INFORMATION TO USERS

THE INFLUENCE OF A BEGINNING TEACHER INDUCTION PROGRAM ON THE
BEGINNING TEACHER'S ATTAINMENT OF THE ARIZONA PROFESSIONAL
TEACHING STANDARDS AS PERCEIVED BY BEGINNING TEACHERS AND
SCHOOL-LEVEL ADMINISTRATORS

by

Alberto Flores Siqueiros

A Dissertation Submitted to the Faculty of the

DEPARTMENT OF EDUCATIONAL LEADERSHIP

In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF EDUCATION

In the Graduate College

THE UNIVERSITY OF ARIZONA

2 0 0 2

THE UNIVERSITY OF ARIZONA ®
GRADUATE COLLEGE

As members of the Final Examination Committee, we certify that we have

read the dissertation prepared by Alberto Flores Siqueiros

entitled THE INFLUENCE OF A BEGINNING TEACHER INDUCTION PROGRAM ON THE

BEGINNING TEACHER'S ATTAINMENT OF THE ARIZONA PROFESSIONAL

TEACHING STANDARDS AS PERCEIVED BY BEGINNING TEACHERS AND

SCHOOL-LEVEL ADMINISTRATORS

and recommend that it be accepted as fulfilling the dissertation

requirement for the Degree of Doctor of Education

Dr. J. Robert Hendricks	11/14/02 Date
Dr. Wade McLean	1-14-02 Date
Dr. David Quinn	11/14/02 Date
Dr. Toni Griego-Jones	11/14/02 Date
	Date

Final approval and acceptance of this dissertation is contingent upon
the candidate's submission of the final copy of the dissertation to the
Graduate College.

I hereby certify that I have read this dissertation prepared under my
direction and recommend that it be accepted as fulfilling the dissertation
requirement.

Dissertation DirectorDr. J. Robert Hendricks	11/21/02 Date

STATEMENT BY AUTHOR

This dissertation has been submitted in partial fulfillment of requirements for an advanced degree at the University of Arizona and is deposited in the University Library to be available to borrowers under the rules of the Library.

Brief quotations from this dissertation are allowable without special permission, provided that accurate acknowledgment of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted be the head of the major department or the Dean of the Graduate College when in his or her judgement the proposed use of the material is in the interests of scholarship. In all other instances, however, permission must be obtained from the author.

SIGNED: _____
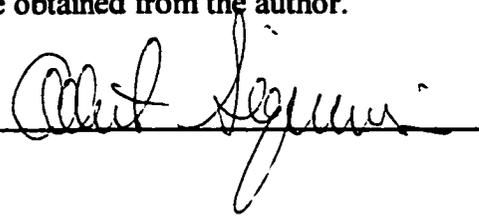
ACKNOWLEDGMENTS

I would like to express my sincere appreciation to several individuals who assisted me through the completion of my program. Certainly, I am grateful for the valuable guidance, support, and encouragement from my dissertation committee. Dr. J. Robert Hendricks, committee chair, along with Dr. Wade McLean, Dr. David Quinn, Dr. Toni Griego-Jones, and Dr. Walter Doyle. I also extend my appreciation to Dr. Donald C. Clark for all of his help, especially in the early years of my graduate work. I am especially indebted to the late Dr. Marcello Medina, Jr. for his inspiration and teaching.

A heartfelt thank you to the staff of Estes Elementary School for their kind words of encouragement and support. Also, I acknowledge my many colleagues who provided valuable insights and information in the development of the study, collection of data, and completion of my dissertation. Thanks!

DEDICATION

This dissertation is dedicated to my family. To my wife, Jacqueline, whose help and support through some very trying times made all this possible. I know that I could not have succeeded without her love and patience. I also dedicate this dissertation to my sons, Robert, Albert, Jack, and Brent. Everything I do in life is for you guys. It is my hope that I have shown you that hard work and effort lead to success and that each of you will pursue your passion and dreams.

This dissertation is also dedicated to my father and mother, Robert and Carolina. I know that my father is looking over me with tremendous joy and pride on my accomplishment. I thank my parents for providing me with all their love, guidance, and support in giving me an opportunity to achieve my goals in life.

I also want to thank my sisters and brothers for their continued support and encouragement over the years. Above all, I thank God!

TABLE OF CONTENTS

TABLE OF CONTENTS - *Continued*

TABLE OF CONTENTS - *Continued*

LIST OF TABLES

LIST OF TABLES - *Continued*

ABSTRACT

This study examined the effects of a beginning teacher induction program on the attainment of the Arizona Teaching Standards. Quantitative and qualitative perspectives were utilized. Quantitatively, a survey asked teachers to rate their perceptions of their level of attainment of the Arizona Teaching Standards as a result of being enrolled or having been enrolled in a beginning teacher induction program. Further, school-level administrators were surveyed on their perceptions of how well these groups of teachers had attained the Arizona Teaching Standards as a result of having been enrolled in a beginning teacher induction program. Qualitatively, the researcher interviewed school-level administrators to gather their perspectives on the quality of the beginning teacher induction program being utilized.

The analysis of the data indicated that the new teachers at the elementary, middle, and high school levels felt strongly that the beginning teacher induction program assisted them in attaining the Arizona Teaching Standards. Additionally, first-year, second-year, third-year, and fourth-year teachers agreed that the beginning teacher induction program assisted them in attaining the Arizona Teaching Standards. It appeared that, as a whole group, beginning teachers agreed that the beginning teacher induction program had aided in their attainment of the Arizona Teaching Standards.

Further, elementary school administrators, middle school administrators, and high school administrators were in agreement in their perceptions that the beginning teacher induction program assisted beginning teachers in the attainment of seven of the Arizona Teaching Standards. Also, the analysis demonstrated that at the elementary-level, teachers and administrators differed in their perceptions on two standards. There were no significant findings when comparing the teachers and administrators at the middle school level. However, when comparing teachers and administrators at the high school level, the analysis provided significant findings on eight of the Arizona Teaching Standards. Finally, it appeared that school-level administrators agreed that elements of effective beginning teacher induction were present in the program being utilized in the district of study.

CHAPTER 1

INTRODUCTION TO THE STUDY

Today's schools are at the center of much scrutiny by interest groups at all levels. The government, parents, religious groups, and teacher groups all feel they have the answers for improving schools, yet the news media consistently reports the shortcomings in public education. There are growing concerns that schools are failing to provide the education for our students' need to become productive adults.

Over the last three decades, much of the scrutiny has focused on the area of academic accountability. The dominance of the cold war and the race for space travel in the 1960s sparked much discussion and debate over American students' inability to keep academic pace with their foreign counterparts. These discussions and debates led to federally commissioned reports such as a *Nation at Risk* (National Commission on Excellence in Education, 1983) and the *America 2000-An Educational Strategy* (U. S. Department of Education, 1991), which declared that schools needed to improve and become more accountable in preparing students to be more globally competitive. Other issues such as bilingual education, sex education, and values education which, at best, can be described as controversial dilemmas impacting schools have also been declared failures.

Regardless of the area of failure, there is an ever-increasing dialogue centered on classroom teachers and their ability to impact the nation's educational agenda and the goals cited in reports such as those previously mentioned. In 1991, President Bush and

the nation's governors declared in *America 2000: An Educational Strategy* (U. S.

Department of Education, 1991),

> Improving elementary and secondary students' achievement will not require a
>
> national curriculum, but it will require that the nation invest in developing the skills
>
> and knowledge of our educators . . . The quality of teachers and teaching is
>
> essential to meeting our goals (p. 43).

Undoubtedly, educators at all levels embrace this position as well. Holland (2001)

in an article addressing teaching standards cited statistician William Sanders, "Of all the

factors we study . . . class size, ethnicity, location, poverty . . . they all pale to triviality in

the face of teacher effectiveness" (p. 37). Therefore, the question is, What measures do

schools take to ensure that teachers are well prepared to teach today's students? Of

particular interest to this researcher is the development of beginning teachers and the

educational system's responsibility to prepare and retain highly effective teachers.

Background of the Study

Induction is one method school districts can use in the effort toward effective

development of beginning teachers. Blair-Larsen (1998) defined induction as the "period

of transition from student to professional" (p. 602). The period of time when a beginning

teacher moves from the university level to the classroom and assumes the responsibilities

that come with being a classroom teacher. Schlechty (1985) suggested that the purpose of

induction was to develop in a new member of a job the skills, attitudes, knowledge, and

values needed to carry out the responsibilities of that job. Schlechty further stated that "Induction is the implantation of school standards and norms so deeply with the teacher that the teacher's conduct completely and spontaneously reflects those norms" (p. 37) .

In this decade, over two million new K-12 teachers will be employed in this country, primarily due to an increasing student population, efforts to reduce class size, and an increasing number of retirements (Darling-Hammond, 1997a). However, generally speaking, first-year teachers are often left in a "sink-or-swim" position with minimal support from colleagues and few opportunities for professional development (Darling-Hammond & Sclan, 1996). According to the National Commission on Teaching and America's Future (NCTAF,1996) well-organized induction programs are the exception rather than the rule, and informal, haphazard induction experiences have been associated with high levels of attrition as well as lower levels of teacher effectiveness. About 20% of new teachers in public schools leave the profession within three years and slightly over 9% leave before the completion of their first year (Recruiting New Teachers, [RNT], 1999).

Brock and Grady (2001) cited several difficulties faced by first-year teachers that may lead to non-retention. Beginning teachers experience personal lifestyle and career transformations that can be stressful, for example,

- Many are just entering the adult world and its responsibilities, changing places of residence, and becoming financially independent.

- Expectations in their new job are challenging. They join a culture where the norms are unfamiliar and friendships and social groups are established.

- The general teaching methods learned in college must be adapted to

the needs of the school with the expectations similar to those of a veteran teacher.

These transitional difficulties can lead to high levels of loneliness and stress. New teachers

may feel overwhelmed, inadequate, isolated and unaware that others have similar issues.

Brock and Grady (2001) further stated, "Without support and guidance, beginners

often grasp for the first strategies that work and cling to them throughout their careers"

(p. 2). Huffman and Leak (1986) supported this position by suggesting that beginning

teachers are often called upon to perform the same tasks as experienced teachers without

any assistance or training. Unfortunately, when teachers are not provided with assistance

or training, they rely on a trial-and-error approach (Huling-Austin, 1986). Such situations

manifest themselves in poor teaching practices which has a detrimental effect on the

profession (Huling-Austin, 1986).

From this perspective, there is a well-founded need for the development and

implementation of beginning teacher induction programs. Huling-Austin (1990) suggested

that part of induction is providing beginning teachers with assistance to improve their

effectiveness which in turn will increase their retention in the profession. Of course, one

cannot lose sight of the fact that there is a positive correlation with higher student

achievement when beginning teachers are provided with effective training and induction.

Linked to this issue is the teaching standards movement. Over the last two

decades, we have seen an increase in the demand for improved teaching standards. At

least a dozen national reports in the last 50 years have declared that the problem with this

country's educational system lies with incompetent and poorly prepared teachers

(Gallagher & Baily, 2000). In 1996 the National Commission on Teaching and America's

Future reported in *What Matters Most* that recent reforms such as new curriculum

standards and accountability schemes will not likely work unless we make major

investments in teaching. One of the Commission's recommendations specifically

addressed the need for "getting serious" about teaching standards.

In the last decade, organizations such as The National Board of Professional

Teaching Standards (NBPTS, 2001) and The National Council for Accreditation of

Teacher Education (NCATE, 2001) have developed standards and national certification

programs with the intent of improving teaching as their primary goal. For example, the

NBPTS has established 31 teaching standards aligned to these five teacher competencies:

- Teachers are committed to students and their learning.

- Teachers know the subjects they teach and how to teach them to students.

- Teachers are responsible for managing and monitoring student learning.

- Teachers think systematically about their practice and learn from experience.

- Teachers are members of learning communities.

The benefits of such reform efforts have a direct impact on improving teaching and

subsequently academic achievement (Huling-Austin, 1986; Runyan, 1991). An additional

benefit is that the standards reform movement serves as a powerful tool toward

professionalizing teaching (Yinger, 1999). Yinger and Hendricks-Lee (2000) stated,

Teacher educators and practitioners must learn to conceive of, learn to speak in, and learn

to assess their work in terms of emerging standards. Doing so will develop the cognitive

and social jurisdiction for teaching.... . More important, standards-based teacher

preparation and professional development will continue the documented trend of better

teachers and teaching promoting higher student learning and achievement (p. 106).

Problem Statement

In December of 1998, the State of Arizona enacted teaching certification

guidelines requiring beginning teachers to receive a provisional teaching certificate. The

provisional elementary, secondary, or special education certificate allows new teachers up

to four semesters or two school years of teaching experience before completing the

performance assessment portion of the Arizona Teacher Proficiency Assessment (ATPA).

The performance assessment portion of the ATPA is directly linked to the Arizona

Teaching Standards (R7-2-602, Professional Teaching Standards) found in Title 7 the

Arizona Administrative Code Manual. Also in December of 1998, the State of Arizona

enacted staff development guidelines that require institutions providing professional

preparation programs to align their program to the Arizona Teaching Standards. School

districts fall under this category of "institutes" (see R7-2-604, Professional Preparation

Programs, found in the Title 7, Education in the Arizona Administrative Code Manual).

The purpose of this study was to examine the effects of a new teacher induction

program on beginning teachers' attainment of the Arizona Teaching Standards. The study

utilized a survey and an interview format. Beginning first-year and second-year teachers
who were enrolled in a beginning teacher induction program and third-year and fourth-
year teachers who were previously enrolled in the beginning teacher induction program
were surveyed on their perceptions of their levels of attainment of the Arizona Teaching
Standards as a result of having been enrolled in the beginning teacher induction program.
Also, school-level administrators were surveyed to determine their perceptions of the
degree to which the beginning teacher induction program assisted beginning teachers in
the attainment of the Arizona Teaching Standards. In addition, school-level administrators
were interviewed to determine their perceptions on the effectiveness of the beginning
teacher induction program. This study utilized a quantitative and a qualitative approach
using survey and interview formats. Eight questions were used to guide the development
of the survey:

    1. To what degree does the teacher meet the standard with respect to designing
and planning instruction that develops the students' abilities to meet Arizona's
academic standards and the district's assessment plan?

    2. To what degree does the teacher meet the standard with respect to
creating and maintaining a learning climate that supports the development of
students' abilities to meet Arizona's academic standards?

    3. To what degree does the teacher meet the standard with respect to
implementing and managing instruction that develops students' abilities to meet
Arizona's academic standards?

    4. To what degree does the teacher meet the standard with respect to
assessing learning and communicating results to students, parents, and other

professionals with respect to students' abilities to meet Arizona's academic standards?

5. To what degree does the teacher meet the standard with respect to collaborating with colleagues, parents, the community, and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and to transition from school to work or post secondary education?

6. To what degree does the teacher meet the standard with respect to reviewing and evaluating his or her overall performance and implementation of a professional development plan?

7. To what degree does the teacher meet the standard with respect to having general knowledge as demonstrated by the attainment of a bachelor's degree?

8. To what degree does the teacher meet the standard with respect to demonstrating current professional knowledge sufficient to design and plan instruction, implement and manage instruction effectively, create and maintain an appropriate learning environment, and assess student learning?

Newcombe's (1990) *Perspectives on Teacher Induction: A Review of the Literature and Promising Program Models* provides recommendations for school districts on the development and implementation of beginning teacher induction programs: These recommendations were used to guide the development of the interview questions. (1) Tailor the program to the local context, (2) consider the full range of purposes, (3) use a variety of activities to achieve the purposes of induction, (4) include a variety of people

who can provide support, (5) include some type of evaluation, (6) have built in flexibility, and (7) use current thought in the change process.

<div align="center">Significance of the Study</div>

This study adds to the existing body of knowledge related to beginning teacher induction. Specifically, the findings of the study provide insightful information to school districts in Arizona on the design and implementation of a beginning teacher induction program that assists beginning teachers in the attainment of the Arizona Teaching Standards. This is especially significant for the following reasons:

1. Newly certified teachers receive a provisional certificate which requires them to pass the performance assessment portion of the Arizona Teacher Proficiency Assessment within two years of issuance. It is advantageous for school districts to develop beginning teacher induction programs with elements of effective programs that assist new teachers in this process. This study will provide school districts with useful information that is supportive of this outcome.

2. The beginning teacher induction and standards literature demonstrates that certain professional difficulties are common among beginning teachers. The literature suggests that effective beginning teacher induction programs include components that assist beginning teachers in developing their individual professional development plan. This study provides school districts with evidence which supports this contention.

3. The standards movement in the United States promotes the development of teaching standards that directly impact student achievement. This study

provides school districts with evidence of a professional development program that achieves this result.

4. The literature suggests that a high percentage of beginning teachers will leave the profession as a result of issues related to the work environment. It is advantageous for school districts and the educational community as a whole to focus attention on this problem and provide the necessary measures to reduce the high level of attrition among beginning teachers. This is especially true in light of the predicted shortages of teachers.

The overall benefit of this study is that it provides school districts with useful information for the development of beginning teacher induction programs that lead to the attainment of teaching standards and higher academic achievement.

Methodology

This study utilized quantitative and qualitative perspectives to examine the effects of a new teacher induction program on attainment of the Arizona Teaching Standards. This was accomplished by surveying teachers enrolled in the beginning teacher induction program during the school year in which the study was conducted and teachers who had recently been enrolled in a beginning teacher induction program. Teachers were asked to rate their perceptions of their own level of attainment of the Arizona Teaching Standards as a result of being enrolled or having been enrolled in a beginning teacher induction program. Also, the survey asked school level-level administrators to rate the level of attainment of the Arizona Teaching Standards of those beginning teachers they are assigned to evaluate as a result of the teachers being enrolled or having been enrolled in a

beginning teacher induction program. Further, school-level administrators were interviewed to gather their perceptions of the effectiveness of the beginning teacher induction program.

Participants were drawn from a suburban/rural school district in Southern Arizona. The school district purported to have a teacher induction program aligned with State mandates. The survey was administered in May of 2002 which coincided with the completion of the school year. The school-level administrator interviews were conducted in June and July of 2002. A full overview of the methodology is provided in Chapter 3.

Limitations

The following limitations were considered and accounted for in the gathering of data and the subsequent statistical analyses:

1. The findings are limited in terms of generalizability due to the small number of participants in the study.

2. The findings are limited to the extent that the study was conducted in only one school district.

3. The primary researcher was a school-level administrator in the school district where the study was conducted. This may had an impact on teacher and school-level administrator responses.

