportunities to visit and observe exemplary teachers.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

12. I have a colleague in my same subject area (secondary) or grade level (elementary) who will answer my questions.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

Administration Support

Instructions: For the following questions consider your experiences this year with the principal and assistant principal(s) in your school.

13. The administration at my school provides appropriate feedback for my discipline decisions.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

14. The administration at my school encourages me to be an effective teacher.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

15. The administration has oriented me to the school and staff.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

16. I am satisfied with the contact I have with my administration.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

17. The administration provides me with effective instructional leadership.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

Classroom Management

Instructions: For the following items think about the management of your classroom in terms of routines, procedures, and discipline.

18. I have developed clear routines and procedures for my classroom that are aligned with school policy.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

19. I have implemented consistent routines and procedures in my classroom.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

20. The discipline procedures in my classroom are effective.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

21. The discipline in my classroom is supportive of a good learning environment for my students.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

22. I feel in control when I am teaching.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

Professional Judgment

Instructions: For the following items think about your professional interactions, judgments, and decisions.

23. I think about my professional conduct in light of moral and ethical standards.

Current Experience:	1	2	3	4	5	6
Essential for effective teaching:	1	2	3	4	5	6

24. I feel empowered to take action when I see vulnerable students that need my attention.

Current Experience:	1	2	3	4	5	6
Essential for effective teaching:	1	2	3	4	5	6

25. I communicate with parents in a professional manner.

Current Experience:	1	2	3	4	5	6
Essential for effective teaching:	1	2	3	4	5	6

26. I communicate with other faculty and staff in a professional manner.

Current Experience:	1	2	3	4	5	6
Essential for effective teaching:	1	2	3	4	5	6

27. I feel like I have autonomy in making decisions about my class.

Current Experience:	1	2	3	4	5	6
Essential for effective teaching:	1	2	3	4	5	6

Student Success

Instructions: Answer the following items by reflecting on how successful your students are in your classroom.

28. I am able to successfully teach students with a variety of ability levels.

Current Experience:	1	2	3	4	5	6
Essential for effective teaching:	1	2	3	4	5	6

29. I am able to motivate all students.

Current Experience:	1	2	3	4	5	6
Essential for effective teaching:	1	2	3	4	5	6

30. I am able to use a variety of teaching strategies to provide my students with instruction that is effective for them.

Current Experience:	1	2	3	4	5	6
Essential for effective teaching:	1	2	3	4	5	6

31. I am able to effectively teach students with learning disabilities.

Current Experience:	1	2	3	4	5	6
Essential for effective teaching:	1	2	3	4	5	6

32. I am able to effectively teach students with limited English proficiency.
- | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|
| Current Experience: | 1 | 2 | 3 | 4 | 5 | 6 |
| Essential for effective teaching: | 1 | 2 | 3 | 4 | 5 | 6 |
33. I am able to effectively teach my students from diverse backgrounds.
- | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|
| Current Experience: | 1 | 2 | 3 | 4 | 5 | 6 |
| Essential for effective teaching: | 1 | 2 | 3 | 4 | 5 | 6 |
34. I am able to frame my instructional decisions based on my students' learning.
- | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|
| Current Experience: | 1 | 2 | 3 | 4 | 5 | 6 |
| Essential for effective teaching: | 1 | 2 | 3 | 4 | 5 | 6 |

Instructional Resources

Instructions: For the following items think about the instructional resources your school has provided you with to facilitate effective planning and instruction.

35. I have been provided with curriculum that aligns with the state's objectives for my grade level or subject area.
- | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|
| Current Experience: | 1 | 2 | 3 | 4 | 5 | 6 |
| Essential for effective teaching: | 1 | 2 | 3 | 4 | 5 | 6 |
36. I have the curriculum materials I need to teach effectively.
- | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|
| Current Experience: | 1 | 2 | 3 | 4 | 5 | 6 |
| Essential for effective teaching: | 1 | 2 | 3 | 4 | 5 | 6 |
37. I feel confident in my ability to use the instructional technology available to me.
- | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|
| Current Experience: | 1 | 2 | 3 | 4 | 5 | 6 |
| Essential for effective teaching: | 1 | 2 | 3 | 4 | 5 | 6 |
38. The school provides professional development that is valuable to my instruction in the classroom.
- | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|
| Current Experience: | 1 | 2 | 3 | 4 | 5 | 6 |
| Essential for effective teaching: | 1 | 2 | 3 | 4 | 5 | 6 |
39. I feel confident in my ability to grade student work.
- | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|
| Current Experience: | 1 | 2 | 3 | 4 | 5 | 6 |
| Essential for effective teaching: | 1 | 2 | 3 | 4 | 5 | 6 |
40. I feel comfortable with reporting the assessment of my students' work.
- | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|
| Current Experience: | 1 | 2 | 3 | 4 | 5 | 6 |
| Essential for effective teaching: | 1 | 2 | 3 | 4 | 5 | 6 |

Assignment and Workload

Please respond to the following items about your teaching assignment and current workload.

41. I think the number of preparations I have for my classes is appropriate for a beginning teacher.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

42. I have at least one period per day that I can devote without interruption to planning for my classes.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

43. My overall teaching workload is reasonable.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

44. Beginning teachers are allowed to choose whether to take on extra duties or not.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

45. I am satisfied with state and national testing policies.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

Parental Contacts

Instructions: For this section, consider the experiences you have had with the parents or caregivers of your students.