4. The knowledge base with respect to the beginning teacher induction program and current thought in the change process of the school level administrators involved in the qualitative portion of the study was not measurable by the researcher.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter provides an overview of the literature on beginning teachers with an emphasis on the following areas: the challenges faced by beginning teachers, the component of effective beginning teacher induction, the rationale for beginning teacher induction, the teaching standards movement, and the change process.

A thorough review of the literature in the areas of beginning teacher induction and the teaching standards movement resulted in a minimal number of research studies. This was particularly true in the teaching standards movement where much of the literature was descriptive in nature. Further, most of the literature on the standards movement examined the effects of good teaching and its correlation to student achievement. Several studies on beginning teachers were found, but most addressed the problems new teachers encountered. Few current studies in this arena have been completed.

The Challenges of Beginning Teachers

The need for new teachers is on the rise. It is estimated that by the end of 2010 as many as 2.7 million new teachers will be needed by schools in this country (Hussar, 1999). Darling-Hammond (1997c) reported that this will occur primarily due to an increase in the number of students attending schools and the number of teachers reaching retirement age. Stansbury and Zimmerman (2000) reported that the effort by many states to reduce class size is also exacerbating to the situation. Yet another reason for the impending demand for new teachers is the high attrition rate associated with beginning teachers. It is

reported that more than one-third of beginning teachers do not remain in the profession beyond two years (Hope, 1999; Odell & Ferraro, 1992). Further, 33% to 50% of teachers leave within the first five years, and 40% of those leave within the first two years (Hope, 1999). Beginning teachers leave for a variety of reasons, but most are directly related to the difficult conditions often associated with being a beginning teacher. Veenman (1984) suggested that the more problems teachers encounter, the more likely they are to leave. Common among the reasons for beginning teachers leaving the profession are being assigned to teach the most difficult students, assignment of extracurricular duties, placement in a teaching assignment outside their area of expertise, lack of support from administration, and feeling isolated from their colleagues (NCTAF, 1996). Other commonly cited reasons include concerns over discipline and classroom management, issues associated with parents and the community, lack of knowledge in teaching strategies, inability to motivate students, and lack of knowledge in assessing students (Johnston, 1985; Veenman, 1984). Compounding this problem is the shortage of teachers especially in the West and South (The American Association for Employment in Education, 1997). There is no question that the educational community will need to increase its efforts to attract, train, and retain teachers.

The literature defines beginning teachers as those who are new to the profession and have not taught before; a novice, usually one who has just completed training to become a teacher (Huling-Austin, et al. 1989). Paese (1990) referred to a beginning teacher as an "induction teacher" (p. 159) who is in the first three years of teaching. Beginning teachers represent a variety of groups based on age, background, and experiences. For the majority of beginning teachers, their entrance into a teaching career is paralleled by significant changes in their personal lives. After 17 years as students, they

are now entering the age of adulthood with all of its responsibilities (Heck & Williams, 1984). Often, these changes involve moving into a new home and becoming responsible for their own finances. This period of time is often met with insecurity, false starts, and instability (Camp & Heath-Camp, 1991). It is also worth noting that the perception that all beginning teachers are young adults who have recently graduated from college is not accurate. Many returned to college at a mature age to start a second career as a teacher. These individuals, according to Camp & Heath-Camp demonstrate more stability, have more realistic expectations, and experience fewer false starts. Beginning teachers come from a variety of walks of life:

- Young adults entering directly the profession from college.

- Those who have raised a family and decided later in life to pursue a teaching career.

- Those who have spent time in another profession and later in life decided to change careers and give teaching a try (Brock & Grady, 2001).

Beginning teachers face many challenges regardless of the point in life when they enter the profession. The first year of teaching is filled with many challenges. A 1984 study by Veenman which examined the perceived problems among beginning teachers from several educational systems showed that the greatest challenges were classroom management, dealing with individual differences, motivating students, communicating with parents, and student assessment. Similar findings were reported in a 1999 study by Britton, Paine, and Raizen. Such findings are relevant with respect to the discussion on teaching standards which are closely aligned to the findings of this research. An in-depth discussion in this area will be provided later in this chapter.

Unlike many other professions, beginning teachers are expected to assume the same responsibilities as those of a 20-year veteran teacher. They are expected to undertake the very complex and demanding role of teaching young people. Gordon (1991) reported that beginning teachers often are assigned more responsibilities than their veteran counterparts, and they are expected to have the same level of expertise. Though many beginning teachers have had an effective pre-service preparation and a positive student teaching experience, their limited experience usually produces a limited repertoire of classroom strategies (Stansburry & Zimmerman, 2000).

When beginning teachers are left without support and guidance, they typically grasp the first strategies that work and hold on to them for the remainder of their careers (Brock & Grady, 1998). Research by Howey and Bents (1979) disturbingly pointed out that little professional growth occurs after the first years of teaching. This leads to teachers considering themselves inadequate, and they usually are unaware that other beginning teachers are having similar experiences (Veenman, 1984).

When beginning teachers lack induction and are confronted with isolation, they begin to learn by trial and error (Lortie, 1975). Unfortunately, they develop coping strategies that later on become ineffective teaching strategies. When beginning teachers are not given support, they develop inferior teaching styles that are used throughout their careers (McDonald, 1980).

Beginning teachers face yet other issues that make their adjustment more difficult and uncomfortable. They enter teaching organizations in which teachers and staff have established friendships and social groups (Ryan, 1979). They are unfamiliar with the organization's cultural norms and shared history (Sergiovanni, 1995). In a study by Camp

and Heath-Camp (1991), beginning teachers reported that issues such as these caused them to feel isolated.

The contention that beginning teachers experience isolation and loneliness as they begin their teaching careers was supported by Moran (1990). As they attempt to find and discover their personal identity, they are left to fend for themselves when dealing with unfamiliar and sometimes unfriendly circumstances. Further, Moran reported that beginning teachers are not prepared for the type and amount of expertise that are expected of them and are surprised by the "surveillance" supervision they must endure.

As beginning teachers start their careers, one would expect that they would receive assistance from veteran teachers. However, this is not always the case. A 1991 study by Camp and Heath-Camp found that there was a low level of interaction between beginning teachers and other teachers. In some cases, veteran teachers felt that the first year tribulations were something beginning teachers must endure. Brock (1990) found that some veteran teachers felt that if the beginning teacher could not survive the first year, than perhaps he/she did not have the strength to be a teacher.

Often times, the beginning teacher is reluctant to ask questions or ask for help. As noted earlier, there is a perception among beginning teachers that they must perform at a high level immediately. Therefore, they may hesitate in asking for help from experienced teachers because they are concerned about being considered incompetent (Glickman, Gordon, & Ross-Gordon, 1998). In some instances, veteran teachers provide beginning teachers assistance, but as the year progresses and they become occupied with their own work, this assistance becomes less frequent (Brock & Grady, 2001).

Another major hurdle for beginning teachers centers on classroom management. In a study conducted for their book, *From First Year to First Rate: Principals Guiding*

Beginning Teachers (2001), Brock and Grady reported that beginning teachers ranked discipline as their second most difficult problem. This was further supported in a study by Brock and Grady (1998) which found that beginning teachers felt that discipline and classroom management were their major concerns. This same study also reported a broad range of beginning teacher concerns in rank order: working with mainstreamed students, setting expectations for students, dealing with stress, handling upset parents, maintaining paperwork, evaluation of student work, pacing of lessons, varying teaching methodology, handling students of different abilities, and feeling inadequate as a teacher.

Glickman et al. (1998) reported that beginning teachers often face the challenge of being assigned the most difficult group of students in the school. The beginning teachers, with no experience and limited expertise, are assigned students who require a high level of expertise in motivational strategies, classroom management, and in providing individualized attention. The beginning teachers' high rankings of discipline and classroom management as concerns are aligned to the perceptions of school principals. In a study by Brock and Grady (1998), principals were asked to rank their expectations of beginning teachers. The principals ranked third the expectation that beginning teachers should demonstrate proficiency in classroom management behind professional attitude and knowledge of subject matter. Further, the principals ranked classroom management and discipline as the number one problem experienced by beginning teachers.

Gordon (1991) reported that beginning teachers are often assigned larger class sizes as well due to the hierarchical nature of the school organization. Veteran teachers are given the better class assignments. Additionally, beginning teachers are often asked to take on extra-curricular responsibilities which take valuable time away from planning

and other teaching tasks at a point in their careers when such tasks are more time consuming for them (Pollak, 1996). Such practices seem to be unique to teaching and are seldom found in other professions. Other fields typically place fewer demands on those new to the profession and allow them to gain more experience and training before they are given more complex tasks.

To complicate the world of a beginning teacher further, they are given lengthy and difficult to understand handbooks, policies, and procedures. They are also expected to grasp an understanding of the informal rules and customs of the school and district in which they are employed (Brock & Grady, 2001). Beginning teachers are further confused by unclear expectations from administrators, colleagues, students, and parents (Gordon, 1991).

A study by Conley (1989) demonstrated similar results. Beginning teachers felt that their school failed to communicate goals and expectations clearly. Nearly one-third of the teachers in this study felt they received inadequate information about the school and their responsibilities as teachers. They also felt strongly that the school did not provide the necessary materials to teach adequately.

Further, Brock and Grady (2001) suggested that beginning teachers experience three major characteristics found in most career changes:

1. *Changes in the definition of oneself.* The beginning teacher is called upon to change his/her personal lifestyle in the form of how he/she dresses and behaves in accordance with the professional expectations of the new job and school.

2. *Experiences in a totally new situation.* Most beginning teachers have high expectations of themselves, perhaps the result of success in college which transcends into confidence. However, the challenges of a first-year teacher can be overwhelming, resulting in dismay and blaming one's self for shortcomings. They often become discouraged.

3. *Major changes in the interpersonal support network.* As college students, young people relied on parents, professors, and friends to help make decisions. After graduation, they are faced with having to make important decisions without a support group to guide them. The critical factors faced by those starting their careers, such as financial decisions, are now left up to the beginning teacher to make. This, coupled with the challenges of being a first-year teacher, can be very draining.

In 1992, DeBolt suggested that teaching had become a greater challenge. This notion is no different today than it was a decade ago. He cited five reason why he believed this to be the case back then:

1. Teachers are assigned a diverse group of students with varied intellectual abilities, learning styles, backgrounds, and interests.

2. Teachers are expected to teach using a curriculum that is more extensive, varied, and more prescribed.

3. Teachers have a greater variety of instructional tools from which to choose: the traditional methods of paper and pencil, workbooks, chalkboards, and displays or newer methods such as audiovisual materials, computers, learning

centers, and multiple texts which provide a challenging dilemma for the teacher with regard to how to incorporate them effectively.

    4. Teaching has become more complex:

        (1) Using knowledge in decision making based on both personal knowledge and research-based knowledge.

        (2) Working with a multitude of adults such as other teachers, teaching assistants, volunteers, and community resource people in providing services to students.

        (3) Balancing the demands of the classroom with those of trying to become involved in increasing professional opportunities.

    5. Teachers have a higher level of accountability for the conduct and outcomes of schooling.

Newberry (1977) reached five conclusions about beginning teachers: (1), they relied on more experienced teachers to define the school's standards for student achievement; (2), some experienced teachers were reluctant to offer their help to beginning teachers because they didn't want to interfere; (3), beginning teachers asked for help only when they were sure they would not be perceived as incompetent; (4), beginning teachers gathered information about what occurred in other classrooms by observing or listening; and (5), when beginning teachers were able to establish close relationships with other teachers it was typically with someone in the same grade, someone in the next classroom, or someone who had similar ideologies.

Unfortunately, Myton (1984) suggested that in most schools formal systems of induction do not exist. Further, he stated that when they do exist, they fail to provide the

assistance that beginning teachers need. He also suggested that where induction programs existed, they were to a great extent, ceremonial in nature. Odell (1987b), showed some support for Myton's contention by suggesting that teacher concerns should be identified and used in the development of the support offered in induction programs.

As previously mentioned and to add to the discussion of the demand for teachers, the attrition rate for beginning teachers is alarming. In 1983 Schlechty and Vance reported that of all beginning teachers who entered the profession, up to 50% would leave during the first seven years and about two-thirds of that group would leave within the first four years. In a more recent study, it was reported that more than 20% of new teachers in public schools left the profession within three years and, just as concerning, slightly over 9% left before the completion their first year (RNT, 1999).

> In 1995, Dilworth and Imig summarized the challenges faced by today's teachers: The challenge and rewards of the teaching profession have never been greater. The range and type of information that students need far exceeds that of previous decades, and the academic expectations for all students are increasing in virtually every state and community. The nation's schools are more ethnically, and linguistically diverse than at any other point in history, and there is much more discussion about how all students will meet the emerging subject-matter standards. Most school systems seek to transform their school to respond to a host of issues, ranging from the increased student expectations to the condition that students must confront in their communities. It is clear that caring and competent teachers are vital to the success of each of these initiatives and equally clear that pre-service and in-service teacher professional development must change to equip teacher to meet these challenges. (P. 5)

Beginning Teacher Induction

Blair-Larsen (1998) defined induction as the period of transition from student to professional. It is that period of time when a beginning teacher moves from the university level to the classroom and assumes the responsibilities that come with being a classroom teacher. The induction period typically lasts for the first three years of teaching (Paese, 1990). Schlechty (1985) suggested that the purpose of induction was to develop in a new member of a job the skills, knowledge, attitudes, and values needed to carry out the responsibilities of that job. Induction programs are intended to transform the student teacher graduate into a competent career teacher (Components of Good, 1986).

Huling-Austin (1986) suggests that the bottom line purpose of most induction programs is to develop better beginning teachers and to retain those promising beginning teachers who without an induction program might get discouraged and abandon the profession. Further, induction programs are expected to instill professional pride in beginning teachers and to make them feel good about having made the decision of becoming a teacher (Huling-Austin, 1987). Kester and Marockie (1987) suggested that beginning teacher induction programs exist for a variety of reasons, including,

1. A determined need for and benefit from beginning teachers understanding a core knowledge and to being provided a standard set of experiences.

2. State or district mandates.

3. A need to provide interventions to modify the behavior of the beginning teacher.

4. A need to assure the public and parents that beginning teachers are

being monitored and assisted.

The concept of induction for teachers has existed since the early 1970s (Basinger, 2000). It was during this period that researchers began to focus on the socialization process of teachers into the norms of schools and the adjustment phenomenon of how new teachers would fit into existing organizations (Griffin, 1985). In the 1980s and early 1990s, due to concerns about academic standards for students and teacher quality, about half of the states began to develop beginning teacher support programs (Basinger, 2000). At about this time, the control of teacher preparation was transferred from the university level to the local level (Horn, Sterling & Subhan, 2002). A study on urban teacher induction programs by Recruiting New Teachers (1999) reported that most of these programs were run by school districts and that they varied in quality. According to Basinger (2000), in recent years, more colleges of education are seeking to develop partnerships with school districts in an effort to provide a higher level of quality to induction programs.

As previously mentioned, induction programs are varied in their context and content. Most programs have in varying degrees components of staff introduction, facility information, classroom management and student discipline, professional conduct and expectations, and professional responsibilities. Additionally, most programs expose beginning teachers to a variety of teaching techniques and methods and evaluation processes (Components of Good, 1986).

In a study of 36 induction programs, Johnson and Orso (1988) found that they were typically categorized by content support and delivery support. They reported that nearly 75% of induction programs were designed to support curriculum, and nearly 58%

provided support for improving teaching techniques. Additionally, they reported that nearly 70% of the programs used experienced teachers to provide support to beginning teachers.

DeBolt (1992) provided yet another way of categorizing beginning teacher induction programs. He proposed four categories: first, by how long the program had been in operation; second, by the inductee to mentor ratios: third, by the types of inductees enrolled in the program, e.g., new but returning to teaching after a layoff, minorities, etc.; and fourth, by how much training each program provided to those who served as mentors.

DeBolt (1992) suggested that there are four underlying theoretical principles to induction programs. First, *teacher competence is the basis of teacher performance.* Beginning teachers who have successfully attained the appropriate level of knowledge, skills, and values have the basis on which to teach, while those who lack this competence also lack the basis for teacher performance. Second, *teacher performance is the basis of teacher effectiveness.* Beginning teachers need to perform utilizing their competence base in order to accomplish the desired and intended outcomes. Third, *even though teacher competence will ground a teacher's performance, it does not necessarily mean that teacher performance is guaranteed.* Beginning teachers may have the appropriate level of knowledge and skills, but they may not necessarily know how to apply them in the classroom. Fourth, *though teacher performance tends to ground the level of a teacher's effectiveness, teacher effectiveness is not guaranteed.* Beginning teachers may be able to teach, but the expected outcomes may not be achieved. These principles warrant attention as school districts work toward the development of induction programs.

DeBolt's (1992) theoretical principles provide the basis by which school districts can work toward the development of beginning teacher induction programs. The literature further suggests that effective beginning teacher induction programs have the following goals:

1. Provide a transition from pre-service through the first year of teaching.

2. Promote the personal and professional well-being of the beginning teacher.

3. Improve teaching performance.

4. Provide needed knowledge, skills, and attitudes.

5. Build a foundation for continued professional growth.

6. Increase retention of promising beginning teachers.

7. Enculturate beginning teachers into an educational system.

8. Complying with requirements for induction and/or licensure (Brock & Grady, 2001; Fox & Singletary, 1986; Huling-Austin, 1986).

The current literature on beginning teacher induction provides school districts with ample examples of highly successful programs throughout the nation. However, the literature also suggests that school districts should develop programs that are designed to meet the needs at the local level while maintaining alignment with state requirements. Several key suggestions are offered as guidance in the development of new teacher induction programs (Newcombe, 1990):

1. **Design the program to the local context.** School districts must have an understanding and knowledge of the local context so that the design of the beginning teacher induction program meets the needs of teachers in the district. Further, the program should utilize available resources such as staff, practices, and money while accommodating any organizational constraint.

2. **Consider the full range of purposes.** There are three distinct perspectives in considering the full range of purposes. First, the *job perspective:* It is widely understood that beginning teacher induction programs are designed to help teachers acquire the knowledge and skills to undertake the task of being a teacher. Second, *the organizational perspective:* New teacher induction programs assist the teacher in becoming a contributing member of the school community. Third, *the individual and personal perspective:* The new teacher induction program should help foster a commitment for long-term development. These three perspectives should be considered in determining the purpose of the beginning teacher induction program.

3. **Use a variety of activities to achieve the purposes of the beginning teacher induction program.** School districts should provide a variety of forums by which teachers can receive induction. Components of induction can be formal, such as workshops and observations, and informal, such as opportunities for teachers to share ideas with one another. A wide range of options should be considered.

4. **Use the full range of persons who can possibly provide support.** New teacher induction should be provided by a mix of staff. Principals, experienced teachers, central office staff, and consultants are but a few examples.

This places the responsibility of induction on a team of people all of whom bring different areas of expertise and knowledge.

5. **Include an evaluation component in the design for the program.** Participant feedback on the value of the induction activities provide insightful information. Processes which provide evidence that the purposes of the induction program are being met should be developed and monitored. Such evaluation pieces permit school districts to decide on which activities to eliminate, modify, or continue.

6. **Build flexibility into the program design to meet individual differences.** In the design of new teacher induction programs, school districts should consider that participants will have individual needs and differences. The induction program should have built-in flexibility to respond to these individual needs and differences. An example would be to design an activity that addresses a specific concept in which a group of teachers may be having difficulty, such as classroom management.

7. **Apply what is known about planned change.** The educational leaders who are involved in the design and implementation of new teacher induction programs should have a well-grounded understanding of change process theories. These people cannot lose sight of the fact that new teacher induction involves change and that by applying current thought in the change process, the program will help to further guide participants through successful development.

Arizona's K-12 Center's (2002) review of the literature in beginning teacher induction resulted in nine common and effective elements of induction of new teachers:

Orientation: This is typically provided before the school year begins and lasts about one week (Arends & Regazio-DiGilio, 2000). The purpose is to orient new teachers to the community, district, curriculum, and school, and it has been demonstrated to reduce first-year adjustment difficulties (Fiedler & Haselkorn, 1999).

Mentoring: Mentoring is a key element in the success of an induction program (Huling-Austin, 1992). Mentoring is a collaboration between an experienced teacher and a beginning teacher which assists the beginning teachers with the everyday aspects of teaching, socializing them into the profession, and familiarizing them with the expectations of the school district.

Adjusting to working conditions: It has been suggested that when districts adjust the working conditions of beginning teachers, the outcomes are higher teacher satisfaction and a reduction in teacher attrition (Gold, 1996; Lemke, 1994). Adjustments to working conditions include reducing the teacher to student ratio; minimizing the beginning teacher's committee assignments; providing the appropriate textbooks, desks, materials, and supplies; and providing developmentally appropriate staff development opportunities.

Release time: It is important to provide release time for activities such as attending seminars, observing experienced teachers, and working with mentors to analyze student work. These activities should be conducted during regular school hours to eliminate the demands often associated with requiring activities that extend beyond the regular work day (Arends & Regazio-DiGilio, 2000).

Professional development: Professional development should be designed to build a foundation for continued professional development and to provide

opportunities for beginning teachers to gain the knowledge, skills, and attitudes necessary for successful teaching (Johnston, 1985; Lemke, 1994).

Collegial collaboration: Beginning teachers should participate in collaborative activities with other professionals such as instructional planning, team planning and assistance, grade level assistance, and focus groups that address specific topics where beginning teachers can learn from listening to experienced teachers. Such activities assist in the reduction of loneliness often experienced by beginning teachers (Huling-Austin, 1992).

Teacher assessment: Another key element is the ongoing assessment of the beginning teacher using a variety of methods (Lemke, 1994). This should include the use of both formative assessments and summative assessments which provide ongoing feedback for improvement (Fideler & Haselkorn, 1999).

Program evaluation: School districts should ensure continuous program effectiveness and improvement through ongoing evaluation. It is important that a comprehensive evaluation system which involves the program's participants and stakeholders be included in this process (Fideler & Haselkorn, 1999).

Follow-up: It is important to address the needs of second-year teachers in an induction program. Beginning teachers certainly cannot be considered experts after their first year of teaching. Continued staff development classes and release time with support providers that address the needs of second-year teachers are a key part of the success of induction programs (Yopp & Young, 1999).

Schlechty (1985) suggested eight induction program qualities that can be used as a means of evaluation. First, the program provides each participant with an explanation

that the process of their selection is based on special requirements and that the induction program is important for their future success. Second, the induction program is split into progressive stages of achievement. Third, the induction program encourages the development of mutual support from colleagues. Fourth, the induction program is designed to meeting long-term goals. Fifth, the induction program clearly articulates and disseminates set teacher expectations and norms. Sixth, the induction program permits teachers to develop and understand a professional vocabulary. Seventh, the induction program provides teachers with supervision, coaching, demonstration, and assessment. Finally, the induction program requires that the responsibility for supervision be distributed throughout the faculty in an organized manner.

Further, Wasley (1999) suggested that the educational system needs a "comprehensive agenda for supporting emerging teachers and for extending a range of professional responsibilities enough to keep the best teachers engaged in an interesting, stimulating, growth-oriented profession" (p. 5). She provided six steps toward achieving this:

1. Develop a repertoire of teaching techniques for working with children. Teachers must acquire a range of strategies which deal with curriculum, pedagogy, assessment, and school context because students are diverse.

2. Provide an interconnected system of support. At the point that teachers are constantly learning and building their repertoire of teaching techniques, there is a need to join the different elements that support them. School districts and teacher groups need to collaborate with university colleges of education to provide a consistent and coherent image of teaching in the development of a repertoire.

3. Provide teacher preparation during the first two years. Simply, in order to provide adequate support for emerging teachers, we must recognize that teacher preparation is the initial step in building the repertoire of teaching techniques.

4. Provide mentoring. School districts should develop mentoring programs in collaboration with colleges of education. Mentoring during the first two years of teaching helps to reinforce the meaning of being a professional teacher, and mentors can assist beginning teachers in refining the learned repertoire of teaching techniques.

5. Provide professional development. Aligning professional development programs to state certification requirements and to teaching standards can help beginning teachers build a growth plan which reflects the needs of the students they teach.

6. Provide a staged teaching career. School districts should provide teachers with opportunities to provide leadership throughout their careers. Teachers will feel that they are building a profession that espouses a commitment toward lifelong enthusiastic, stimulating, and difficult learning.

Darling-Hammond and McLaughlin (1995) found that teacher development strategies which lead toward improved teaching have several common features. They are experiential and engage teachers through the use of concrete teaching tasks, assessment, and observation which highlight the process of development; they are based on the teachers' questions and experimentation along with research; they permit collaboration among teachers; they are aligned to the teachers' work with their students, in addition to content matter and methodology; there is a sustained and intensive effort which is

supported through modeling, coaching, and problem solving around identifiable difficulties of teaching; and they are intertwined with other concepts of school reform.

Reynolds, in a more recent study (1995), surveyed experienced teachers to find out what they felt were the concepts beginning teachers should know or be concerned with. She framed these recommendations into three areas. First, the *Preactive Tasks* refer to the elements of teaching such as lesson planning and the preparation of content matter for students. Second, the *Interactive Tasks* refer to classroom management and content-specific pedagogical understanding. Third, the *Postactive Tasks* refer to the activities and actions involved with the improvement of teaching such as staff development and the learning of curriculum as a result of reflection.

The California Commission on Teaching Credentialing (1998) suggested that there was another key component to an effective beginning teacher induction program which led to beginning teachers becoming competent practitioners. They employed the art of reflection as an important element of professional growth. They suggested that competent practitioners take the necessary time to examine the teaching context, select and implement the appropriate practices for that teaching context, and seek improvement continuously. The Commission suggested that beginning teachers could accomplish this through a cycle of planning, teaching, reflecting, and applying knowledge into practice.

A study conducted by Summers (1987) concluded that teachers involved in a beginning teacher induction program at Indiana State University showed significant measurable changes in comparison to the control group. Teachers in the program demonstrated higher levels in the use of mastery learning, asked more higher order thinking questions, taught more critical thinking skills, had a higher awareness of curriculum guides, and had better communication skills with parents and the public.

Elsner (1984) investigated the Oklahoma Entry-Year Assessment Program. In this study, he surveyed entry-level teachers, teacher consultants, school administrators, and higher education representatives. They were asked to rate teacher competencies in10 areas in a pre-test/post-test format. The resulting data demonstrated that the teachers in the program had made significant gains in lesson planning, handling discipline, and handling class discussions.

Marockie and Looney (1988) measured teachers perceived use of suggestions and recommendations made in their Teacher Induction Program. Teachers self reported that they utilized at least 20 suggestions and recommendations to help them improve their teaching, particularly in the efficient use of class time with respect to their instruction, improved classroom management, and improved management of record keeping.

As previously mentioned, beginning teachers face personal and emotional challenges as they enter the teaching profession. In a study by Odell (1986), she found that when analyzing the categories of support provided by beginning teacher induction programs, the area of providing emotional support accounted for only a small percentage of the support provided. This is important to note because beginning teachers report that emotional support is high on their list of needs.

In a subsequent study by Odell (1987a), beginning teachers rank ordered their needs. They reported that ideas about instruction, personal and emotional support, advice on resources and materials for teaching, information on policy and procedures, and ideas for classroom management strategies were their primary needs.

A more recent study by Cohen and Hill (1997) showed that the kind and quality of in-service professional development, in addition to the quality of pre-service a teacher received, made a difference in the development of knowledge of teaching strategies. In

this study, students achieved higher scores in math assessments when their teachers were involved in sustained professional development based on content-specific pedagogy aligned to the new curriculum they were learning to teach.

<div align="center">Teaching Standards</div>

Until recent years , teaching standards were not given much attention. Wise and Leibbrand (2000) provided us with an interesting historical perspective on schooling in this country which can help explain this perspective. In the 1800s, when normal schools began, teachers were not typically well educated. Often they knew little more than the students they taught. At that time, this nation did not require a highly educated work force. Instead, people with basic skills were needed, and schools seemed to satisfy this demand. In the mid-1900s many viewed teaching as routine and believed that those who were inspired to teach could learn to teach on the job with supervision. Into the 1950s teaching was considered a job one could "fall back on" if other prospects did not work out. Up to this point in history, inferior preparation and lack of entry standards were the rule.

After the 1950s teaching began to draw attention as those in the profession began to see the need for a common set of standards. In 1954, the National Council for Accreditation of Teacher Education was established. This organization and a very few others sought to improve teaching. However, most of the efforts up to the 1980s focused on curriculum issues. In the 1980s various groups including the federal government, states, and teacher groups began to step up their efforts to address the need for improved teaching (Wise & Leibbrand, 2000).

Over the last two decades, we have seen an increase in the push for improved
teaching standards. There have been at least a dozen national reports in the last 50 years
which have declared that the problem with this country's educational system lies with
incompetent and poorly prepared teachers (Baily & Gallagher, 2000). In 1996 the
National Commission on Teaching and America's Future reported in *What Matters Most*
that recent reforms such as new curriculum standards and accountability schemes will not
likely work unless we make major investments in teaching. This commission produced a
lengthy report with five interlocking recommendations for school reform:

1. **Get serious about standards, for both students and teachers** with an
emphasis on establishing professional standards boards in every state; licensing
teachers based on demonstrated performance, including tests of subject matter
knowledge, teaching knowledge, and teaching skill; and using National Board
standards as the benchmark for accomplished teaching.

2. **Reinvent teacher preparation and professional development** with
an emphasis on organizing teacher education and professional development
programs around standards for students and teachers; developing extended,
graduate-level teacher preparation programs that provide a year-long internship in
a professional development school; creating and funding mentoring programs for
beginning teachers, along with evaluation of teaching skills; and creating stable,
high-quality sources of professional development.

3. Fix teacher recruitment and put qualified teachers in every districts

to pay for qualified teachers and insisting that districts hire only qualified

teachers; aggressively recruiting high-need teachers and providing incentives for

teaching in shortage areas; and developing high-quality pathways to teaching for a

wide range of recruits.

4. Encourage and reward teacher knowledge and skill with an

emphasis on developing a career continuum for teaching linked to assessments

and compensation systems that reward knowledge and skill; removing

incompetent teachers; setting goals and enacting incentives for National Board

Certification in every state and district; and aiming to certify 105,000 teachers in

this decade, one for every school in the United States.

5. Create schools that are organized for student and teacher success

with an emphasis on investing more in teachers and technology and less in non-

teaching personnel and providing venture capital in the form of challenge grants

to schools for teacher learning linked to school improvement and rewards for team

efforts that lead to improved practice and greater learning.

In a very short period of time, the work of the NCTAF (1996) has changed the

teaching standards landscape in this country. Darling-Hammond (2000) reported that

though concerns about teaching have been well documented in reports such as the

Holmes Group's *Tomorrow's Teachers* (1986) and the Carnegie Forum on Education and

the Economy's *A Nation Prepared* (1986), the conversation about change was focused

within the profession and not the public or policy makers. Further, she stated that many

of the performance-based reform efforts of the early 1990s centered mainly on curriculum

and assessment, without much focus on role of teaching itself. Since the NCTAF's

report, *What Matters Most*, published in the 1996, there have been well over 1,500 news

articles and editorials and hundreds of state and federal legislative actions geared toward

improving teaching. Such attention and action have prompted increased efforts at the

local levels to address the improvement of teaching. In the last decade, professional

groups such as The National Board of Professional Teaching Standards (NBPTS, 2001)

and The National Council for Accreditation of Teacher Education (NCATE, 2001) have

developed standards and national certification programs with the intent of improving

teaching as their primary mission. For example the NBPTS has established 31 teaching

standards aligned to the following teacher competencies:

- Teachers are committed to students and their learning.

- Teachers know the subjects they teach and how to teach those subjects
to students.

- Teachers are responsible for managing and monitoring student
learning.

- Teachers think systematically about their practice and learn from
experience.

- Teachers are members of learning communities.

The benefits of such reform efforts certainly have had a direct impact on improving teaching and subsequently academic achievement (Huling-Austin, 1986; Runyan, 1991). An additional benefit as Yinger (1999) suggested is that the standards reform movement serves as a powerful tool toward professionalizing teaching. Yinger and Hendricks-Lee (2000) further stated,

> Teacher educators and practitioners must learn to conceive of, learn to speak in , and learn to assess their work in terms of emerging standards. Doing so will develop the cognitive and social jurisdiction for teaching..... More important, standards-based teacher preparation and professional development will continue the documented trend of better teachers and teaching promoting higher student learning and achievement. (p. 106)

Yinger and Hendricks-Lee (2000) stated that an important element in successfully professionalizing any practice is to convince people that a professional possesses unique knowledge and skills that can be used to meet the needs of a practice and its clients. This condition is the result of that person obtaining an education and practical experience. Standards are a means by which this can occur (Yinger, 1987). Further, standards can be utilized by professionals not only to improve the quality of their practice, but also to gain societal and cultural recognition and legitimization.

Darling-Hammond (2000) stated the root of the argument for standards lies with the notion that professional standards are the means by which the quality of practice is raised and that they are critical to securing equity, especially protecting those who are the least advantaged by incompetent practioners. She elaborated by stating that standards are fundamental in other professions. Doctor, attorney, and engineer candidates, for example, must demonstrate competency of standards through rigorous accreditation, licensing, and certification processes. This concept has started to take root in the teaching profession in the last decade.

Darling-Hammond (2000) reported that over 30 states are now working toward the development of standards for certifying beginning teachers. Additionally, national boards such as the National Board for Professional Teaching Standards, the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Council for Accreditation of Teacher Education (NCATE) have established teaching standards and advanced certifications for teachers. These standards are closely aligned with one another and are based on the most current research on teaching and learning. Critical to the notion of the standards movement, these standards are tied to the performance-based assessment of the teachers' knowledge and skill.

Johnson (2001) has been supportive of the NBPTS and suggested that it must undertake several steps toward ensuring that national certification continues to gain

recognition as a selective award based on high and legitimate standards. She proposed

that the following steps be taken:

1. Steps should be taken to increase the number and distribution of

National Board certified teachers. Today, 4,720 teachers are currently certified.

Of this number, 627 are from North Carolina. An effort to promote a more evenly

distributed number across the country requires that the NBPTS publicize the

opportunities for National Board certification more widely.

2. Steps should be taken to ensure that the standards are maintained. The

rigor and challenge of meeting the standards for National Board certification

should be maintained. This helps to produce and maintain confidence in the

process.

3. Steps toward endorsing legitimate and enduring practices should be

taken. The NBPTS should continue to promote and endorse instructional

practices that are widely perceived as effective and legitimate.

4. Steps should be taken to give open access to all teachers. Regardless of

what path experienced teachers have taken in their preparation, they should have

the opportunity to seek National Board certification.

5. Steps should be taken to maintain the currency of certificates. The

NBPTS should require National Board certified teachers to be re-certified through

regular and rigorous reviews. Such a requirement will help the NBPTS

certification process maintain credibility over time.

Johnson (2001) further suggested that states and school districts take measures to

promote the standards movement by providing avenues for National Board certificated

teachers to assume important roles and responsibilities beyond teaching. Among these

are providing incentives and rewards to make the new roles and responsibilities more

attractive, making the National Board certificate a portable certificate accepted in all

states, and providing financial aid to all teachers who wish to achieve National Board

certification. This latter point is significant because research shows that poor students are

more apt to be taught by unqualified teachers than the wealthy (Haycock, 1998). Talented

teachers need to be more equally distributed among all schools regardless of the financial

position of the school district or its students.

A study by Bond (2001) at the University of North Carolina at Greensboro

reported that teachers certified by the National Board for Professional Teaching Standards

(NBPTS) demonstrated the characteristics of expert teachers found in the body of

knowledge on teaching to a greater degree than non-certified teachers. As previously

mentioned, the NBPTS (2000) reported that in 2000, there were 4,720 National Board

certified teachers in the United States. This figure reflected a 58% increase from the

previous year. This group's goal is to certify 15% of teachers in the United States by the

end of this decade.

A study by the Educational Testing Service in 1999 demonstrated the effectiveness of teaching standards. This study looked at teacher qualifications, academic ability, and pass rates on teacher licensure exams. The Educational Testing Service examined the PRAXIS scores of 270,000 test-takers and then correlated them with college entrance exam scores of the participants. Of the students who took the exam, 91% of those graduating from a National Council for Accreditation of Teacher Education (NCATE) teacher preparation accredited school passed, 84% of those graduating from non-NCATE accredited schools passed, and 74% of those students who never attended a teacher preparation program passed. The results of this study were consistent with other studies that demonstrated that well-prepared teachers had a greater impact on student achievement, were more aware of student needs, and were better able to development instruction to meet the needs of individual students (Wise & Leibbrand, 2000).

A study by Ferguson (1991) was conducted in which he looked at teacher preparation and experience and the impact on student achievement. This was a large quantitative study which involved 900 Texas school districts. The study used teachers' scores on the Texas licensing test, level of teacher education, and teachers' experience and compared these data with the teachers' student test results. The results showed that teacher qualifications have a large influence on student achievement at the district level. Similar results were derived from a study by Strauss and Sawyer (1986). In this study the researchers also used state licensing scores of teachers and compared them to student test scores. There was strong evidence to support the findings of the Ferguson study.

Greenwald, Hedges, and Laine (1996) conducted a review of 60 production

function studies. This review found that teacher education, ability, and experience were

key factors associated with increases in student achievement across schools and districts.