46. The parents or caregivers of my students are supportive of their child's progress in school.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

47. I feel comfortable with communicating with the parents or caregivers of my students.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

48. I have adequate guidance and support in working with parents or caregivers.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

49. It is important to communicate with all of my students' parents or caregivers.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

Satisfaction

Instructions: For this section, consider your satisfaction with your current job.

50. In general, I am satisfied with my current job.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

51. If someone could change any of the following items, which ones would be most important to improve your satisfaction with your job? Choose the **THREE** most important items only.

- salary
- health and retirement benefits
- mentor support
- colleague support
- administration support
- student discipline
- your professional judgment
- teaching students with varied abilities
- Assessing student progress
- student motivation
- your instructional resources
- your teaching assignment
- your overall workload
- parental support
- professional development

Commitment

For this section, consider your level of commitment to teaching as a profession.

52. I consider teaching to be my ideal career.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

53. I feel inspired to instruct students to the best of my ability.

Current Experience: 1 2 3 4 5 6

Essential for effective teaching: 1 2 3 4 5 6

School systems will not receive any information from the following item. Your response to this question is needed only for validation purposes of the survey.

54. Think about your intentions of teaching. Which category best fits your intentions.

1. I am not considering leaving teaching.
2. I have considered the possibility of leaving teaching, but have decided to teach next year.
3. I am making preparations to leave the profession of teaching at some time in the future.
4. I have made the decision to leave the classroom.

APPENDIX 2
North Carolina Public School System
New Teacher Induction Survey

Summary: All 115 North Carolina Public School Systems were invited to participate in a confidential online survey regarding their institution's experiences with new teacher induction. The primary objective of the survey was to provide information to UNC-General Administration regarding school system's *coordinated* approaches to new teacher induction. Prenotices, notices, and reminders were sent to each school system.

A total of 50 school systems responded. This is a 43.5% response rate. The online survey took about 15 minutes to complete. Participation was voluntary, and respondents were informed that they could withdraw at any time.

Demographics: Seventy-six percent of respondents were rural school systems. Sixteen percent were urban school systems. Eight percent were suburban school systems. Sixty-two percent of respondents indicated that there was no IHE in their county. Respondents were well represented from all three regions of North Carolina: Coastal Plain (38%), Piedmont (36%), and Mountains (26%).

Summary of Findings: School systems were asked to rank order factors that would most improve school system efforts with new teacher induction. Percentages of LEAs identifying factors are included below in hierarchical order:

- Increased release time to work with mentors and colleagues: 62.0%
- Increased new teacher salaries: 56.0%
- Improved support for meeting the needs of diverse student populations: 48.0%
- Increased assistance with curricular resources: 34.0%
- Increased interaction with colleagues: 24.0%
- Increase support from mentors: 22.0%
- Reduced new teacher workload (academic and extra-curricular): 18.0%
- Increased support from principals/assistant principals: 14.0%
- Increased support from higher education institutions (e.g., faculty mentors, program assessment, curricular support, etc.): 10.0%
- Increased preparation of mentors: 6.0%
- Other: 6.0%
- Increased access to e-mentoring: 4.0%
- Increased support from North Carolina Department of Public Instruction: 2.0%

Other noteworthy findings included:

- School systems agreed (44%) they should strengthen efforts to assess their new teacher support program.
- A large number of respondents (88%) disagreed or strongly disagreed with the view that state allocated funding provided to their school system was adequate for sustaining high quality new teacher induction.
- School systems agreed or strongly agreed (62%) that their experiences with higher education institutions to support new teacher induction have been positive.
- School systems agreed or strongly agreed (72%) they should strengthen coordinated efforts with Higher Education Institutions to support new teacher induction.

North Carolina Public School System New Teacher Induction Survey

Survey Purpose:

This survey requests information from personnel who have experience with new teacher induction. The objective is to provide information to UNC-General Administration regarding coordinated approaches to new teacher induction.

For the purposes of this survey, *new teacher induction* will be defined as a combination of supports that are provided by a school system for new teachers in their first three years in the classroom.

Thank you for your valuable input. We ensure that your responses are completely anonymous.

1. Which of the following new teacher induction components are present for beginning teachers in your school system?

Consistently Sometimes Not At All Uncertain

- | | Consistently | Sometimes | Not At All | Uncertain |
|--|--------------|-----------|------------|-----------|
| a. Face-to-face time with administration (principals, assistant principals). | _____ | _____ | _____ | _____ |
| b. Collaborative planning each day. | _____ | _____ | _____ | _____ |
| c. Mentoring. | _____ | _____ | _____ | _____ |
| d. Orientation for beginning teachers. | _____ | _____ | _____ | _____ |
| e. Beginning teacher seminars throughout the school year. | _____ | _____ | _____ | _____ |
| f. Teacher Assistant. | _____ | _____ | _____ | _____ |
| g. Reduced academic preparations. | _____ | _____ | _____ | _____ |

2. **Select the top three factors** that would most improve your school system’s new teacher induction program.