Another recent study (Fuller, 1999) in Texas found that students in districts with a higher

number of licensed teachers were significantly more likely to pass the Texas state

achievement test. Similar findings occurred in the elementary levels where students

performed better on tests of performance if their teachers were licensed.

An important question to the standards movement is whether investment in

teaching influences student achievement. One only needs to look at those states which

have taken the most ambitious legislative steps toward improving the quality of teaching.

North Carolina and Connecticut are two states that have taken the lead in this area. Both

of these states took major steps to improve teacher salaries and implemented strategies to

improve teacher pre-service, licensing, beginning teacher mentoring programs, and

ongoing teacher development programs. Since the 1980s, these two states have

demonstrated the largest student achievement gains in math and in reading than any other

states (Darling-Hammond, 1999).

The findings of most recent studies in the area of improved teaching and the

standards movement have suggested to schools and districts that if they are interested in

improving student achievement, they should focus efforts on the development of

preparation and qualifications for the teachers they hire and hope to retain in the

profession (Darling-Hammond, 1997b).

What are Standards?

Glass (1978) stated that in the field of evaluation, criteria are the variables that are

important and needed in making decisions and that the standards specify the amount of

each variable required to determine whether or not criteria have been met. Raths (1999)

elaborated on this definition by suggesting that to help distinguish between standards and

criteria, some researchers have provided an additional distinction between "content

standards" and "performance standards." The content standards are the criteria, and the

latter address the issue of "standards." The National Education Goals Panel (1993) stated

that content standards were meaningless without performance standards. Raths further

reported that the competency-based teacher education movement of the 1970s had been

merely repackaged in the form of the standards. Today, standards are being incorporated

into teacher preparation programs, school-university partnerships, graduate education

programs, and in-service programs for teachers (Arnold & Sikula, 1999).

Raths (1999) suggested that several claims have been made for teacher standards.

However, he warned that consumers of standards must scrutinize these claims to ensure

that they do what they purport to do. For example, Claim 5, which states that the

standards are research based, one should ask for the data that support this. The claims are

as follows:

Claim 1. The standards communicate to the profession what effective

teachers need to know and be able to do.

Claim 2. The standards are consistent with those developed by the

National Board for Professional Teaching Standards (2001) or by the Interstate

New Teacher Assessment and Support Consortium (1992).

Claim 3. The standards are performance based.

Claim 4. The standards represent a consensus of the profession.

Claim 5. The standards are research based.

Urbanski (1998) elaborated by suggesting that teachers must work toward

professionalizing themselves. Teachers work within outdated and unprofessional

systems. The teaching profession must be restructured in a manner that leads to more

productive schooling. Further, teachers must become involved in the development and

implementation of high and rigorous standards for the profession. He also suggested that

standards should be enforced through peer review because good teachers are the best

judges of poor versus effective teaching.

The research has also suggested that distinct characteristics are found in

competent beginning teachers. A study by Ballantyne, Taylor, and Thompson in 1998

reported that principals described five distinct conceptions of beginning teacher

competence. Competent beginning teachers are seen as having a distinct type of

personality. They bring their own unique talents, self-esteem, and personality to the

classroom. Secondly, they are seen as experts in a subject. They demonstrate knowledge

and confidence in their ability to teach in their area of expertise. Thirdly, they are viewed

as skilled organizers and managers. Fourth, they are seen as having a professional

outlook. They demonstrate a commitment toward maintaining a professional approach in

the fulfillment of their teaching responsibilities. Lastly, they are viewed as having

classroom control. They are able to oversee an orderly classroom where students are

engaged in learning.

Building a Culture

Certainly, teachers' concerns about the lack of perceived professional status are

well documented. The U.S. Department of Education (2000) reported that the lack of

respect for teachers as professionals can be attributed to two factors. First, there is a

perception that many teacher preparation programs lack rigor, and second, there are not a

set of standard qualifications for entering teaching that are based on the ability to teach.

But it is also evident that in order to alter the thinking of that perceived status, teachers

themselves must undertake a transformation designed to manifest a new culture of

professionalism.

Also, one must be aware and understand that though teaching standards reform

efforts are seen as a good thing by the majority of the public and those in the profession,

there are concerted efforts to sway this opinion which could alter the course of action by

some institutions. The Fordham Foundation (1999) has made it clear that it objects to

standards for teaching or teacher education which influence a teachers' attainment of the

knowledge and skills he/she is expected to have. This group supports the notion that

administrators can select teachers from the open market and evaluate them on the merits

of student test scores. This position is held by others with prominence and the means to

publicize their views (Darling-Hammond, 2000). Certainly such views can have a

detrimental impact on the current reform efforts surrounding the teaching standards.

Darling-Hammond (1997c) wrote,

> Part of building a professional culture is redesigning aspects of schooling and
> teacher education still organized around old concepts of learning. The passive
> learning model, founded on misconceptions of the learning process, does not
> empower students to truly understand ideas, access growing stores of knowledge,
> solve novel problems, or transfer knowledge to new situations- -skills essential to
> citizens and even more so to educators of the 21st century. (p. 7)

Teachers must be willing to learn to teach differently and to accept and know the

learning process in new and different ways. The standards movement is one way of

accomplishing this concept.

Sergiovanni (1999) suggested that current thought on school practice is founded

on existing theory, and as a result it is accepted as "unquestioned truth." Schools tend to

undertake certain paths because it is expected that they follow what has previously occurred. He further suggested that if schools desired change, then those practices which have always appeared to be sensible must be challenged. This is very difficult to accomplish, but notwithstanding, the notion of a positive culture impacts the success of any organization, including schools.

Bolman and Deal (1997) suggested that organizations are characterized by meaning, belief, and faith which form the symbolic perspective of organizations. These factors are what help to form the organization's culture. They provided six core assumptions about the symbolic perspective:

1. What is most important about any event is not what happened but what it means.

2. Activity and meaning are loosely coupled; events have multiple meanings because people interpret experiences differently.

3. Most of life is ambiguous or uncertain -- what happened, why it happened, or what will happen next are all puzzles.

4. High levels of ambiguity and uncertainty undercut rational analysis, problem solving, and decision making.

5. In the face of uncertainty and ambiguity, people create symbols to resolve confusion, increase predictability, provide direction, and anchor hope and faith.

6. Many events and processes are more important for what is expressed than what is produced. They form a cultural tapestry of secular myths, rituals, ceremonies, and stories that help people find meaning, purpose, and passion.

Bolman and Deal (1997) stated that the symbols define an organization's culture and that the culture consists of the interwoven patterns of beliefs, values, practices, and artifacts present. These factors help to define for the members of the organization who they are and how to perform. Further, they suggested that culture is process and product. As a product, culture embodies the accumulated wisdom from those who came before, and as a process, the culture is continuously renewed as new members learn about the traditional ways and eventually become teachers themselves.

Beckhard and Pritchard (1992) defined culture as the set of values and assumptions that distinguished an organization from others. The set of values can include those aspects of the organization that are viewed as "good" or "bad." Further, they stated that culture includes those norms and artifacts that guide the actions in the organization. Carlson (1996) provided this definition of culture: "When culture is linked to social groups such as organizations, it is seen in the anthropological sense as a prevailing set of beliefs and customs that guide the actions of persons within that group" (p. 31).

Kilmann (1984) proposed that organizations have an "invisible quality" that determines how the organization operates. The invisible quality refers to the certain style, character, or way of doing things that is more influential than the direction of any one

person or formal system. He also suggested that the most exciting aspect of culture is discovering how it first captures and then directs the collective will of the members of the organization. Culture provides what Kilmann (1984) referred to as the social energy or the meaning, direction, and mobilization that drive the organization into action.

Kilmann (1989) maintained that cultures form quickly as they respond to the organization's mission, setting, and requirements for success. These requirements include quality, efficiency, customer service, hard work, and loyalty. At first, there is a release of tremendous energy as members work toward making the organization successful. The formed culture is a reflection of the members' drive and imagination that come from this energy. As reward systems and organizational rules are established, the members begin to accept the behaviors and attitudes needed for success.

Sergiovanni (1994) identified four dimensions that create a school's norm system and give it direction and meaning while simultaneously representing the source of authority on how to accomplish tasks and responsibilities. These four dimensions are a commitment to practice in an exemplary way, a commitment to practice toward valued social ends, a commitment not only to one's own practice but to the practice itself, and a commitment to the ethic of caring. The existence of the four dimensions leads to the development of a community of learners.

The Change Process

With the advent of the current movement toward developing higher standards for teachers through the use of beginning teacher induction programs, consideration for an understanding of the change process must be included in this venture. This is certainly true when the intended outcome is to produce a positive effect on learning and then restructuring or changing needs to connect to teacher learning and practices (Fullan, 1982). Change needs to be an ever-evolving process and not simply a singular event with a beginning, middle, and an end (Ancess, 2000).

According to Fullan (2001), most researchers have noted three broad phases to the change process. Phase I, typically called initiation (also referred to as mobilization or adoption), consists of the process that leads to and includes a decision to adopt or proceed with a change. Phase II, implementation, refers to the first experiences of attempting to put an idea into practice. Phase III, called institutionalization (also referred to as continuation, incorporation, or routinization), speaks to whether the change becomes built in as an ongoing part of the system or disappears by way of a decision to discard it or through attrition. These phases or stages are referred to as an incremental theory of change (Gold, 1999). According to this theory, planned, controlled, incremental change results in significant change between Phase II and Phase III, usually taking about three years.

Gold (1999) further suggested that a major concern with regard to this theory of change is the resistance or barriers to change that can arise at any stage from either external or internal sources. Resistence can end the change process, distort it, or create negative outcomes. The common de-railers in this theory of change come from individual or group resistence to new ideas.

Gold (1999) described a second theory of change, the punctuated equilibrium theory. This theory suggests that organizations experience "relatively long periods of stability or equilibrium, punctuated by compact periods of qualitative, metamorphic change or revolution" (Gersick, 1991, p. 12). Tushman and Romanelli, (1985) used the concept of organizational deep structure to explain the relationship between periods of equilibrium and revolution. Further, the component of deep structure include core beliefs and values regarding the organization, its employees, and its environment; products, markets, technology, and competitive timing; the distribution of power; the organization's structure; and the nature and ecological pervasiveness of control systems. Gold contended that during periods of equilibrium, the organizational activity remained stable and that it carried out the components of the deep structure. Also, during periods of revolution, the deep structures are dismantled leaving the system temporarily disorganized. When this occurs, "a subset of the system's old pieces, along with some new pieces, can be put back together into a new configuration, which operates according to a new set of rules" (Gersick, 1991, p. 19).

In his discussion of reform or change, Carlson (1996) referred to the change

process as school restructuring. He contended that schools take on many forms of

restructuring through the use of many different approaches. The strategies employed by

schools range from selecting known or specific models to a more inductive process

typically guided by general goals or principles. Elmore (1990) suggested that there are

three general dimensions for school restructuring with underlying assumptions,

emphasizing that the three dimensions should include a focus on methods of teaching and

learning, changes in the preparation and work environment of teachers, and a shift in the

traditional power relations between the school and its clientele.

Fullan (2001) reported that there are eight sources from which initiation is derived

according to a recent review of the literature in the change process. In no particular order,

these are existence of quality innovations; access to innovation; advocacy from central

office administration; teacher advocacy; problem solving and bureaucratic orientations;

new policy and funding; community pressure, support, or apathy; and external change

agents.

Further, there several key factor surrounding implementation which can be

categorized in relationship to characteristics of change, local characteristics, and external

factors. Characteristics of change include issues related to need, clarity, complexity, and

quality/practicality. The local characteristics include the district, community, principal,

and teachers. External factors are associated with issues concerning government and other agencies (Fullan, 2001).

Huberman and Miles (1984) suggested that the continuation phase is dependent on whether two key transformations have occurred. First, has the change becomes embedded into the organizational structure through avenues such as budget and policy? Second, has it generated a critical mass of administrators and teachers who are skilled in and committed to the change, and have there been practices and procedures established for continuing assistance, especially for new teachers and administrators?

Fullan (1996) suggested that change is inevitably, empirically, and theocratically nonlinear and further that there are lessons or a set of ideas that need to be looked as a package in the change process. These lessons are:

Lesson 1: You cannot mandate what matters. In other word, if one attempts to mandate certain key elements such as skills, attitudes, behaviors, and beliefs, the change process begins to break down.

Lesson 2: Change is a journey not a blueprint. Seldom does successful change come as a result of a carefully laid out plan; rather, it is a series of events that just seem to occur.

Lesson 3: Problems are our friends. No matter how well something is planned, it is inevitable that problems will occur, and it is when one solves these problems that organizations experience breakthroughs. Successful organizations

do not have fewer problems. In fact, they tend to create more by there actions, but they also solve more problems.

Lesson 4: Visions and strategic plans come later. Visions are important, but too often they are developed prematurely through talk rather than through actions. They become important when they are focused on something, when they are based on passionate commitment, and when they provide inspiration.

Lesson 5: Individualism and collectivism must have equal power. There needs to be balance between individual efforts and group efforts. Group power has a tendency to squelch individualism when in fact, it is individualism that is a key component for solving problems.

Lesson 6: Neither centralization nor decentralization works on its own. A combination of both is needed for change to occur successfully.

Lesson 7: Connection with the wider environment is critical for success. Schools need to be collaborative internally in addition to being well connected with outside groups. Collaboration in schools will exist much longer when a healthy relationship is present with its local and larger environments.

Lesson 8: Every person is a change agent. Each member of an organization has the capacity to deal with change regardless of the type of system in place.

The whole notion of change does not come without conflict which certainly can impede the progress of an innovation or reform effort. Blanchard (1995) reported that Hall's Concerns Based Adoption Model (University of Texas at Austin) identifies six levels of concerns that those involved with change efforts have experienced: The first level, called information, deals with simply understanding what the change effort is all about. People want to understand what it is they are being asked to implement as a change. The second level of concern, personal, deals with how the change will affect the individual personally. What impact will the change have on the performance of one's job, or will one even have a job once the change is implemented? In the third level of concerns, referred to as management, people ask how the change will be conducted. The fourth level inquires about the overall impact of the change. What are the benefits of the change effort? In the fifth level of concern, collaboration, people have begun to believe in the change effort and begin to ask questions about how they can work with others to get the job done. Finally, in the sixth level of concern, refinement, people become focused on looking beyond the change effort for newer ways to innovate.

Change in schools has the potential of causing disagreement between administration and teachers. Sergiovanni (1994) suggested that school are composed of educators who are experts in instruction and have strong ideas about how schools should operate. The nature of the way schools are organizationally structured has the potential of creating divisions between teacher groups and administration during times of change. It is not uncommon for disagreements to occur between teachers and administration on

issues related to the implementation of new educational practices, and it appears to be more evident at the secondary level. To be successful, change requires the involvement of the key stakeholders affected by the change (Bolman & Deal, 1997; Fullan, 2001; Sergiovanni, 1999).

Bolman and Deal (1997) proposed restructuring, recruiting, and retraining as powerful instruments for change. However, they must be used in concert for successful change to occur. They further suggested that change can influence the power relationships and can undermine any existing agreements or pacts. By using their four frameworks of organizations, they provided different views of major issues in change. The human resource frame focuses on needs and skills, the structural frame on alignment and clarity, the political frame on conflict and arenas, and the symbolic frame on loss and transition (see Table 1).

Change efforts are a common occurrence in today's educational arena. The political climate is directing schools to take measures to improve. Hatch (2002) reported that in a survey of schools in California and Texas, 63% of the schools were involved in three or more improvement efforts and 27% with six or more. The same study showed that in one district, 18% of the schools were involved in nine or more improvement efforts simultaneously. Similar scenarios can be seen in schools throughout this nation. Therefore, it is critical to the success of these efforts, whether it is a beginning teacher

Table 1

Reframing Organizational Change

Frame	Barriers to Change	Essential Strategies
Human resource	Anxiety, uncertainty, feelings of incompetence, neediness	Training to develop new skills, participation and involvement, psychological support
Structural	Loss of clarity and stability, confusion, chaos	Communicating, realigning, and renegotiating formal patterns and policies
Political	Disempowerment, conflict between winners and losers	Creating arenas where issues can be renegotiated and new coalitions formed
Symbolic	Loss of meaning and purpose, clinging to the past	Creating transition rituals: mourning the past, celebrating the future

Bolman & Deal (1997)

induction program or other innovations, that an understanding of the change process exist among the interested stakeholders.

Beckhard and Pritchard (1992) stated , "The world in which we live and will live, and the environment in which organizations will operate, are without precedent" (p. 1). They further stated, "Although the elements are the same, the pace and complexity of changes to new forms, ways of living, and values are of an order of magnitude never before experienced" (p. 1). Though these statements were made a decade ago, they

certainly have meaning to the state of the educational system today. An understanding of

and application of current thought in the change process is perhaps more applicable than

ever before.

Summary

The review of the literature on beginning teachers provided a concerning profile

for the field of education. Beginning teachers are confronted with many challenging

issues from a professional perspective and a personal perspective. As beginning teachers

enter the world of schooling, they are expected to assume the same responsibilities of an

experienced teacher immediately. They often encounter difficulties in instruction,

motivation of students, communicating with parents, student assessment, and discipline.

When beginning teachers lack support and guidance, they tend to develop inferior

teaching styles used throughout their careers. Lack of guidance and support can lead

teachers toward feeling inadequate and isolated. Unfortunately, such situations are the

most cited reasons for the high attrition rate among beginning teachers. It is disturbing to

note that half of beginning teachers will leave the profession within their first five years.

When designed effectively, beginning teacher induction programs have a positive

influence on beginning teachers. The literature in this arena specifies several key

components of effective induction including: consideration of the local context and

purposes including training in instruction aligned to the professional teaching standards;

utilization of a variety of activities to achieve the purposes including orientation, collegial

collaboration, mentoring, and professional development; providing flexibility in the

program to meet the needs of all teachers including release time to attend workshops

during school hours, adjusting the working conditions such as reducing class size,

minimizing committee assignments, or providing appropriate staff development

opportunities; utilization of an evaluation system which includes input from the induction

participants, experienced teachers, and administrators; and inclusion of best practices in

the change process when making decisions about the design and implementation of the

beginning teacher induction program. These efforts will lead to the effective training of

beginning teachers.

CHAPTER 3

METHODOLOGY

This chapter describes the design methodology employed in this study. The following sections provide detailed information: General Perspective of the Study, Research Context, Research Participants, Instruments Used in Data Collection, Procedures Used, Data Analysis, and Summary of the Methodology.