- a. Reduced new teacher workload (academic and extra-curricular).
- b. Increased assistance with curricular resources.
- c. Increased support from higher education institutions (e.g., faculty mentors, program assessment, curricular support, etc.).
- d. Increased support from principals/assistant principals.
- e. Increased interaction with colleagues.
- f. Increased support from mentors.
- g. Increased preparation of mentors.
- h. Increased release time to work with mentors and colleagues.
- i. Increased support from North Carolina Department of Public Instruction.
- j. Improved support for meeting the needs of diverse student populations.
- k. Increased new teacher salaries.
- l. Increased access to e-mentoring.

m. Other: _____

3. Our school system needs assistance in implementing a quality new teacher induction program.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree

4. Our school system needs assistance in evaluating our new teacher induction program.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree

5. We formally assess our beginning teachers' perceptions of the supports they have received during the first three years of their experience.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree

6. Our school system should strengthen efforts to assess our new teacher induction program.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree Not Applicable

7. State allocated funding provided to our school system is adequate for sustaining high quality new teacher induction.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree

8. Our school system principals and other administrative support personnel are committed to implementing high quality new teacher induction.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree

For the following items, consider any collaborative efforts with North Carolina higher education institutions as it pertains to new teacher induction. For the purposes of this survey, a formal partnership will be defined as a collaborative, ongoing, and durable effort that supports new teacher induction. An informal partnership will be defined as a collaborative yet periodic effort that supports new teacher induction.

9. With regards to new teacher induction, we have *informal* partnerships with North Carolina higher education institutions related to new teacher induction.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree Not Applicable

10. With regards to new teacher induction, we have *formal* partnerships with North Carolina higher education institutions related to new teacher induction.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree Not Applicable

11. Our experience with higher education institutions to support new teacher induction has been positive.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree Not Applicable

12. Our school system should strengthen coordinated efforts with Higher Education Institutions to support new teacher induction.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree Not Applicable

Please complete the following demographic information.

13. In what school system are you employed?

14. How many years have you been employed in your current position?

15. How would you classify your school system.

Rural ____ Suburban ____ Urban ____

16. In what region of the state is your school system located?

Coastal Plain ____ Piedmont ____ Mountains ____

17. In order to improve our coordinated efforts with new teacher induction, our school system needs...

APPENDIX 3
North Carolina Higher Education Institutions
New Teacher Induction Survey

Summary: All 15 North Carolina Public Higher Education Institutions were invited to participate in a confidential online survey regarding their institution's experiences with new teacher induction. The primary objective of the survey was to provide information to UNC-General Administration regarding IHE's *coordinated* approaches to new teacher induction. Prenotices, notices, and reminders were sent to each institution. As well, private and independent higher education institutions were invited to participate. A total of 23 higher education institutions responded. All 15 universities responded (100% response rate). Eight private and independent institutions responded (response rate unknown). The online survey took about 15 minutes to complete. Participation was voluntary, and respondents were informed that they could withdraw at any time.

Findings: Higher education institutions were asked to rank order factors that would most improve institutional efforts with new teacher induction. Percentages of IHEs identifying factors are included below in hierarchical order:

- Preparation of teacher leaders in mentoring strategies: 53.8%
- Assistance to schools related to beginning teacher seminars: 46.2%
- Preparation of Superintendents/principals: 46.2%
- Assessing teacher candidates' success during induction: 42.3%
- Provision of curricular resources for new teachers: 34.6%
- Preparation of teacher candidates in classroom management strategies: 26.9%
- Preparation of teacher candidates in collaborative lesson/unit planning & implementation: 15.4%

Other noteworthy findings included:

- IHE respondents (84%) indicated that preparation of teacher candidates in collaborative lesson/unit planning and implementation was a priority.
- IHE respondents (61.6%) agreed or strongly agreed their experience with public school systems and/or schools, as it related to coordinated approaches to new teacher induction, was positive.
- IHE respondents (50%) disagreed or strongly disagreed with the statement that their institution had adequate resources to support faculty involvement with new teacher induction
- IHE respondents (92.3%) strongly agreed or agreed with the statement that they recommend strengthening their coordinated efforts to support new teacher induction. However, only 37.5% of private and independent institutions agreed or strong agreed with this statement.
- Public IHE respondents (76.5%) strongly agreed or agreed with the statement: "We recommend strengthening our coordinated efforts to assess new teacher candidates upon entrance into the teaching profession."

North Carolina Higher Education Institutions New Teacher Induction Survey

Survey Purpose:

This survey requests information from personnel who have experience with new teacher induction. The objective is to provide information to UNC-General Administration regarding coordinated approaches to new teacher induction.

For the purposes of this survey, *new teacher induction* will be defined as a combination of supports that are provided by a school system for new teachers in their first three years in the classroom.

Thank you for your valuable input. We ensure that your responses are completely anonymous.

1. In which of the following ways does your institution provide coordinated support to school systems and/or schools with respect to new teacher induction?

	Consistently	Sometimes	Not At All	Uncertain
a. Preparation of superintendents/principals to support new teacher induction.	___	___	___	___
b. Preparation of teacher candidates in collaborative lesson/unit planning and implementation.	___	___	___	___
c. Preparation of teacher leaders in mentoring strategies.	___	___	___	___
d. Assistance to schools related to beginning teacher seminars	___	___	___	___
e. Advocacy for reduced new teacher workloads.	___	___	___	___
f. Advocacy for teaching assistants for new teachers.	___	___	___	___
g. Assessing teacher candidates' success during induction.	___	___	___	___
h. Provision of curricular resources for new teachers.	___	___	___	___
i. Preparation of teacher candidates in classroom management strategies.	___	___	___	___

2. Choose the top three supports that would strengthen your institution's coordinated efforts with new teacher induction.

- a. Preparation of superintendents/principals to support new teacher induction. _____
- b. Preparation of teacher candidates in collaborative lesson/unit planning and implementation. _____
- c. Preparation of teacher leaders in mentoring strategies. _____
- d. Assistance to schools related to beginning teacher seminars _____
- e. Advocacy for reduced new teacher workloads. _____
- f. Advocacy for teaching assistants for new teachers. _____
- g. Assessing teacher candidates' success during induction. _____
- h. Provision of curricular resources for new teachers. _____
- i. Preparation of teacher candidates in classroom management strategies. _____

3. Our experience with public school systems and/or schools, as it relates to coordinated approaches to new teacher induction, has been positive.

Strongly Disagree Disagree Equally Agree and Disagree Agree Strongly Agree Not Applicable

4. Our institution has adequate resources to support faculty involvement with new teacher induction.

Strongly Disagree Disagree Equally Agree and Disagree Agree Strongly Agree

5. The financial resources within our unit are adequate for sustaining coordinated support of local school systems and/or schools new teacher induction.

Strongly Disagree Disagree Equally Agree and Disagree Agree Strongly Agree

6. We recommend strengthening our coordinated efforts to support new teacher induction.

Strongly Disagree Disagree Equally Agree and Disagree Agree Strongly Agree Not Applicable

7. Our institution has faculty/staff expertise related to new teacher induction.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree

8. We recommend strengthening our coordinated efforts to assess teacher candidates upon entrance into the teaching profession.

Strongly Disagree Disagree Equally Agree
and Disagree Agree Strongly Agree Not Applicable

9. Briefly describe coordinated efforts that are in place at your institution to support new teacher induction.

Please complete the following demographic information.

10. In what higher education institution are you employed?
-

11. In order to improve our coordinated efforts with new teacher induction, our institution would like more information on...

Thank you very much for completing this survey. Please click the submit button. ___

APPENDIX 4
North Carolina Public School System
Focus Groups

Method: Three focus groups were convened with school system leaders to discuss new teacher support. A set question protocol was used (see attachment). Focus groups represented educational leaders from the coastal plains, piedmont, and mountain regions.

A total of 23 school leaders shared their insights. They represented twenty-two North Carolina public school systems. The following numbers and types of roles were represented: 2 superintendents, 4 assistant superintendents (Human Resource), 1 mentor facilitator, 2 teacher mentors, 8 new teacher coordinators, 3 principals, 1 executive director for Curriculum and Instruction, 1 human resources director, and 1 professional development coordinator.

Focus groups are a useful research strategy at the preliminary or exploratory stage of an investigation.¹³¹ Thus, the focus groups were initiated at the onset of the larger investigation. When organizing focus groups, recommendations suggest that they be organized to include six-to-ten persons.¹³² No focus group had more than 10 participants. Focus group sessions lasted two hours. They were held at neutral locations to avoid either positive or negative associations with a particular site or building.

A facilitator moderated each focus group session, providing explanations of the purpose of the group, helping persons feel at ease, and facilitating interaction between group members. A questioning protocol was used for each focus group. However, additional probing and questioning was employed to promote debate and elaboration on selected topics. Focus group sessions were digitally recorded, transcribed, and analyzed. Analysis included systematic coding via content analysis as qualitative summary.

Ethical considerations were employed during the focus group design and implementation stages. For example, participants were informed about the purpose of the focus groups. Additionally, participants were not pressured to speak during the focus group sessions. Confidentiality was assured. At the outset, the moderator clarified that each participant's contributions would be anonymous during data analysis.

Findings:

Content analysis revealed seven themes that were common to all focus groups. School systems are:

- Seeking new ways to provide mentoring for beginning teachers. They recognize the value of mentoring. A promising strategy is the use of retired teachers who contract with the school system to support new teachers.
- Investigating ways to encourage more face-to-face interaction between principals and beginning teachers. School systems perceive such interactions as important contributors to a beginning teacher's decision to stay or leave a school.

¹³¹ Kreuger, R.A. (1988). *Focus groups: A practical guide for applied research*. London: Sage.

¹³² Morgan, D.L. (1988). *Focus groups as qualitative research*. London: Sage.

- Pursuing a diversity of new teacher support strategies. However, they lack evidence to support their claims regarding the efficacy of these efforts.
- Asserting that any state mandate for new teacher induction should come with state funding to promote equity among school systems. They resent the discrepancy in school funding (e.g., Leandro money, Title II funds).
- Recognizing that beginning teachers in rural school systems may lack sufficient social networks.
- Acknowledging the potential of higher education partnerships to buttress new teacher support. Among the identified types of assistance are (1) playing a larger role with mentoring, (2) coordinating research and assessment of new teacher support, (3) improving new teacher skill base with diverse student populations (e.g., linguistically diverse populations and unique learning needs students), and (4) increasing involvement with the transition from student teaching to beginning teaching. However, school systems are less certain about university support with the day-to-day exigencies of new teacher support. Some school systems suggested that universities should stay focused on improving their undergraduate programs. One superintendent said that universities should relinquish their role of teacher preparation to school systems.
- Requesting a framework for new teacher support with clear definitions, clear lines of financial support, and clear roles and responsibilities. They see the North Carolina Department of Public Instruction and Universities as potential partners to provide such a framework.

Other contributions by participants include the following:

State

1. State stipends are insufficient to support new teacher induction. It is an unfunded mandate.
2. State funds are primarily for new teacher orientation and mentoring. The state does not have a new teacher induction program.
3. The trend is toward more local funding, thus, schools are becoming more and more stretched.
4. One major problem for school systems is the lack of clarity regarding what is meant by new teacher induction, mentoring, and the newly implemented monitoring program.