General Perspective

This study examined the effects of a new teacher induction program on the attainment of the Arizona Teaching Standards. Both quantitative and qualitative perspectives were utilized in the study. Quantitatively, this was accomplished by surveying teachers who were enrolled in a beginning teacher induction program during the year of the study and others who had recently been enrolled in a beginning teacher induction program. The survey asked teachers to rate their perceptions of their level of attainment of the Arizona Teaching Standards as a result of being enrolled or having been enrolled in a beginning teacher induction program. Further, the study surveyed school-level administrators on their perceptions of how well these groups of teachers had reached attainment of the Arizona Teaching Standards as a result of having been enrolled in a beginning teacher induction program. Qualitatively, the researcher interviewed

school-level administrators to gather their perspectives on the quality of the beginning teacher induction program being utilized.

The Arizona Teaching Standards were used to guide the development of the teacher and school-level administrator survey. The eight standards can be characterized as follows: The teacher designs instruction, maintains climate, manages instruction, assesses learning, collaborates, develops professionally, possess academic knowledge, and possesses professional knowledge. These standards were developed and written by the Arizona Department of Education and are directly linked to the Arizona Teacher Proficiency Assessment (Title 7, Education in the Administrative Code Manual). Further, the State of Arizona recently enacted staff development guidelines which require institutions offering professional preparation programs to align their programs to the Arizona Teaching Standards (R7-2-604, Professional Preparation Programs, Title 7, Education in the Arizona Administrative Code Manual). School districts fall under this category and requirement. The development of the Arizona Teaching Standards and subsequent teacher certification requirements were a result of an effort by the Arizona Department of Education to align the State's teacher certification requirements to the national standard's movement. This office formed a task force charged with the responsibility of developing a set of standards and certification requirements. This group was comprised of lay people, teachers, school administrators, and representatives from the three colleges of education from the three State universities. The resulting

recommendations were accepted by the Arizona Board of Education in December of 1998.

The interview questions were derived from Newcombe's (1990) *Perspectives on Teacher Induction: A Review of the Literature and Promising Program Models*. The literature provides recommendations on the development and implementation of beginning teacher induction programs for school districts. The interview questions primarily focused on seven key issues found in these recommendations: tailor the program to the local context, consider the full range of purposes, use a variety of activities to achieve the purposes of induction, include a variety of people who can provide support, include some type of evaluation, have built in flexibility, and use current thought in the change process.

Research Context

The study was conducted in a mid-sized, rural/suburban school district in Southern Arizona which purported to have a new teacher induction program aligned to the effective training in the Arizona Teaching Standards. The beginning teacher induction program in the participant school district had been in existence for 15 years. Beginning teachers were required to attend 30 hours of induction classes during the first year of employment with the district and 15 hours during their second year with the district. Generally, classes were held after school hours and were taught by both district

staff and by instructors from outside of the school district. Classes were held once or twice a month throughout the school year from August to March. Additionally, first-year teachers attended 14 hours of orientation prior to the start of the school year.

The school district had 11 elementary schools, 2 middle schools, 2 high schools, and 1 alternative high school. There were approximately 12,000 students enrolled in the school district with 620 teachers. Of the students, 73% were Anglo, 3% were African-American, 20% were Hispanic, 2% were Native-American, and 2% were Asian. Of the teachers, 91% were Anglo, 2% were African-American, 4% were Hispanic, 2% were Native-American, and 1% were Asian. During the year of the study, 36 first-year teachers and 46 second-year teachers were employed by the school district and participated in an induction program. Also, 41 third year teachers and 31 fourth-year teachers were employed by the school district and had recently completed an induction program. Additionally, 23 school-level administrators who were responsible for evaluating these teachers in their respective buildings were asked to participate in the study.

Data collection was in the form of a survey and was completed by first-year, second-year, third-year, and fourth-year teachers. Additionally, 23 school-level administrators were asked to complete the survey. Data were also collected by interviewing six school-level administrators. The teacher survey and school-level administrator survey were conducted in May 2002. School-level administrator interviews were conducted in June and July 2002. Permission for the study was granted

by the school district superintendent. The study was reviewed and approved by the

Human Subjects Committee at the University of Arizona prior to start of the study.

Population and Sample

School-level administrators and teachers in the first, second, third, and fourth

years of their careers and employment with the district were asked to participate in the

study. A review of the school district's personnel records provided the number of

teachers employed by the school district during the 2001-02 school year who were in their

first, second, third, or fourth year of teaching and who had been employed in the school

district during this period of time. One hundred fifty-four teachers fitting these criteria

were employed by the school district in this particular school year. Further, this group of

teachers represented elementary, middle school, and high school levels. The teachers

provided their perceptions of their level of attainment of the Arizona Teaching Standards

as a result of having participated in a beginning teacher induction program.

Additionally, all first-year and second-year teachers were enrolled in the district's

beginning teacher induction program during the time the study was conducted. The third-

year and fourth-year teachers had already completed the beginning teacher induction

program. The induction classes began in August and concluded in March of each school

year. Further, school-level administrators were asked to provide their perceptions of the

teachers' attainment of the Arizona Teaching Standards as a result of the teachers having

participated in a beginning teacher induction program. Additionally, school-level administrators were asked their perceptions on the quality of the beginning teacher induction program.

To secure consent for their participation in the study, the researcher provided all participants with an informational letter regarding the purpose of the study and the particulars of their participation. This letter included a request for their participation.

All teachers in the study were or had been enrolled in the district's beginning teacher induction program at the time of the study. The beginning teacher induction program involved each first-year teacher attending 30 hours of induction classes and all second-year teachers attending 15 hours of induction classes. The topics of the induction included content methodology, classroom management, classroom environment, discipline, meeting the needs of special needs students, and the development of professional portfolios. These classes were taught by in-district personnel as well as instructors from outside of the district. The researcher monitored the level of participation of each teacher in the induction program by reviewing attendance records. It is also important to note that participation in the district's beginning teacher induction program was contractually required for all beginning teachers. Failure to complete the required hours by March resulted in non-renewal of a teaching contract for the following school year.

The school level-administrator interview participants were selected through the use of purposive sampling. As defined by McMillan (1992), in purposive sampling, the researcher selects particular elements from the population that will be representative or informative about the subject, in this case, those individuals the researcher determined would provide the best information to address the purpose of the research. For the purposes of this study, the researcher consulted with the District's Director of Staff Development to determine which school-level administrators were perceived to have the best knowledge of the District's beginning teacher induction program. Additionally, the following criteria and rationale were used in the selection of the interview participants:

1. Each school-level administrator had at least five years of experience in school administration. This criterion was selected so the interview participants would have a strong contextual background in the area of study from which to make informative observations.

2. Each school-level administrator had worked in the same school for at least four years. This criterion was selected so the interview participants would have experience in working with the beginning teachers and be knowledgeable about their teaching over an extended period of time.

3. An equal number of elementary, middle school, and high school administrators were selected to examine any similarities or differences among these groups.

4. To further substantiate the level of expertise of all school-level administrators in assessing teacher effectiveness, a review of District records was conducted to ensure that each school-level administrator was a certified, qualified evaluator.

It was expected that those selected would have a good working knowledge of the program. After they were selected, each school-level administrator was contacted, and an explanation of the interview was given to each followed by a request for their participation. The following information was shared with the participants:

1. The purpose of the interview: To conduct a qualitative doctoral research study.

2. An explanation of the study: To collect their perceptions of the beginning teacher induction program in the district.

3. An explanation of the interview process: The interview would be conducted in school district offices or in a staff development classroom at a time convenient to the participants and would last approximately one hour.

4. Assurance of confidentiality: The participants name, school name, and district name would not be identified in the study.

Each school-level administrator was interviewed to get his/her perceptions of

how well the district's beginning teacher induction program was aligned to best practices

on effective beginning teacher induction programs.

Instrument

To examine the effects of a new teacher induction program on the attainment of

the Arizona Teaching Standards in a school district in Southern Arizona, the *Survey of*

Attainment of the Arizona Teaching Standards was developed for the study. Embedded

in the survey were elements of eight of the Arizona Teaching Standards (R7-2-602,

Professional Teaching Standards) found in Title 7, Education in the Arizona

Administrative Code Manual. The eight standards can be characterized as follows: The

teacher designs instruction, maintains climate, manages instruction, assesses learning,

collaborates, develops professionally, possesses academic knowledge, and possesses

professional knowledge. Further, these eight standards served as subcategories for the

survey.

The development of the survey called upon the use of principles in the design of

effective surveys as described by Fowler (1993) and Gable (1993), including the use of

focus groups, expert panels, and field/pilot studies. Discussions of the use of the

Arizona Teaching Standards in the development of the survey were held with school-

level and district-level administrators at the initial stages of development. The discussion

focused primarily on whether the use of the Arizona Teaching Standards would support the development of survey questions which would answer the primary question in the study: Do beginning teacher induction programs assist teachers in their attainment of the Arizona Teaching Standards? This process lasted from May 2001 to July 2001. These discussions led to the formation of the eight basic questions which are associated with eight of the Arizona Teaching Standards (R7-2-602, Professional Teaching Standards) found in Title 7, Education in the Arizona Administrative Code Manual. These eight standards were cited in a previous section of this chapter. They also provided the eight subcategories for the development of the survey questions. It is important to note that there are nine Arizona Teaching Standards; however, the use of the ninth teaching standard which addressed special education was omitted because not all teachers in the study taught special education students. The first eight teaching standards applied to all teachers regardless of teaching area. The eight basic questions are as follows:

1. To what degree does the teacher meet the standard with respect to designing and planning instruction that develops the students' abilities to meet Arizona's academic standards and the district's assessment plan?

2. To what degree does the teacher meet the standard with respect to creating and maintaining a learning climate that supports the development of students' abilities to meet Arizona's academic standards?

3. To what degree does the teacher meet the standard with respect to implementing and managing instruction that develops students' abilities to meet Arizona's academic standards?

4. To what degree does the teacher meet the standard with respect to assessing learning and communicating results to students, parents, and other professionals with respect to students' abilities to meet Arizona's academic standards?

5. To what degree does the teacher meet the standard with respect to collaborating with colleagues, parents, the community, and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and to transition from school to work or post-secondary education?

6. To what degree does the teacher meet the standard with respect to reviewing and evaluating his or her overall performance and implementation of a professional development plan?

7. To what degree does the teacher meet the standard with respect to having general knowledge as demonstrated by the attainment of a bachelor's degree?

8. To what degree does the teacher meet the standard with respect to demonstrating current professional knowledge sufficient to design and plan

instruction effectively, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning?

These eight questions were the basis for the development of a pool of 86 questions. It should be noted that attention was given to writing the questions in a consistent format. This pool of questions was given to an expert panel which consisted of university professors, school principals, and district-level administrators from within and outside of the school district in the study. After diligent review of the pool of questions, the panel helped to narrow the number of items on the survey to 50. Attention was given to matching questions with the appropriate subsections. This process lasted from August 2001 to September 2001.

The survey contained 50 items and utilized a Likert scale. As suggested by Gable (1993), the survey was designed with a scale of equal intervals in order to provide the appropriate statistical analysis of the data. The scale measured the perceived degree of mastery by using the descriptors "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree." Strongly Agree was given a numerical value of five, and Strongly Disagree was given a value of one in order to conduct a continuous scale statistical analysis. Nunnally (1978) suggested that Likert scales can be highly reliable and successful in the collection of research data.

A pilot test of the questionnaire was conducted in September 2001. The survey was administered to teachers from within and outside of the district in the study as well as

to school level administrators from outside of the district in the study. An item analysis on the survey was conducted using the Internal Consistency Reliability Analysis. The item analysis produced an alpha reliability coefficient of .92.

The inclusion of an expert panel at the initial stages in the development of the survey assisted the researcher in developing a pool of questions designed to best ascertain the desired data from the study participants. The results of the pilot study further assisted in substantiating this position. These two steps resulted in a high level of confidence from the researcher to proceed with the use of the *Survey of Attainment of the Arizona Teaching Standards* in the study.

The development of the interview questions began in January 2001. A review of the literature provided the researcher with key elements found in the development and implementation of effective beginning teacher induction programs. Newcombe (1990) succinctly summarized these key elements as follows: tailor the program to the local context, consider the full range of purposes, use a variety of activities to achieve the purposes of induction, include a variety of people who can provide support, include some type of evaluation, have build in flexibility, and use current thought in the change process. The researcher used each of these seven elements to construct seven open-ended questions for the interview portion of the study. Two additional questions asking for general information were included in the list of interview questions.

Patton (1980) maintained that open-ended questions enable an interviewee to take any direction and use whatever words he/she wanted to in representing what he/she had to say. Additionally, standardized open-ended interviews allow for an easier process of analyzing data because it is possible to locate each participant's response to the same question quickly and to organize similar questions and responses. Further, he suggested that there are advantages to using open-ended interviews in a study such as this: The exact instrument used in the study is available for inspection by decision makers and information users, and the interview is highly focused so the interviewee's time is carefully used.

The interview questions were developed using a semi-structured format. McMillan (1992) noted that semi-structured questions do not have predetermined, structured response choices, but, rather, they are open-ended and specific in intent while allowing for individual responses. Once constructed, the interview questions were reviewed by an expert panel consisting of a university professor, three school principals, and two district-level administrators. The researcher met with each member of the panel individually to discuss the intent of the study and the purpose of the interview questions. The members of the panel provided useful and meaningful input resulting in further refinement of the interview questions. Panel participation lasted from February to March of 2001. It should be noted that all members of this expert panel were employed outside of the school district in the study.

Procedures Used

Site access and approval for the study were obtained from the school district superintendent in the weeks prior to the start of the study. This was followed by the appropriate measures to ensure that proper research protocol was maintained by the researcher. This included providing participants with a written and/or verbal explanation of the study and securing their consent for participation.

Participants were assigned into groups according to their research perspective. Five qualitative groups, first-year teachers, second-year teachers, third-year teachers, fourth-year teachers, and school-level administrators, completed the survey. There was one quantitative group: School-level administrators who participated in the interviews.

The data were collected in the form of the survey and interviews previously described. The survey was administered to respective study groups during May 2002, and the interviews were conducted in June and July of 2002. Each survey participant was asked to mark the degree to which the teachers met each of the standards embedded in each of the questions. The completed surveys were submitted to the researcher. Each interview participant was asked a series of identical questions. The researcher conducted the interviews and recorded the data using a note pad.

The researcher sent a letter and the survey to each of the first-year, second-year, third-year and fourth-year teachers in May via a courier. The letter provided an

explanation of the purpose and format of the study. Each participant was asked to submit the completed survey to the school secretary. The surveys were collected from the secretary by the researcher on the last working day in May.

With regards to gathering data from school-level administrators, the researcher met with this study group at a regularly scheduled staff meeting in May 2002. An explanation letter and a survey was provided to each participant. Each participant was asked to submit the completed survey to the researcher via mail. All completed surveys were collected by the researcher by the end of May 2002. The data were kept in the office of the primary researcher. After all of the data had been collected, they were analyzed with the assistance of a statistical consultant.

Interviews were scheduled during June and July 2002. A phone call was made to each participant explaining the purpose and rationale for the study and the interview, and requesting his/her participation. Each interview lasted approximately one hour and was held at a time convenient for the participant in a school district office or staff development classroom. The researcher used a note pad to record the responses of the participants. After all of the interviews had been completed, the data were analyzed using the inductive process developed for qualitative analysis by Taylor and Bogdan (1984):

1. The data were read and reread by the researcher. Attention was given to avoiding an intensive analysis until the researcher was fully familiar with the data.

2. Themes, ideas, and interpretations were noted and recorded. These notes were further developed and organized by critical themes.

3. The researcher looked for emerging themes and patterns based on the data analysis. Appropriate classifications schemes were used to identify these themes.

4. Concepts and theories were constructed based on the analysis of the emerging themes and patterns.

Additionally, the researcher preserved all findings and ensured that all findings were included in the presentation of the data.

Research Questions

Research Question 1. To what degree do elementary, middle school, and high school teachers who attended the beginning teacher induction program (BTIP) perceive that they met the eight Arizona Teaching Standards as a result of having attended the BTIP.

Null Hypothesis:

There is no significant statistical relationship among elementary, middle school, and high school teachers in their perceived degree of attainment of the eight Arizona Teaching Standards as a result of having attended the BTIP.

Research Question 2: To what degree do first-year, second-year, third-year, and fourth-year teachers who attended the BTIP perceive that they met the eight Arizona Teaching Standards as a result of having attended the BTIP.

Null Hypothesis:

There is no significant statistical relationship among first-year, second-year, third-year, and fourth-year teachers in their perceived degree of attainment of the eight Arizona Teaching Standards as a result of having attended the BTIP.

Research Question 3: To what degree do elementary, middle school, and high school administrators perceive that their teachers who participated in the BTIP met the eight Arizona Teaching Standards as a result of having attended the BTIP.

Null Hypothesis:

There is no significant statistical relationship among elementary, middle school, and high school administrators in their perceived degree of the teachers' attainment of the eight Arizona Teaching Standards as a result of having attended the BTIP.

Research Question 4: Is there a difference between the elementary, middle school, and high school teachers' perceptions of the degree of attainment of the eight Arizona Teaching Standards and the administrators' perceptions of the degree of the teachers' attainment of the eight Arizona Teaching Standards as a result of having attended the BTIP.

Null Hypothesis:

There is no significant statistical relationship between the elementary, middle

school, and high school teachers' perceived degree of the teachers' attainment of

the eight Arizona Teaching Standards and the administrators' perceived degree of

the teachers' attainment of the eight Arizona Teaching Standards as a result of the

teachers having attended the BTIP.

Research Question 5: Do school level administrators perceive that the BTIP's

design is in alignment with the key elements found in effective beginning teacher

induction programs.

A. What local contextual needs are included in the design and

implementation of the BTIP?

B. What is the purpose of the BTIP?

C. What is the established framework of the BTIP?

D. How does the district support teachers who are in the BTIP?

E. How does the district determine the success of the BTIP?

F. What measures does the district take to ensure flexibility within the

parameters of the established framework of the BTIP?

G. How would you characterize the outcomes in your school and school

district as a result of the BTIP as they relate to the "change process?"

Data Analysis

Research Question 1: Descriptive statistics, one-way ANOVAs, and Pearson Product Moment Correlations were used to describe the profile of elementary, middle school, and high school teachers and their perceptions of how they met the eight Arizona Teaching Standards.

Research Question 2: Descriptive statistics ,one-way ANOVAs, and Pearson Product Moment Correlations were used to describe the profile of first-year, second-year, third-year, and fourth-year teachers and their perceptions of how they met the eight Arizona Teaching Standards.

Research Question 3: Descriptive statistics, one-way ANOVAs, and Tukey post hoc tests were used to describe the profile of elementary, middle school, and high school teachers' degree of attainment of the eight Arizona Teaching Standards as perceived by their administrators.