LEA

5. Principals need more training related to new teacher support.
6. Principals need more training in how to support and utilize mentors.
7. There is too little reward for beginning teachers.
8. More attention should be given to differentiated assignments for new teachers. It is still sink or swim.

9. School systems would appreciate a new teacher induction framework to guide their work. Ideally, such a framework would provide clarity without new and unfunded state mandates.
10. Better assessment of school system new teacher induction efforts is needed. Universities could help with this component.
11. Full time mentors should be explored. Retired teachers could be an exciting option for school systems.
12. Need to provide multiple layers of support to new teachers.
13. Need to merge IRT and school mentor coordinator.
14. Should we begin to consider team teaching only for preservice students.
15. Need to explore placements in groups. Helps teachers and helps colleges.
16. It would be ideal to have a full year paid internship for preservice/new teachers. Perhaps pay interns less but make sure they have lots of clinical support from school and university.
17. We would welcome universities taking over mentor preparation.

Colleges of Education

18. Too little preparation to work with parents.
19. Preservice students need to learn how to connect with students. "Before you teach, you must reach."
20. Lateral entry is a natural way to link to schools, but programs must be rigorous. Can academic plans be centralized by UNC-GA system?
21. Any help from universities should be systematic and systemic rather than piecemeal.
22. Mentoring needs to be revamped.
23. Increase preservice teacher experience with ESL and learning disabilities.
24. Students need more experience in managing people, paper, time, and materials.
25. Integrate assessment data interpretation for preservice experience.

Legislature

26. NC legislature needs to increase M.Ed. pay. This renews experienced teachers who are also leaving in greater numbers.

Outline for Focus Groups

Welcome

Greet participants. Introduce selves.

Focus Group Purpose:

The purpose of this focus group is to gather information from North Carolina Public School System personnel who have previous experience supporting new teacher induction (e.g. Directors of Professional Development, Induction Directors, Initially-Licensed Teacher Coordinators). One objective of the focus group is to provide information to UNC-General Administration regarding various beginning teacher induction challenges and supports, and to identify ways colleges and universities can formally assist in supporting school systems and the graduates of their respective programs.

New teacher induction will be defined as a combination of supports that are provided by a school system or school-university partnership for beginning teachers in their first three years in the classroom for the purpose of professional learning and new teacher retention. A *mentoring program* is defined as high-quality professional training in instructional coaching, providing feedback, encouraging new teacher analysis and reflection, active listening, and consultation related to classroom management. Such a mentoring program should be contrasted with a “buddy system” that primarily provides encouragement.

Orientation to Packet

Importance of Confidentiality and Anonymity of Comments

Please know that your responses are completely anonymous. Also know that we treat your comments as confidential. Although commentary from the focus group is being recorded to help us review the discussion, the tape will only be used to inform discussions among the 16 N.C. universities about new teacher induction. No attributions to particular persons will be made.

Groundrules for the Focus Group

- Listen to colleagues.
- It is okay to disagree or offer an alternative perspective.
- The focus group will last no more than 2 hours.
- We would like to conduct a relaxed yet purposeful discussion. Thus, please feel free to replenish your coffee or to use the restroom. However, when you are not present at the table, please refrain from talking out of respect to your colleagues.
- At the end of the session we will distribute a list of supports for new teacher induction and ask you to **select the top three factors** that would most improve the implementation of high quality new teacher induction in your school system.

Introduction of Participants

Questions

RE: Financial Resources

- How are state stipends used to support new teacher induction and mentoring in your school or school system?
- Are additional school system fiscal resources used to support new teacher induction and if so, how?
- How would you rate the financial support within your school system in terms of adequacy for implementing high quality new teacher induction on a scale of 1-5 with 1 being not adequate and 5 being exceptional? Why did you rate your financial support the way you did?

RE: Supports and Barriers to High Quality New Teacher Induction

- Can you describe some of the most successful strategies that support new teacher induction in your school or school system?
- When you think about new teacher induction, what concerns you most? (*What major barriers do you face as you work to support new teacher induction?*)

RE: Partnerships with Higher Education Institutions

- With regards to new teacher induction, do you have partnerships with North Carolina higher education institutions that support new teacher induction? If yes, describe the strengths and weaknesses of these partnerships?
- What recommendations might you make to higher education institutions for ways to enhance partnerships with school systems in support of new teacher induction?

Closing

APPENDIX 5
North Carolina State Board of Education
Beginning Teacher Support Program Policies

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: QP-A-004

Policy Title: Policies on the Beginning Teacher Support Program

Current Policy Date: 08/03/2006

Other Historical Information:

Previous Board Policy Dates: 03/05/1998, 11/05/1998, 06/11/2003, 02/05/2004, 01/05/2006

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON THE BEGINNING TEACHER SUPPORT PROGRAM

4.00 Induction Requirements

Initial (Standard Professional 1) licenses are issued to teachers with fewer than three years of appropriate teaching experience (normally considered to be public school experience) in their initial licensure area. All teachers who hold initial (Standard Professional 1) licenses after January 1, 1998, are required to participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure. Teachers from states not included in North Carolina reciprocity agreements who have not completed an NCATE-approved teacher education program must participate in the Beginning Teacher Support Program regardless of their length of experience.

Teachers with three or more years of appropriate experience (as determined by the Licensure Section) are not required to participate in the Beginning Teacher Support Program, nor are student service personnel (e.g., media coordinators, counselors), administrators, and curriculum-instructional specialists. Employers may request an exemption from the Beginning Teacher Support Program for teachers with equivalent non-public experience. It is the responsibility of the employer requesting the exemption to verify experience.

Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the Beginning Teacher Support Program requirement for all other teaching areas. Once

a continuing license has been earned in one teaching area, additional teaching areas do not require Beginning Teacher Support Program experience.

4.10 Assignment/Experience Requirements

It is expected that beginning teachers be assigned in their area of licensure. Three years of teaching experience, of at least six months each, are required in the Beginning Teacher Support Program.

4.20 Beginning Teacher Individual Growth Plan

Each beginning teacher is required to develop an Individual Growth Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Individual Growth Plans will be audited as part of the Title II monitoring process.

4.30 Optimum Working Conditions for Beginning Teachers

Research indicates that beginning teachers are often placed in difficult assignments that do not allow them the opportunity to learn and grow as professionals. The beginning teacher is often assigned the most difficult students, multiple preparations, and multiple extra-curricular assignments. These working conditions prohibit on-the-job learning and negatively influence teacher job satisfaction. To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- assignment in the area of licensure;
- mentor assigned early, in the licensure area, and in close proximity;
- orientation that includes state, district, and school expectations;
- limited preparations;
- limited non-instructional duties;
- limited number of exceptional or difficult students; and
- no extracurricular assignments unless requested in writing by the beginning teacher.

As used in these guidelines, the term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

4.40 Orientation

Each beginning teacher must be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school's/system's goals, policies, and procedures; a description of available services and training opportunities; the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license; the teacher evaluation process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; the State's ABC's Program; and the State Board of Education's Strategic Priorities, and Goals.

4.50 Mentor Assignment/Guidelines for Mentor Teacher Selection

Based on the belief that quality mentors are a critical key to the success of beginning teachers, providing needed emotional, instructional, and organizational support, each beginning teacher is to be assigned a qualified, well-trained mentor as soon as possible after employment. If the beginning teacher is not assigned a full-time mentor, to ensure that the mentor has sufficient time to provide support to the beginning teacher, it is recommended that the mentor teacher be assigned only one beginning teacher at a time. If the assigned mentor is not housed in the same building as the beginning teacher (e.g., to provide a mentor in the licensure area [art, music, physical education] the system may assign a mentor housed in another school), the system must assure that the mentor is provided sufficient time to meet with and support the beginning teacher.

The following guidelines should be used for mentor teacher selection:

1. *Successful teaching in the area of licensure*

Appraisal ratings among the highest in the school (regardless of instrument/process used);
Strong recommendations from principal and peers;

2. *Commitment*

Willingness to serve as a mentor;
Willingness to participate in on-going annual professional development related to mentoring;

3. *Other*

Preference for career status teachers who have experience in the district norms, culture, and mission, as well as the State's goals (ABC's), strategic priorities, and standard course of study;
and

Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training.

Mentor Training

Local school systems are responsible for providing training and support for mentor teachers. Systems may choose to use programs developed by the Department of Public Instruction, use other programs (e.g., Teacher Academy), or develop programs of their own. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and

organizational guides to those entering the profession. Standards for Mentor Training are attached to this policy.

4.60 Observations/Evaluation

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Each observation must be for at least one continuous period of instructional time that is at least 45 minutes in length and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations. Whether or not the assigned mentor may conduct one of the required observations is a local decision.

4.80 Beginning Teacher Support Program Timetable

<p>Year 1</p>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> is assigned a mentor is provided an orientation develops an Individual Growth Plan completes any professional development required/prescribed by the LEA is observed at least four times culminating with a summative evaluation
<p>Year 2</p>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> continues to have a mentor teacher updates the Individual Growth Plan completes any professional development required/prescribed by the LEA is observed at least four times culminating with a summative evaluation
<p>Year 3</p>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> continues to have a mentor teacher updates the Individual Growth Plan completes any professional development required/prescribed by the LEA is observed at least four times culminating with a summative evaluation

4.90 Conversion Process

Each May, through an automated process, the Licensure Section converts from initial (Standard Professional 1) to continuing (Standard Professional 2) the licenses of those teachers who are employed in LEAs and who may be eligible for conversion. The official designated by the LEA in its approved Beginning Teacher Support Program plan is responsible for approving the

acceptance of the continuing license issued through this process. If a teacher has not taught three years, or if the designated official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license, then the automatic conversion license cannot be accepted. Forms indicating the denial of a continuing license must be returned to the Licensure Section immediately.

When teachers employed in charter schools or non-public institutions with approved Beginning Teacher Support Programs, or teachers employed in LEAs and completing alternative routes to licensure (e.g., lateral entry, provisional licensure, etc.) successfully fulfill the Beginning Teacher Support Program requirements, the employer must submit a recommendation for a continuing license for it to be granted.

4.100 Due Process

Licensing is a state decision and cannot be appealed at the local level. Any teacher not recommended for conversion from an initial (Standard Professional 1) license to a continuing (Standard Professional 2) license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes. Except when the denial is based on reasons of conduct or character, as an alternative, the teacher may affiliate with an IHE with an approved teacher education program and complete a program of study as prescribed by the IHE to address identified deficiencies. After the prescribed program is successfully completed, the IHE must recommend the person for another initial (Standard Professional 1) license. The teacher is then required to complete another Beginning Teacher Support Program when employed. Local boards of education are responsible for explaining appeal rights to teachers not qualifying for continuing licensure when employed.