Research Question 4: Teachers' and administrators' perceptions of the degree of the teachers' attainment of the eight Arizona Teaching Standards were compared using independent samples t-tests.

Research Question 5: The data were coded and categorized based on emerging themes. After this process had been completed, inferences were made and reported.

All inferential statistical tests (t-tests, F-tests, Tukey post hoc tests) used an alpha level of .05 to determine statistical significance.

Summary of Methodology

The study utilized quantitative and qualitative approaches. A survey was given to 154 teachers and to 23 school-level administrators. Six school-level administrators were interviewed. The survey were administered in May 2002, and the interviews were conducted in June and July 2002. Inferential statistics and descriptive statistics were used to analyze the quantitative data, and inductive processes were used to analyze the qualitative data.

CHAPTER 4
PRESENTATION OF DATA AND DATA ANALYSIS

Introduction

As stated in Chapter 1, the purpose of this study was to examine the effects of a new teacher induction program on the beginning teachers' attainment of the Arizona Teaching Standards. The study followed both a quantitative and a qualitative approach through the use of a survey and an interview format. Three main groups formed the sample for the study. Beginning first-year and second-year teachers who were enrolled in a beginning teacher induction program at the time of the study and third-year and fourth-year teachers who were previously enrolled in the beginning teacher induction program were surveyed on their perceptions of their levels of attainment of the Arizona Teaching Standards as a result of having been enrolled in the beginning teacher induction program. Additionally, school-level administrators were surveyed to determine their perceptions of the degree to which the beginning teacher induction program assisted teachers in the attainment of the Arizona Teaching Standards. School-level administrators were also interviewed to determine their perceptions on the effectiveness of the beginning teacher induction program.

The remainder of this chapter is divided as follows: overview of the quantitative sample, overview of the quantitative procedures, presentation of the quantitative data,

overview of the qualitative sample, overview of the qualitative procedures, and presentation of the qualitative data.

Quantitative Sample

A total of 138 educators (74 elementary teachers, 26 middle school teachers, 19 high school teachers, and 19 school-level administrators) comprised the sample (see Tables 2 and 3). Of the teacher groups, there were 27 first-year teachers, 30 second-year teachers, 31 third-year teachers, and 31 fourth-year teachers. Of these groups, a total of 81.2% were females and 18.8% were males. Additionally, the highest level of degree attainment among the teachers was reported as 77.3% with bachelors, 17.7% with masters, 1.7% with educational specialists, and 3.3% who did not report. The mean age of the teachers was 35.8 (SD = 10.25) with a range of 22 years to 60 years (see table 2).

Of the school-level administrators, one had 1 year of experience as a school-level administrator, seven had 2 to 5 years of experience as school-level administrators, four had 6 to 10 years of experience as school level administrators, and seven had more than 10 years of experience as school-level administrators. Further, 2 school-level administrators had been in their current position for 1 year, 13 had been in their current position for 2 to 5 years, and 4 had been in their current position for 6 to 10 years. Of this group, 68.4% were female and 31.6% were male. The highest level of degree

Table 2

Teacher Sample

Teacher Year	N	Gender		Mean Age	Teaching Level			Degree Attainment		
		M	F		ES	MS	HS	BS	MS	EDS
First year	27	6	21	31.5	15	9	3	21	4	0
Second year	30	4	26	31.4	20	6	4	22	7	0
Third year	31	5	26	36.2	19	4	8	28	3	0
Fourth Year	31	7	22	36.6	18	7	4	21	7	2

Please note that some cases participants did not report complete information, thus the numbers reported in certain categories may not match the N as reported in each teacher year.

attainment among this group was reported as 89.5% with masters and 10.5% with

doctorates. The mean age of the school-level administrators was 46.4 (SD = 6.10) with a

range of 33 years to 55 years (see Table 3).

Overview of the Quantitative Procedures

As stated in Chapter 3, the *Survey of Attainment of the Arizona Teaching*

Standards (see Appendix A) was developed using the Arizona Teaching Standards (R7-2-

602, Professional Teaching Standards, Title 7, Education in the Arizona Administrative

Code Manual). This survey was sent to 36 first-year teachers and 46 second-year

Table 3

Quantitative Administrator Sample

School Level	N	Gender		Mean Age	Mean Years in Admin	Highest Degree	
		M	F			MS	EDD
Elementary	9	2	7	47.7	9.4	8	1
Middle school	3	1	2	42.6	6.0	3	0
High school	7	3	4	46.2	8.3	6	1

teachers who were employed by the school district and participated in an induction program during the time the study was conducted. Also, the survey was sent to 41 third-year teachers and 31 fourth-year teachers who were employed by the school district and had recently completed a beginning teacher induction program at the time of the study. Additionally, the survey was sent to 23 school-level administrators who were employed by the school district at the time of the study.

In all, 154 surveys were sent to teachers in the four teacher categories. One hundred forty-one surveys were completed and returned. This represent a 91% return rate. However, 22 of the returned surveys were omitted from the study due to one of the following reasons: The participant did not meet the criteria for the study because he/she had more than four years of teaching experience or the participant failed to complete the survey fully. Thirteen fell into the former category and 9 fell into the later. One hundred nineteen "good" surveys were returned and were included in the analysis for the study. The "good" surveys represented 77% of the total surveys sent out.

Additionally, 23 surveys were sent to school-level administrators. Nineteen of these surveys were returned and used in the analysis for the study. This represents an 82% return rate.

Presentation of the Quantitative Data

Research Question 1. To what degree do elementary, middle school, and high school teachers who attended the beginning teacher induction program (BTIP) perceive that they met the eight Arizona Teaching Standards as a result of having attended the BTIP?

Elementary, middle, and high school teachers were compared on the eight teaching standards using a one-way Analysis of Variance (ANOVA). If there were significant findings, the Tukey post hoc tests were conducted. There were no significant differences at the .05 level among the three groups of teachers. There appeared to be agreement among the elementary, middle school, and high school teachers on the perceived level of attainment of the eight Arizona Teaching Standards as a result of being enrolled in the beginning teacher induction program (see Table 4).

A Pearson Product Moment correlation was computed between the average of the perceived level of attainment of the eight Arizona Teaching Standards of the elementary school, middle school, and high school teachers. The correlation between the elementary school and middle school teachers was $r = .90$, $p < .05$. The correlation between the elementary school and high school teachers' rankings was $r = .83$, $p < .05$. The

Table 4

Comparisons of the Eight Teaching Standards Among Elementary School, Middle
School, and High School Teachers

Standard	Elementary			Middle School			High School				
	N	M	SD	N	M	SD	N	M	SD	F	p
Standard 1	72	4.30	.72	26	4.09	.95	19	4.47	.43	1.53	.220
Standard 2	72	4.34	.78	26	4.12	.86	19	4.56	.40	1.41	.247
Standard 3	72	4.11	.82	26	4.00	.90	19	4.47	.43	2.12	.125
Standard 4	72	4.04	.85	26	4.02	.99	19	4.22	.56	.39	.677
Standard 5	72	4.00	.83	26	3.91	.88	19	4.05	.71	.19	.831
Standard 6	72	4.27	.88	26	4.29	.90	19	4.43	.52	.29	.750
Standard 7	72	4.25	.89	26	4.08	.91	19	4.59	.43	2.08	.129
Standard 8	71	4.06	.76	26	4.02	.90	19	4.26	.60	.65	.524

correlation between the middle school and high school teachers' rankings was $r = .73$, p

$< .05$. All correlations were statistically significant at or beyond the .05 level. The

perceived level of attainment appeared to be highly correlated among the elementary

school, middle school, and high school teachers (see Table 5).

Table 5

Pearson Product Moment Correlation Between the Averages of the Perceived Level of Attainment of the Eight Arizona Teaching Standards of Elementary, Middle, and High School Teachers

	Middle School	High School
Elementary school	.90	.83
Middle school		.73

Research Question 2: To what degree do first, second, third, and fourth year teachers who attended the BTIP perceive that they met the eight Arizona Teaching Standards as a result of having attended the BTIP?

First-year, second-year, third-year, and fourth-year teachers were compared on the eight teaching standards using an ANOVA. If there were significant findings, the Tukey post hoc test was conducted. There were no significant differences at the .05 level among the four groups of teachers. There appeared to be agreement among the first-year, second-year, third-year, and fourth-year teachers on their perceived level of attainment of the eight Arizona Teaching Standards as a result of having been enrolled in the BTIP. (See Table 6).

A Pearson Product Moment correlation was computed between the average of the perceived level of attainment of the eight Arizona Teaching Standards of the first-year, second-year, third-year, and fourth-year teachers. The correlation between first year and second year was $r = .60$, $p < .05$; the correlation between first and third year was $r = .70$, $p < .05$; and the correlation between first-year and fourth-year was $r = .80$, $p < .05$.

Table 6

Comparisons of the Eight Teaching Standards Among First-year, Second-year, Third-year, and Fourth-year Teachers.

Standard	First Year			Second Year			Third Year			Fourth Year				
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	F	p
Standard 1	27	4.17	.76	30	4.27	.67	30	4.23	.92	30	4.46	.59	.83	.482
Standard 2	27	4.28	.73	30	4.26	.80	30	4.25	.90	30	4.56	.53	1.51	.332
Standard 3	27	4.02	.85	30	4.09	.78	30	4.09	.95	30	4.33	.59	.93	.428
Standard 4	27	3.94	.85	30	4.10	.82	30	3.93	.97	30	4.29	.69	1.17	.326
Standard 5	27	3.85	.97	30	4.10	.67	30	3.85	.92	30	4.15	.68	1.13	.339
Standard 6	27	4.11	.92	30	4.36	.77	30	4.28	.98	30	4.44	.64	.80	.495
Standard 7	27	4.04	.91	30	4.28	.84	30	4.27	.96	30	4.45	.65	1.07	.362
Standard 8	27	4.07	.82	30	4.10	.69	30	3.99	.91	30	4.16	.67	.24	.868

The correlation between the second-year and third-year teachers was $r = .90$, $p < .05$, and the correlation between second and fourth was $r = .75$, $p < .05$. The correlation between the third-year teachers and fourth-year teachers was $r = .84$, $p < .05$. All correlations were statistically significant at or beyond the .05 level. The perceived level of attainment appeared to be highly correlated among the among the first-year, second-year, third-year, and fourth-year teachers (see Table 7).

Table 7

Pearson Product Moment Correlation Between the Averages of the Perceived Level of Attainment of the 8 Arizona Teaching Standards of First, Second, Third, and Fourth Year Teachers

	Second Year	Third Year	Fourth Year
First Year	.60	.70	.80
Second Year		.90	.75
Third Year			.84

Research Question 3: To what degree do elementary, middle school, and high school administrators perceive that their beginning teachers who participated in the BTIP met the eight Arizona Teaching Standards as a result of the teachers having attended the BTIP.

Elementary school, middle school, and high school administrators were compared on their perceptions of teachers' levels of attainment on the eight teaching standards using one-way ANOVAs. There were no significant differences among the elementary school, middle school, and high school administrators except in Standard 6 where there were significant differences, $F (2,16) = 13.18$, $p < .001$ (see Table 8). It appeared that elementary school, middle school, and high school administrators differed on their perceptions of agreement about Standard 6. Standard 6 states that the teacher reviews and evaluates his or her overall performance and implements a professional development plan.

Tukey post hoc tests were computed following a significant F test on Standard 6. A significant difference was found between the perceptions of elementary school

Table 8

Comparisons of the Eight Teaching Standards Among Elementary, Middle, and High School Administrators

Standard	Elementary School			Middle School			High School				
	N	M	SD	N	M	SD	N	M	SD	F	p
Standard 1	9	3.93	.82	3	3.83	.26	7	3.79	.30	.11	.893
Standard 2	9	3.85	.47	3	3.92	.14	7	3.73	.25	.32	.730
Standard 3	9	3.60	.78	3	3.63	.38	7	3.50	.46	.06	.940
Standard 4	9	3.55	.71	3	3.93	.12	7	3.23	.41	1.74	.207
Standard 5	9	3.64	.72	3	3.27	.64	7	3.17	.65	1.02	.383
Standard 6	9	4.14	.25	3	3.58	.14	7	3.25	.48	13.18	.000
Standard 7	9	3.62	.83	3	4.13	.31	7	3.69	.55	.64	.537
Standard 8	9	3.51	.67	3	3.90	.44	7	3.27	.56	1.19	.328

administrators (M = 4.14) and the perceptions of high school administrators (M = 3.25). The other comparisons (elementary school administrators versus middle school administrators and middle school administrators versus high school administrators) were not significant. It appeared that the source of the difference in the significant F tests was the difference between the perceptions of the elementary school and high school administrators (see Table 9).

Table 9

Tukey Post Hoc Tests on Standard 6 Comparing Elementary, Middle, and High School Administrators

	Middle School		High School	
	Diff	p	Diff	p
Elementary school	.56	.071	.89	.000
Middle school			.33	.369

Note. The elementary mean is 4.14, the middle school mean is 3.58, and the high school mean is 3.25 for Standard 6. (See table 8).

Research Question 4: Is there a difference between the elementary, middle school, and high school teachers' perceptions on the degree of attainment of the eight Arizona Teaching Standards and the administrators' perceptions of the degree of the teachers attainment of the eight Arizona Teaching Standards as a result of having attended the BTIP.

All teachers' (n = 119) perceptions of their level of attainment of the eight Arizona Teaching Standards were compared with all the administrators' (n = 19) perceptions of their teachers' level of attainment of the eight teaching standards using independent samples t-tests. The results of the analyses showed that for each standard, the teachers' perceptions differed from the administrators' perceptions (p < .05). This indicated that they differed in their perceptions of their agreement on each standard (see Table 10).

Table 10

Comparisons of Teachers and Administrators on the Eight Teaching Standards

Standard	Teachers			Administrators				
	N	M	SD	N	M	SD	t	p
Standard 1	119	4.28	.74	19	3.86	.58	2.36	.020
Standard 2	119	4.34	.75	19	3.82	.36	2.98	.003
Standard 3	119	4.14	.79	19	3.57	.60	2.99	.003
Standard 4	119	4.06	.83	19	3.49	.59	2.85	.005
Standard 5	119	3.98	.82	19	3.41	.68	2.89	.005
Standard 6	119	4.30	.83	19	3.7	.53	2.93	.004
Standard 7	119	4.27	.84	19	3.73	.67	2.68	.008
Standard 8	118	4.08	.76	19	3.48	.61	3.26	.001

To examine the sources of the differences between the teachers and the administrators on the perceived levels of attainment of the eight teaching standards, the teachers and administrators were compared separately in the elementary schools, middle schools, and high schools using t-tests. In the elementary schools, teachers and administrators differed in their perceptions only on Standard 7, $t = 2.02$, $p = .046$, and on Standard 8, $t = 2.08$, $p = .040$ (see Table 11). Standard 7 states that the teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree.

Table 11

Comparisons of Elementary School Teachers and Administrators on the Eight Standards

Standard	Elementary Teachers			Administrators				
	N	M	SD	N	M	SD	t	p
Standard 1	72	4.30	.72	9	3.93	.82	1.44	.153
Standard 2	72	4.34	.80	9	3.85	.47	1.85	.068
Standard 3	72	4.11	.82	9	3.60	.78	1.76	.083
Standard 4	72	4.04	.90	9	3.55	.71	1.66	.101
Standard 5	72	4.00	.83	9	3.64	.72	1.21	.229
Standard 6	72	4.30	.90	9	4.14	.25	.45	.658
Standard 7	72	4.30	.90	9	3.62	.83	2.02	.046
Standard 8	71	4.10	.80	9	3.51	.67	2.08	.040

Standard 8 states that the teacher will demonstrate current professional knowledge sufficient to design and plan instruction effectively, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning. The comparison of teachers and administrators at the middle schools provided no significant findings (see Table 12). When teachers and administrators were compared at the high schools, all of the t-tests provided highly significant findings on all eight teaching standards (see Table 13).

Table 12

Comparisons of Middle School Teachers and Administrators on the Eight Standards

Standard	Middle School Teachers			Middle School Administrators				
	N	M	SD	N	M	SD	t	p
Standard 1	26	4.09	.95	3	3.83	.26	.464	.646
Standard 2	26	4.12	.86	3	3.92	.14	.514	.611
Standard 3	26	4.00	.90	3	3.63	.38	.698	.491
Standard 4	26	4.02	.99	3	3.93	.12	.141	.889
Standard 5	26	3.91	.88	3	3.27	.64	1.21	.236
Standard 6	26	4.29	.90	3	3.58	.14	1.32	.196
Standard 7	26	4.08	.91	3	4.13	.31	-.105	.917
Standard 8	26	4.02	.90	3	3.90	.44	.210	.835

The analyses suggested that on every standard, high school teachers reported having greater agreement of their perceptions on the level of attainment of the eight Arizona Teaching Standards than did the high school administrators on their perception on the level of their teachers' attainment of the eight Arizona Teaching Standards. There were no significant differences among middle school teachers and middle school administrators. Between the elementary school teachers and elementary school

Table 13

Comparisons of High School Teachers and Administrators on the Eight Standards

Standard	High School Teachers			High School Administrators				
	N	M	SD	N	M	SD	t	p
Standard 1	19	4.47	.43	7	3.79	.30	3.92	.001
Standard 2	19	4.56	.40	7	3.73	.25	5.11	.000
Standard 3	19	4.47	.43	7	3.50	.46	5.02	.000
Standard 4	19	4.22	.56	7	3.23	.41	4.26	.000
Standard 5	19	4.05	.71	7	3.17	.65	2.88	.008
Standard 6	19	4.43	.52	7	3.25	.48	5.26	.000
Standard 7	19	4.59	.43	7	3.69	.55	4.41	.000
Standard 8	19	4.26	.60	7	3.27	.56	3.83	.001

administrators, there were only significant differences in the perceived level of attainment in Standards 7 and 8, however, the level of significance was just beyond the .05 level.

Both the teacher survey and the administrator survey asked the respondents to report, as a percentage, how much of the teachers' professional growth could be attributed to factors other than the beginning teacher induction program. In the first-year teacher category, 23 of 27 teachers responded to this question. Fourteen teachers indicated that from 10% to 50% of their professional growth could be attributed to factors other than the

BTIP, four teachers reported between the 70% and 75 % levels, and five teachers reported

a percentage higher than 75% (see Table 14).