4

4.120 Beginning Teacher Support Program Plans

Each LEA must develop a plan and provide a comprehensive program for beginning teachers. This plan must be approved by the local board of education. Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program may submit a Beginning Teacher Support Program Plan to the SBE for approval. The plans must:

describe adequate provisions for efficient management of the program.

designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.

provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.

address compliance with the optimum working conditions for beginning teachers identified by the SBE.

address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.

provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.

provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.

provide for the preparation of an Individualized Growth Plan (IGP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.

provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.

provide for the maintenance of a cumulative beginning teacher file that contains the IGP and evaluation report(s).

provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.

describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.

document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

The plan must be on file for review at the LEA, charter school, or non-public institution.

4.130 Beginning Teacher Support Program Annual Reports

Each LEA, charter school, or non-public institution with an approved Beginning Teacher Support Program plan must submit an annual report on its Beginning Teacher Support Program to the Department of Public Instruction by October 1. The format of the report follows.

Beginning Teacher Support Program Report

LEA: _____ School Year: _____
 Individual Submitting Report: _____ Date: _____

Number of Beginning Teachers		1 st Year		2 nd Year		3 rd Year	
		TE	LE	TE	LE	TE	LE
Number of Beginning Teachers Not Returning to LEA							
Of those not returning, how many							
Turnover Initiated by LEA	Non-renewal (probationary contract ended)						
	Interim contract ended--not rehired						
	Resigned in lieu of dismissal						
	Dismissed						
Turnover Beyond Control	Reduction in Force						

	Resigned due to family responsibilities/childcare						
	Resigned due to family relocation						
	Resigned due to military orders						
	Resigned due to health/disability						
	Resigned to continue education						
	Did not obtain or maintain license						
	Deceased						

Turnover that Might be Reduced at the LEA/State Level	Resigned to teach in another NC LEA						
	Resigned to teach in a NC Charter School						
	Resigned to teach in a NC non-public/private school						
	Resigned to teach in another state						
	Dissatisfied with teaching or career change						
	Resigned for other reasons						
	Resigned for unknown reasons						

Other	Moved to a non-teaching position in education						
	Please specify:						

Any additional information that you would like to provide.

Data Related to Lateral Entry Teachers

Of the new lateral entry teachers employed by your system this year, what percent (approximately) were employed for each of the following reasons:

- exceptional expertise in the license area
- licensed applicants were not interested in the position
- licensed applicants did not appear to be a good match for the position
- no appropriately licensed teachers were available
- other (please specify)

Of the new lateral entry teachers employed by your system this year, what percent (approximately) were employed prior to the start of the school year?

Which of the following programs/services did you provide your lateral entry teachers:

- assigned a mentor in the same license area
- assigned a mentor prior to the first day of employment
- provided additional assistance during the two-week orientation period
- employed a full-time mentor for lateral entry teachers
- held monthly meetings especially for lateral entry teachers
- provided focused professional development for lateral entry teachers throughout the school year
- assisted lateral entry teachers in having their transcripts reviewed and programs of study prescribed
- assisted lateral entry teachers in locating classes
- provided tuition assistance for required coursework
- sponsored Praxis II preparation workshops
- Paid for the Praxis II exam(s)

Other (please specify)

Did your lateral entry teachers encounter difficulty with any of the following:

classroom management	yes	no		
implementing school policies	yes	no		
instructional delivery	yes	no		
differentiated instruction	yes	no		
understanding child development		yes	no	
finding needed coursework		yes	no	
availability of needed coursework		yes	no	
having their transcripts reviewed	yes	no		
passing Praxis II		yes	no	
understanding licensure requirements	yes	no		
complying with licensure requirements	yes	no		

Other (please specify)

From the areas identified in #4, please list the top 3 (from a central office/system-wide perspective) and briefly describe your efforts to support the lateral entry teacher in the area.

Area of Difficulty	LEA Efforts to Assist Lateral Entry Teachers in this area.

#1		
#2		
#3		

From the areas identified in #4, please list the top 3 (from a principal/school level perspective) and briefly describe your efforts to support the lateral entry teacher in the area.

	Area of Difficulty	LEA Efforts to Assist Lateral Entry Teachers in this area.
#1		
#2		
#3		

NORTH CAROLINA MENTOR PROGRAM STANDARDS

The mentor performs a unique function in the total educational environment. Personnel who function in mentor roles designed to assist others in professional growth must themselves possess a practicing knowledge of the Core Standards for Teachers developed by the North Carolina Professional Teaching Standards Commission and adopted by the North Carolina State Board of Education in November, 1999. In addition, the mentors must possess competencies which facilitate the building of an environment conducive to professional growth.

The mentor is expected to perform functions designed to promote growth among other adults in the school environment. These work roles include, but may not be limited to, mentoring initially licensed teachers and licensed support personnel and supervising student teachers and interns.

The prospective mentor should possess a willingness to commit to a mentoring relationship and must provide documentation of successful experiences relevant to the role of mentoring. These experiences must include teaching successfully for at least three years and holding a continuing license. Additional documentation may include leading and coordinating activities for adults in a work setting; observing and documenting classroom teaching; diagnosing and prescribing growth activities based on the criteria set forth in the North Carolina Teacher Performance Appraisal Instrument and the Individual Growth Plan, as undergirded by the INTASC Standards; conferencing with other adults to communicate results of observation, documentation, and diagnosis; and organizing and presenting training experiences to adults in an educational setting.

Mentors must possess effective oral and written communication skills to identify and address the needs of the novice teacher. They must understand the use of non-verbal behaviors, and be able to use questioning techniques and active listening skills on a variety of cognitive levels appropriate for achieving multi-purposes.

Mentors must understand the various roles to be played in mentoring relationships. They must be effective coaches. They must work collaboratively with colleagues at the school, system, and community levels.

Mentors must model effective practices. They must apply learning theory and research findings to classroom instruction. They must model effective planning and classroom instruction, developing and utilizing instructional materials and techniques, and identifying and effectively using available school and community resources. Mentors must understand the importance of establishing overall curricular goals and objectives. They must communicate respect for the dignity and worth of a diverse student population. They must demonstrate the importance of continuous participation in professional growth activities.

Mentor training programs must place emphasis on the learning of cognitive concepts, as well as the application of these concepts, in appropriate educational settings. Experiential learning through simulations, case studies, field experiences, and other activities requiring interaction with a real educational environment is appropriate for addressing the requirement for application of concepts. Mentor programs should have structure, yet be flexible enough to allow for recognition of the varied backgrounds and experiences brought by the participants. Learning experiences should be designed to allow for application to all job roles of the mentor. Training in the North Carolina Teacher Appraisal Instrument, the Individual Growth Plan, and licensure requirements should be provided.

Standard 1: Mentors demonstrate the skills necessary for the establishment of productive helping relationships.

Mentors:

- Indicator 1: Identify and address the needs of the novice teacher.
- Indicator 2: Employ the characteristics of helping relationships in the support process.
- Indicator 3: Recognize the importance of individuals becoming independent as they grow professionally.
- Indicator 4: Use strategies to encourage independence through professional growth.
- Indicator 5: Convey a genuine regard for the needs of persons being served by a mentoring relationship.

Standard 2: Mentors demonstrate effective communication skills.

Mentors:

- Indicator 1: Show sensitivity to the needs and feelings of a diverse population being served by a mentoring relationship.
- Indicator 2: Use elements of effective communication.
- Indicator 3: Recognize and use appropriate non-verbal behaviors.
- Indicator 4: Develop effective communication techniques for use in the school community.
- Indicator 5: Use questioning techniques and strategies on a variety of cognitive levels.
- Indicator 6: Use active listening skills as a means to improve communication.
- Indicator 7: Respond effectively to verbal and/or written reflections.

Standard 3: Mentors demonstrate a working knowledge of mentoring relationships.

Mentors:

- Indicator 1: Provides information about alternative support systems, with rationale, for persons in mentoring relationships, including but not limited to mentors, administrators, and cooperating teachers.
- Indicator 2: Conduct an initial conference with the beginning teacher.

Indicator 3: Provide guidance and assistance as the novice teacher assumes new roles and responsibilities.

Indicator 4: Provide a variety of growth experiences for the beginning teacher.

Standard 4: Mentors demonstrate knowledge of the diverse roles of mentoring relationships.

Mentors:

Indicator 1: Plan jointly with persons in a mentoring relationship.

Indicator 2: Assist the new or beginning teacher in analyzing observation data and identifying teaching behaviors needing change.

Indicator 3: Create an awareness of the resources available in the school, community, local education agency, and the institutions of higher education.

Indicator 4: Work collaboratively with the school, community, local education agency, and institutions of higher education to plan experiences for persons being served by a mentoring relationship.

Standard 5: Mentors demonstrate an understanding of concepts of the adult as a learner.

Mentors:

Indicator 1: Describe the ways in which adults identify and solve problems.

Indicator 2: Identify the implications of adult conceptual development for the mentoring relationship.

Standard 6: Mentors demonstrate the ability to utilize appropriate instruments and strategies for promoting growth in the beginning teacher.

Mentors:

Indicator 1: Clarify the role of observation and evaluation.

Indicator 2: Use appropriate data collection strategies and instruments for the purpose of identifying areas of strengths and areas needing improvement.

Indicator 3: Use the coaching cycle to promote growth.

Indicator 4: Assist in the development of a formal growth plan such as the Individual Growth Plan.

Indicator 5: Understand and communicate state evaluation and licensure requirements.

Standard 7: Mentors demonstrate the ability to assist beginning teachers in developing and utilizing materials and techniques for instructional presentation.

Mentors:

Indicator 1: Help beginning teachers relate course objectives to the North Carolina Standard Course of Study.

Indicator 2: Help beginning teachers develop and implement units of study and lesson plans that relate to content goals and to the needs and interests of diverse learners.

Indicator 3: Help beginning teachers provide opportunities for students to work collaboratively and to solve problems.

Indicator 4: Help beginning teachers work collaboratively in the school community to continually support the school improvement plan.

Standard 8: Mentors demonstrate the ability to assist beginning teachers in applying learning theory and research to plan and implement effective classroom instruction.

Mentors:

Indicator 1: Help beginning teachers evaluate and use varied resources in instructional activities to meet diverse learning styles.

Indicator 2: Help beginning teachers design long and short-range plans based on the disaggregation of student assessment information and the needs of the diverse student population.

Indicator 3: Help beginning teachers identify and use appropriate school and community resources.

Indicator 4: Help beginning teachers use a variety of formal and informal assessment strategies to measure student learning.