Table 14

Professional Growth Attributed to Factors Other than the Beginning Teacher Induction
Program as Reported by First-Year Teachers

Percentage Reported	Frequency	Percent of Teachers Reporting
10.00	3	13.0
20.00	5	21.7
25.00	1	4.3
30.00	1	4.3
40.00	1	4.3
50.00	3	13.0
70.00	3	13.0
75.00	1	4.3
90.00	3	13.0
98.00	1	4.3
100.00	1	4.3

In the second year category, 1 teacher reported that 0% of his professional growth

could be attributed to factors other than the BTIP, 14 teachers reported from 10% to 50%

levels, 7 teachers reported between the 60% and 75 % levels, and 7 teachers reported

percentages between 80% and 100%. In this category, 29 of 30 teachers reported (see

Table 15).

In the third-year category, 8 third-year teachers reported that between 5% and 50%

of their professional growth could be attributed to factors other than the BTIP, while 6

Table 15

Professional Growth Attributed to Factors Other than the Beginning Teacher Induction
Program as Reported by Second-Year Teachers

Percentage Reported	Frequency	Percent of Teachers Reporting
.00	1	3.4
10.00	2	6.9
20.00	1	3.4
25.00	1	3.4
30.00	2	6.9
40.00	3	10.3
50.00	5	17.2
60.00	2	6.9
70.00	2	6.9
75.00	3	10.3
80.00	4	13.8
90.00	1	3.4
95.00	1	3.4
100.00	1	3.4

teachers reported at the 60% to 75% levels, and 11 reported between the 80% and 99%

levels. These figure represented 29 of 31 teachers reporting (see Table 16).

Fourth-year teachers reported the percentage of their professional growth to be

attributed to factors other than the BTIP as follows: 7 reported between the 10% and 50%

levels, 5 reported between the 60% and 70% levels, and 15 reported between the 80% and

100 % levels. In all, 28 of 31 teachers reported (see Table 17).

Table 16

Professional Growth Attributed to Factors Other than the Beginning Teacher Induction
Program as Reported by Third-Year Teachers

Percentage Reported	Frequency	Percent of Teachers Reporting
5.00	1	3.4
10.00	1	3.4
20.00	2	6.9
30.00	1	3.4
40.00	2	6.9
50.00	1	3.4
60.00	4	13.8
70.00	4	13.8
75.00	2	6.9
80.00	7	24.1
90.00	3	10.3
99.00	1	3.4

School-level administrators were also asked to report what percentage of their

first-year, second-year, third-year, and fourth-year teachers' professional growth could be

attributed to factors other than the BTIP. In all, 17 of 19 respondents reported a

percentage to this question. Thirteen reported that they felt that 20% to 50% of their

teachers professional growth could be attributed to factors other than the new teacher

induction program, three reported between the 60% and 75% levels, and one reported at

the 80% level (see Table 18).

Table 17

Professional Growth Attributed to Factors Other than the Beginning Teacher Induction Program
as Reported by Fourth-Year Teachers

Percentage Reported	Frequency	Percent of Teachers Reporting
10.00	2	7.1
20.00	3	10.7
40.00	1	3.6
50.00	2	7.1
60.00	2	7.1
70.00	3	10.7
80.00	6	21.4
85.00	2	7.1
90.00	3	10.7
95.00	1	3.6
99.90	1	3.6
100.00	2	7.1

Qualitative Sample

The six interview participants were selected through purposive sampling from the
19 school level administrators who completed the survey in the quantitative portion of the
study. As defined by McMillan (1992), in purposive sampling, the researcher selects
particular elements from the population that will be representative or informative about
the subject, in this case, those individuals the researcher determined would provide the

Table 18

Professional Growth Attributed to Factors Other than the Beginning Teacher Induction Program
as Reported by School-Level Administrators

Percentage Reported	Frequency	Percent of Teachers Reporting
20.00	1	5.9
30.00	4	23.5
40.00	4	23.5
50.00	4	23.5
60.00	1	5.9
75.00	2	11.8
80.00	1	5.9

best information to address the purpose of the research. For the purposes of this study,
the researcher consulted with the District's Director of Staff Development to determine
which school-level administrators were perceived to have the best knowledge of the
District's beginning teacher induction program. Additionally, the following criteria and
rationale were used in the selection of the interview participants:

1. Each school level administrator had to have at least five years in
school administration. This criterion was selected so the interview participant
would have a strong contextual background in the area of study from which to
make informative observations.

2. Each school-level administrator had worked in the same school for at
least four years. This criterion was selected so the interview participant had
experience in working with the beginning teachers and had knowledge of their
teaching over an extended period of time.

3. An equal number of elementary level, middle school, and secondary level administrators were selected to examine any similarities or differences among these groups.

4. To further substantiate the level of expertise of all school-level administrators in assessing teacher effectiveness, a review of District records was conducted to ensure that each school-level administrator was a certified, qualified evaluator at the time of the study.

It was expected that those who were selected had a good working knowledge of the beginning teacher induction program in the school district where the study was conducted. All of the participants met the criteria established for their selection in the study, with the exception of Criterion 3 which called for equal representation from the elementary school, middle school and high school levels. None of the school-level administrators at the middle school level in the district of study met Criteria 1 and 2 as listed above.

The school-level administrators who were interviewed had a minimum of five years of experience as school-level administrators. The years of experience as school-level administrators ranged between 7 years and 15 years. Additionally, each had worked in his/her current school assignments as a school-level administrator for at least four years. Five of the administrators reported their highest degree attainment as a masters in Educational Administration, and one reported that he held a Doctorate in Educational Leadership. Two were high school principals and four were elementary school principals. Four of the participants were female and two were male (see Table 19).

Table 19

Qualitative Administrator Sample

Participant	School Level	Year of Experience in Administration	Years in Current Administrative Position
A	High School	9	4
B	Elementary	7	7
C	Elementary	9	9
D	Elementary	11	8
E	Elementary	15	9
F	High School	8	5

Overview of the Qualitative Procedures

A review of the literature provided the researcher with key elements found in the development and implementation of effective beginning teacher induction programs. Newcombe (1990) succinctly summarized these key elements as follows: tailor the program to the local context, consider the full range of purposes, use a variety of activities to achieve the purposes of induction, include a variety of people who can provide support, include some type of evaluation, have build in flexibility, and use current thought in the change process. The researcher used each of these seven elements to construct seven open-ended questions for the interview portion of the study (see Table 20).

Open-ended questions enable an interviewee to take any direction and use whatever words they want to in representing what he/she desires to say (Patton, 1980). Additionally, standardized open-ended interviews allow for an easier process of analyzing

Table 20

Interview Questions

---

1. Describe the contextual needs of your school district in terms of what you think is

   needed in the beginning teacher induction program (BTIP).

   a. In what ways are the contextual needs of your school the same or different

      from that of your district's contextual needs?

2. What activities or strategies does your school district use to achieve the goals   of

   the BTIP?

3. What systems does your school district have in place to support teachers as they

   participate in the BTIP?

4. How do you determine whether your district's induction program is successful?

5. What measures does your school district take to ensure that the individual needs of

   each teacher are met as they participate in the BTIP?

6. What is the purpose of your district's BTIP?

7. Keeping in mind what you know about the change process, what processes, aligned to

   current thought in the change process, does the district use in the development and

   implementation of the beginning teacher induction program?

8. What changes would you suggest for improvement in your district's BTIP?

9. Is there anything else you would like to speak about with regard to your district's

   BTIP?

---

data because it is possible to locate each participant's response to the same question

quickly and to organize similar questions and responses. Further, Patton suggested that

there are advantages to using open-ended interviews in a study such as this: The exact

instrument used in the study is available for inspection by decision makers and

information users, and the interview is highly focused so the interviewee's time is carefully used. Further, the interview questions were developed using a semi-structured format. McMillan (1992) suggested that semi-structured questions do not have predetermined, structured response choices, but, rather, they are open-ended and specific in intent while allowing for individual responses.

The interviews were held in school district offices at a time and location convenient to the participant. Three interviews were conducted in the offices of the school-level administrators, and three interview were held in a staff development classroom. These sites were selected by the participants. Each of the interviews lasted about one hour. The shortest time period for an interview last 45 minutes, and the longest time period was 75 minutes.

Each interview session began with the researcher providing a brief explanation of the study followed by an opportunity for the participant to ask questions related to his/her participation. Each participant was asked for their permission to participate in the interview. All of the participants agreed. The researcher recorded detailed notes during the interviews. The resulting transcripts and written notes provided the data utilized in this study. The following section provides a summary of analysis of these data.

Presentation of Qualitative Data

After the interviews were completed, the data were analyzed using the inductive process developed for qualitative analysis by Taylor and Bogdan (1984):

1. The data were read and reread by the researcher. Attention was given to avoiding an intensive analysis until the researcher was fully familiar with the data.

2. Themes, ideas, and interpretations were noted and recorded. These notes were further developed and organized by critical themes.

3. The researcher then looked for emerging themes and patterns based on the data analysis. Appropriate classifications schemes were used to identify these themes and patterns.

4. Concepts and theories were then constructed based on the analysis of the emerging themes and patterns.

To maintain anonymity of the respondents, the participants are identified by a letter code as noted in Table 19. Additionally, specific school districts are simply referred to as the "district." Schools named by the respondents are referred to by a color. For example, if George Washington High School had been named by a respondent, it would be referred to as Blue High School in the discussion of the data for this study. To further protect the identity of the participants, they are all referred to in the male gender.

Research Question 5:   Do school-level administrators perceive that the BTIP's design is in alignment with the key elements found in effective beginning teacher induction programs.

A. What local contextual needs are included in the design and implementation of the BTIP?

B. What is the purpose of the BTIP?

C. What is the established framework of the BTIP?

D. How does the district support teachers who are in the BTIP?

E. How does the district determine the success of the BTIP?

F. What measures does the district take to ensure flexibility within the parameters of the established framework of the BTIP?

G. What steps has the district taken to ensure that current thought in the change process is being used in the development, implementation, and administration of the BTIP?

H. What suggestions do you have for improvement of the BTIP?

I.. Is there anything else you want to speak about with regard to the BTIP?

Interview Question 1: Describe the contextual needs of your school district in terms of what you think is needed in the beginning teacher induction program (BTIP).

Three major themes emerged from the responses to Question 1: understanding the culture and having knowledge of the district's history, having an understanding of the procedural guidelines for the district, and providing new teachers with training on the Arizona Teaching Standards. One respondent also mentioned the importance of new teachers simply being aware of the Arizona Learning Standards (see Table 21).

The respondents felt it was important for new teachers to have an understanding of the district's culture and knowledge of the district's history. All six of the respondents verbalized this theme in their answers to Question 1. They used phrases such as "district expectations," and "the culture of the school district." Principal E

Table 21

Interview Question 1: Major Themes

Understanding the Culture and History	Knowing the Procedural Guidelines	Training on the Teaching Standards
"I spend a lot of time at the building level talking about culture."	"Get a broad overview of how the district fits or works with mandates and what is required by state and federal guidelines."	"Focus on the State standards and what the State requires of teachers."
"People coming into our district need to know the culture."	"They need to know how we go about doing things."	"Everything associated to the teaching standards."
"Understanding who we are in terms of what we represent"	"What are the procedures."	"New teachers coming in . . . to know the Arizona Teaching Standards."
"I think they need to understand . . the expectations of who we are."	"How to go about conducting the everyday business of teaching."	"Another biggie is teaching teachers how to teach."
		"Providing the direction for them and always coming back to the instructional impact that everything they do has on kids."

responded by stating, "I spend a lot of time at the building level talking about culture." He further stated, "One of the things I have seen either make or break new teachers is do they understand the community?" Principal D's response was, "I think that one of the needs

is just understanding the *culture* of the district." Principal F also used the term culture, "People coming into our district need to know the culture." Principal A stated, "I think that it is really important that when new teachers come into the district, they get an overview of the district, where it started, and where it has come down through the years." In another response, Principal B used the phrase, "understand who we are in terms of what we represent" when addressing his view of the overall contextual needs of the district. This was supported by Principal C who phrased his response as, "I think they need to understand, as I mentioned, the expectations of who we are." It was apparent that those principals who spoke about understanding the district culture felt that this was one of the main needs of the district.

Clearly, another theme was providing new teachers with knowledge of the district's procedural guidelines. Principal A suggested that new teachers needed to know how the district operated. He stated, "I think they need to get a broad overview of how the district fits or works with mandates and what is required by state and federal guidelines." Principal C stated, "They need to know how we go about doing things, for example, how to purchase classroom supplies." Principal D simply phrased her response in this format, "What are the procedures in the district?' (referring to the things they need to know). Principal E used the phrase "emphasize the nuts and bolts" when describing what he thought were the contextual needs of the district. Yet Principal F put it in this manner, "I think showing new teachers how to go about conducting the everyday business of teaching." It is evident that these principals felt that there was a need to provide new teachers with important and key information regarding the district's everyday procedures and guidelines.

The third theme that emerged from the responses to Question 1 emphasized the concept of addressing the Arizona Teaching Standards. Each one of the respondents made strong statements related to this concept. Principal A articulated his thoughts as follows, "So I think that a real important part [of the BTIP] is focusing on the State standards and what the State requires of teachers." Principal B, in listing areas such as instruction and classroom management as the needed technical skills for new teachers, referred to these areas as "Everything associated to the teacher standards." Principal C stated, "I think the most important thing in the context of education today is the need for new teachers or teachers coming in, to know the Arizona Teaching Standards." Principal D, when referring to the district's contextual needs, said, "Probably another biggie is teaching teachers how to teach. Everything that is coming down from the State." Principal E spoke about the influence on kids, "providing the direction for them and always coming back to the instructional impact that everything they do has on kids." Principal F suggested, "I think the first thing that comes to mind when you talk about the context and what the district is doing with teaching induction, I think, is the close parallel with the State teaching standards." Further, "I think the model you should utilize reveals what your induction program is, it has to be closely aligned, or it must be aligned, to what the State is requiring of the teachers." There appeared to be consensus that a major need was to provide new teachers with training on the teaching standards.

Interview Question 1.a.: In what ways are the contextual needs of your school the same or different from that of your district's contextual needs?

As would be expected, the responses to this follow-up question to Question 1 provided two main themes: first, that there are similarities and, secondly, that there are some differences. Three of the respondents agreed with the two emerging themes.

These principals seemed to suggest that there were both similarities and differences in the contextual needs between their school and that of the district. Principal F stated, "I think that each school has its own unique characteristics." However, he did suggest, "Realistically and as a district-wide teacher induction program, I think you have common parallels that need to be addressed, but I do think there are some specific things that are done differently." Principal D agreed, "I think both, some of these needs are exactly the same in every building." Further, "Each building has its own personality and its own mind and staff are different." Principal C suggested that the needs were the same, but he went on to say, "I think for any individual school there are certain things that could be played out differently because of demographics or population, or whatever, but in essence I think the context is pretty much the same."

Three principals felt that the contextual needs between their school and district were the same. Principal B simply stated, "My perception would be that they are the same." Further, he stated, "what a high school teacher needed to know about teaching would be the same for another teacher regardless of what level they teach at." Principal A felt strongly about this, stating, "I think that those things that I have talked about [in reference to his response to Question 1] are something that would be common to every teacher in the district." Further, "I don't think that I see much of any of what I talked about not pertaining to my particular school." Principal E agreed, especially when addressing the need to understand the culture in which one works. He suggested that having knowledge of the culture is important for all teachers in the district. Overall, one can conclude that the six principals agreed that there are similarities between the contextual needs of the district and that of the schools, but at the same time they recognized that differences also exist (see Table 22).

Table 22

Interview Question 1a: Major Themes

Similarities	Differences
"Realistically and as a district-wide teacher induction program, I think you have common parallels that need to be addressed."	"There are some specific things that are done differently."
"Some of these needs are exactly the same in every building"	"Each building has its own personality and its own mind and staff are different."
"What a high school teacher needs to know about teaching would be the same for another teacher regardless of what level they teach at."	"There are certain things that could be played out differently because of demographics or population."
"Having knowledge of the culture is important for all teachers in the district."	

Interview Question 2: What activities or strategies does the school district use to achieve the goals of the beginning teacher induction program?

This produced four main themes (see Table 23). First, there are requirements which must be met by all new teachers. This was mentioned by four respondents. Principal A made reference to the orientation that occurs before school begins, "The four days that are required to come early and they meet with district officials in large groups, the district superintendent, directors, they hear about the programs that those people do or the information they want to give out." Principal B referred to the 30 hours of classes

Table 23

Interview Question 2: Major Themes

The requirements	Informal Teacher Support Activities	Mentoring	In District Trainers
Orientation: "The four days that are required to come early and they meet district officials."	"They are provided with valuable support by principals, teachers, and other staff on the everyday things that they need to do."	'The mentorship program does a lot in assisting new teachers."	"It is very important to the success of the program that our folks are teaching the induction classes."
"They bring in people together, presentations, speeches, by the board . . . by the superintendent and those who are really focused on the culture."	"As principals, we have a list of topics . . . and then we are given flexibility within that on how to get that information across to them."	"Right within the induction program, the mentoring is key to supporting new teachers as well."	"Using master teachers from within the district to give more credibility, but to also give real practical examples is an important link toward meeting the goals."
30 hours: Beginning teachers are required to complete 30 hours of course work during their first year.	Grade level meetings: "There are teachers who can be our eyes and ears for our schools to explain to new teachers what it might look like, or what they got out of the workshop."	Mentor training: The training that mentors receive is important in their role toward assisting new teachers.	"I really like the fact that the director . . . involves practitioners and has some of our best teachers . . . in this part of that process."

that were required of all first year teachers during the initial year in the district. Principal D was more specific by stating, "They bring in people together, presentations, speeches, by the board president or board representative, by the superintendent and those who are really focused on the culture." Principal E suggested that the program was "pretty comprehensive" when referring to the types of classes that are required. It appeared that these principals agreed that one of the strategies used to meet the beginning teacher induction goals was through having a set of requirements, including attendance at an orientation in the days prior to school beginning and with the 30 hours of classes required for the first-year teachers.

The second main theme that emerged from the interview responses to Question 2 was the support that teachers receive in less-structured activities. Examples of less-structured activities include grade-level meetings where teachers speak to other teachers in a more informal setting or where other school personnel, not associated to the beginning teacher induction program, provide assistance or information. Principal E stated, "There is a tremendous amount of support at the school level for our new folks. They are provided with valuable support by principals, teachers, and other staff on the everyday things that they need to do." Principal D emphasized the role he plays, "As principals, we have a list of topics that are important of us not to forget to make sure our people know and then we are given flexibility within that to how we get that information across to them." Principal B alluded to the idea of grade level teachers helping teachers with concepts learned at workshops.

> Hopefully, in your grade level or area, there are teachers who can be our eyes and ears for our schools to explain to new teachers what it might look like, or what they got out of the workshop and start using it in the classroom.

The principals' references to the inclusion of less-structured activities appears to promote the idea that another strategy used by the district in achieving the beginning teacher induction goals is through an informal process. In this informal process, schools are encouraged and expected to provided support to new teachers in a variety of ways, such as meeting with grade level teachers, meeting with the principal, etc.

The third theme centered around the concept of assigning mentors to assist new teachers. Those who spoke about the mentors emphasized the value they have in helping new teachers. Principal A stated, " The mentorship program does a lot in assisting new teachers, especially in supporting the methodology issues which seem to be a concern with new teachers." Principal C spoke about the mentoring program in this way, "Right within the induction program, the mentoring program is key to supporting new teachers as well." Principal D noted that all new teachers are assigned a mentor, and the mentors receive training on how to support teachers. The benefits of mentors as part of induction programs have been highlighted in the related literature. These four principals seemed to agree with the position that mentors are key to helping beginning teachers achieve the district's goals.

The final theme that emerged from the responses to Question 2 addressed the use of the district's own personnel to teach the teacher induction classes. Three of the respondents felt strongly that this was an important piece toward meeting the goals of the induction program. For example, Principal B stated, " It is very important to the success of the program that our folks are teaching the induction classes." This position was further substantiated by others who stated, "Using master teachers from within the district to give more credibility, but to also give real practical examples is an important link toward meeting the goals." Principal E stated, " I really like the fact that the director of

staff development involves practitioners and has some of our best teachers and most knowledgeable administrators in this part of that process." There appeared to be agreement with the use of the district's own teachers in providing the training and instruction in the beginning teacher induction program.

Interview Question 3: What systems does the district have in place to support teachers as they participate in the beginning teacher induction program.

Three main themes emerged from the participant responses to this question. First, having a mentor program seemed to provide new teachers with support as they participated in the beginning teacher program. Second, the principals were instrumental in supporting new teachers. The third theme centered around the existing culture which was supportive of positive relationships between principals and teachers and promoted collaboration among teachers (see Table 24).

Four respondents stated that both the mentors and the principal were key factors in supporting new teachers, and one respondent, Principal A, mentioned only the mentor as key in this process. He simply alluded to the fact that the district has a mentoring program. When asked this question, Principal E stated, "I think that obviously the mentor teacher program." But he also said, "Typically, one would say that the principal is the key factor and the literature suggests that he or she is." Principal F felt the same about the mentor program, but he too went on to say, " I think it is also important from the principal's perspective to meet with their new teachers regularly." Two of the four respondents mentioned above suggested that both the principal and the mentor were equally important in supporting new teachers as they participated in the beginning teacher

Table 24

Interview Question 3: Major Themes

Mentors as a Support	Principals as a Support	A Culture Which Promotes Support of New Teachers
"Obviously the mentor teacher program."	"The principal is the key factor and the literature suggests that he or she is."	"I work toward having the new staff feel very comfortable coming to me to ask questions, but its much easier to ask the person next door."
"What they get from their principal is just a different context from what they would get from another teacher."	"It is also important from the principal's perspective to meet with their new teachers regularly."	"All of us try and really build the understanding that we are all on it together."
"Clarification (about guidelines) comes from their colleagues."	"The principal is a key in making sure that some of those guidelines are really clear."	"If you've worked toward creating a collaborative environment...then one of the things (outcomes) of that is the informal mentorship."

induction program. Principal C made this point very clearly,

I think I'm probably pretty supportive of my new teachers, but I wouldn't know, I wouldn't suggest that they would get more from me than they would from their mentors because I support them in a different way...but maybe what they get from their principal is just a different context from what they would get from another teacher.

Principal B seemed to feel more strongly about the collaborative culture as a means of supporting new teachers, "It is super nice when more experienced teachers are willing to work with new teachers even though they are not asked to." Principal C was more inclined to suggest the importance of the principal to new teacher relationship as being a means of supporting them,

> Because maybe the bigger picture of them [new teachers] feeling comfortable and feeling like they are doing a good job should only come from the principal because they have to feel like the principal is confident with what they're doing.

Four of the principals agreed that the development of a culture where teachers feel they can get assistance from principals and other teachers was another way of providing support to beginning teachers as they participated in the beginning teacher induction program.

Interview Question 4: How does the district determine whether or not the beginning teacher induction program is successful?

The participant responses to Question 4 resulted in one major theme. Five of the six principals interviewed spoke about the use of an evaluation either at the end of each class and/or at end of the year as a cumulative evaluation of the induction program, although some were not absolutely positive about the process. Two of these respondents also indicated that as principals, they were not informed of the results of these evaluations. They also indicated that they wanted to be more involved in this process (see Table 25).

Table 25

Interview Question 4: Major Theme and Sub-theme

Major Theme: Use of an Evaluation	Sub-theme: Want More Involvement
"New teachers are asked to evaluate after every part of induction in terms of after the training sessions…"	Principals want to see the evaluations.
"At the end of the year they're [new teachers] asked to evaluate the overall program."	Principals want to be involved evaluating the program.
"He [the director] takes that to heart [the evaluations] and makes shifts as necessary."	There is lack of clarity among principals on the evaluation system in use.
"Those individuals who have been through the induction fill out a written evaluation and give suggestions and feedback."	

Examples of the participant responses included the following: Principal A stated,

I believe that the new teachers are asked to evaluate after every part of induction in terms of after the training sessions, they fill out evaluation sheets . . . as well as at the end of the year, they're asked to evaluate the overall program from the entire year and those evaluations go to the director of staff development directly.

This same principal also indicated that he had "never seen" any of these evaluations. Principal C reported that teachers evaluated the induction program at the end of their first year and again at the end of the second year. He was not sure whether mentors also completed evaluations and thought that principals filled out evaluations "periodically," although, he could not remember the last time he had been asked to

complete an evaluation of the program. However, this principal went on to say, "I think
he [the director] takes that to heart [the evaluations] and he makes shifts as necessary to
help meet their [beginning teachers] needs better."

Principal E was not as clear on the procedure for evaluation, stating, " I assume
that, I don't know this to be fact, that the way we do everything else, there is some sort of
evaluation built in after class." However, this principal indicated that the director did
provide feedback to the principals. Principal D, on the other hand, was more certain
about the evaluation process. He stated,

> Those individuals who have been through the induction fill out a written
> evaluation and give suggestions and feedback, and then the director of
> Educational Development . . . pulls a group of people together, so teachers and
> administrators sit and evaluate some of that, take a look at where our needs are as
> they change and do some planning for the following year and its done annually.

This principal went on to say that the program had not been the same in
consecutive years. Principal E was also certain about the evaluation process which
utilized an evaluation system where new teachers rated each class or workshop they
attended. However, this principal mentioned concerns about other principal's lack of
input or knowledge of the evaluation process. The overall responses would suggest that
the principals agreed that evaluation of the program provide a mechanism by which the
beginning teacher induction program was evaluated. However, it also appears that there
was not agreement among the principals as to the type or format of the evaluation system
in place.

Only one principal's response to Question 4 did not include mention of an
evaluation as a means of determining the level of success of the beginning teacher

induction program. Instead, this principal mentioned other factors that determined success. One of those factors suggested looking at issues concerning the retention of teachers. He stated, "I would hope that they [referring to the district] are looking at the retention of the people we hire in the district." Further, "I think that the piece we would look at as a district, are they leaving because they didn't feel supported, did not fell trained, educated in a particular area." During the interview, this principal paused and asked, How do we evaluate it?" He then said, "When people come back to the same workshop after a number of years," suggesting that classes can be viewed as successful if teachers want to repeat them. He then spoke about his experiences as a teacher and alluded to the idea of retaking classes after a few years. "You would revisit or retake a class three year later, not necessarily because you were deficient, but maybe because it was time to refresh or maybe because you enjoyed how the class was taught the first time around."

As a follow-up question all of the participants were asked if the district ever used achievement scores to rate the level of success of the beginning teacher induction program. All of the principals spoke against this concept, saying such things as, "It is not fair to use these scores to evaluate induction programs," "In my opinion, no way," and "To make an evaluation on the induction program based on a standardized test on the effectiveness of our teachers with different kids is apples and oranges." Most of the participants reported that they were more apt to use test scores for evaluating more experienced teachers on their teaching ability than a district-level induction program, primarily because there are too many variables which affect test results. It appears that the principals were in agreement that the district did not use achievement result to evaluate the beginning teacher induction program.

Interview Question 5: What measures does the school district take to ensure that the individual needs of each beginning teacher are met as they participate in the beginning teacher program?

The question produced two themes. The first was centered around the idea of having built-in flexibility to deal with the individual needs of the new teachers. Within this central topic of flexibility were consideration of the teacher's background and experience, what resources the district had to work with new teachers, and dealing with the issue of the required 30 hours of instruction for first-year teachers. The second theme focused on the role of the mentor in meeting the needs of the new teachers (see Table 26).

Within the flexibility theme, four of the six participants mentioned consideration for the new teacher's level of experience and/or area of specialty. Principal A spoke about it in this manner, " The teachers that come in that are experienced, I believe are given the opportunity to have more choice in the sessions that they participate in for their 30 hours during the school year." When probed further about what he meant by "experienced," the principal commented that in his mind even second year teachers were considered experienced. Principal C was more concerned about the area of speciality, "I think the specific subject category might make a difference half ways for them to take their classes." This statement was made in reference to the teachers having options in selecting content-area classes as part of the 30-hour requirement. Principals D and F also spoke about the flexibility given in selecting classes to meet the 30-hour requirement as an important element of the beginning teacher induction program.

Principal B spoke more about the resources available to new teachers, such as the types of course offerings. "In some of the classes, new teachers learn about time management, how to cope with parental issues, how to handle perhaps stressful

Table 26

Interview Question 5: Major Themes

Flexibility to Meet Teacher Needs	Role of the Mentor
"More choice in the sessions that they participate in for their 30 hours during the school year."	Referring to the mentor: "This is a strong component, and it really helps new teachers in aspects of teaching."
"There are a lot of resources that our teachers are given (mentors, flexibility in scheduling class times, and school-level buddies)."	The assignment of mentors at the school level results in "good matches" between the mentor and beginning teacher.
"On occasion, new teachers cannot meet the 30 hour requirement and are given extensions into the summer."	"The evaluation by the mentors of the new teachers is a key."
"Even if they are not able to complete the 30 hours, there are provisions built in to help them out."	"The key is the communication between the teacher and the mentor."

situations." Further, "New folks, I think appreciate this as much as the methods stuff." As a follow-up question Principal B was asked to elaborate on this statement. "There are a lot of resources that our teachers are given." He stated that he was referring to resources such as mentors, flexibility in scheduling class times (evenings, days, Saturdays), and school-level buddies.

Three principal specifically spoke about being flexible when new teachers were not able to meet the 30-hour requirement. Principal A stated, "I believe that on occasion, new teachers cannot meet the 30 hour requirement and are given extensions into the

summer." Principal D made this point, "Even if they [new teachers] are not able to complete the 30 hours, there are provisions built in to help them out." Further, "It is never black and white." Principal F also alluded to the notion of flexibility when teachers are not able to complete the 30-hour requirement. It appeared that the principals who responded felt that flexibility in the beginning teacher program requirements was one way of ensuring that the individual needs of each teacher were met.

Three of the principals spoke about the role of the mentor in the district's efforts to meet the individual needs of the new teachers as they participated in the beginning teacher induction program. Principal C addressed the building principal's responsibility for assigning mentors. He believed this produced a greater chance for a good match between the mentor and the new teacher because the building principal probably knew his teachers better than the director of staff development. Principal E simply stated that he thought the mentor program was a good idea and that, "This is a strong component, and it really helps new teachers in all aspects of teaching." Principal F expanded on these ideas when asked Question 5 by stating, "I think that the mentor, having a mentor to address some of the everyday needs of the teacher" (referring to what is needed to meet the needs of teachers). Further, he stated, "The evaluation by the mentors of the new teachers is a key." He went on to say, "But I think that the key is the communication between the teacher and the mentor." Three of the principals indicated that the mentors assigned to new teachers helped to meet the individual needs of the beginning teacher induction participants.

Interview Question 6: What would you say is the purpose of this district's beginning teacher induction program?

Two main themes emerged from the responses to Question 6. The first centered around the idea that the purpose of a beginning teacher induction program is to enculturate new teachers into the district. Four principals spoke about providing new teachers with an overview of the district, and three mentioned the importance of assimilating new teachers into "how we do things in our district." The second theme focused on the standards, both the teaching standards and the academic standards. Five of the six principals commented to this concept (see Table 27).

Principal A spoke about the philosophy of the program, "To give everyone an overview of the district." Principal B expressed the idea of giving teachers an opportunity to become familiar with their school. Principal C used the term *assimilate* when describing the purpose of the beginning teacher program, "I think [the purpose is] to help teachers assimilate into the district more quickly." Principal C also spoke about teacher retention, "To give them the support that they need to last in the profession, not necessarily in the district, but to feel successful as teachers so that they will continue in the education profession." He went on to speak about the research in the area of retention, stating, "There is a lot of research behind, I think, that people with mentors and a good induction program are much more likely to stay." In support of this, he also expressed his concern about schools placing too much responsibility on first-year teachers.

Principal D spoke in more detail about introducing new teachers to the district's culture. He stated,

I believe that the main purpose of the induction program is to introduce people to the culture of our district and that the expectation is that you never stop learning,

you never stop growing, and that change is inevitable, and [teachers] need to be ready for it.

Table 27

Interview Question 6: Major Themes

BTIP is to Enculturate New Teachers	BTIP is To Train New Teachers on the Academic and Teaching Standards
"To give everyone an overview of the district."	"The focus has really become, in the last couple of years, making sure that people new to the district understand the standards and district curriculum, and they really focus not only on the content standards, but the teaching standards."
"Opportunity to become familiar with their schools,"	
"To help teachers assimilate into the district more quickly."	"They're not meeting the standard and most often there's a workshop or a class that is either on a regular cycle or in the works and it's going to be offered so that I can ask the teacher to go to."
"To introduce people to the culture of our district, and that the expectation is that you never stop learning, you never stop growing, and that change is inevitable and [teachers] need to be ready for it."	
"To give them a taste of staff development as well, saying that you are not all by yourself, everybody is different, everyone has strengths and weaknesses, we are here as a district to help."	In referring to beginning teachers, they learn, "effective ways of teaching."

Principal E stated, "I think one of the purposes should be, I think for the most part is how we do things in the District and what is important, what is the vision and the mission." Principal D used the word *enculturate* in describing his thoughts on the purpose of the beginning teacher induction program. He further said, "and to give them a taste of staff development as well, saying that you are not all by yourself, everybody is different, everyone has their strengths and weaknesses, we are here as a district to help." It is apparent that the four principals who spoke about culture believed that enculturating teachers was a main focus of the beginning teacher program.

The other theme addressed both the teaching and academic standards. Four principals viewed the purpose of the beginning teacher induction program as providing training on the teaching standards, and one principal suggested training on the academic standards. Principal A stated,

> I think the focus has really become, in the last couple of years, making sure that people new to the district understand the standards and district curriculum, and they really focus not only on the content standards, but the teaching standards.

Principal B had a different perspective on the standards, "If I give an evaluation and the teacher is not performing well in a particular area, I know that I can get her help." He further stated,

> They're not meeting the standard and most often there's a workshop or a class that is either on a regular cycle or in the works, and it's going to be offered so that I can ask this teacher to go to.

Further, "At least we are giving the teacher the opportunity to improve." Principal D suggested that in addition to introducing the district culture as previously mentioned,

"the secondary purpose is to help our people meet the state requirements for continuing education."

As mentioned previously, Principal F also spoke about the teachers' *enculturation* into the district, but he also felt that through the induction process, new teachers learned "effective ways of teaching." He also spoke about the importance of learning the standards and about the culture learned through the beginning teacher induction program. "They are both important; I guess it is difficult to answer because you cannot have one in isolation of the other. So I would say that in my opinion they are equally important purposes of the induction process." These four principals agreed that one purpose of the beginning teacher induction program centered on the development of both the State's teaching and academic standards.

Interview Question 7: Keeping in mind what you know about the change process, what processes, aligned to current thought in the change process, does the district use in the development and implementation of the beginning teachers induction program?

Three themes emerged from the interview participants in their responses to Question 7. First, the district is using current thought about change in the development and implementation of the beginning teacher induction program. Within this theme, principals spoke about leadership style of administrators, use of research and/or the related literature, and collaborative decision making. These thoughts were shared by three principals. The second theme centered on the notion that the district was not utilizing current thought in the change process as decisions were made concerning the beginning teacher induction program. These opinions were expressed by two principals. The third theme focused on the perception that current thought was being used, but not effectively. Two principals felt strongly about this last concept (see Table 28).

Table 28

Interview Question 7: Major Themes

District is Using Current Thought in the Change Process	District is not Using Current Thought in the Change Process	Current Change Process Thought is Perceived to be in Use, but not Effectively
"I know that he [staff development director] is well versed and has taken course work in the field, and he tends to apply those processes as he designs the program each year."	"I am concerned that we really don't spend a great deal of time or as much effort in the pursuit of strategies that encompass the principles of change or reform."	"It happens . . . I would say that for the most part when making decisions about what direction to take, I guess that most is decided by the director and probably I would expect that she... consults with her supervisor, and even the superintendent."
"The director is very willing to listen to concerns and act upon them."		
"The director is transformational and very much a people person concerned with feeling and ideas of others."	"I don't think that much consideration of those concepts and ideas surrounding change are used to help us improve the program."	"I think sometimes decisions are made using a transactional style and sometimes by being more transformational."
"There is a lot of input from participants, from administrators, teachers who mentored those beginning teachers."	"I would like to think that effective and current thought is used in helping us develop programs for new teachers, but I don't see it."	"I think there needs to be a better system in place to say, okay these are the things that we are seeing at the building level."
"If we didn't take into consideration the needs and consider the change process, that we wouldn't have made the changes as successful as we've made them up to this point."	"He [director of staff development] has meetings with us to share ideas, but it is almost if the decision has already been made for him and for us."	"There is communication in certain pockets, but I don't think we have ever sat down as a group and said okay to the induction program administrator, this is what we need."

Those principals who suggested that current thought in the change process was

being utilized were positive in their responses. Principal B spoke about the role played by

the director and his ability to use current thought in the change process in making good

decisions regarding the beginning teacher induction program. He stated, "I know that he is well versed and has taken course work in the field and he tends to apply those processes as he designs the program each year." He further stated,

It might be talking to teachers, getting their feedback about classes, watching for classes that are requested often even after teachers have already taken them. I would say the director is very willing to listen to concerns and act upon them.

Principal B also described the leadership style exhibited by the director, "The director is transformational and very much a people person concerned with the feelings and ideas of others." He suggested that this was one of the reasons the beginning teacher induction program had been successful.

Principal D was also supportive of this position. He reported that he was aware of collaborative decision making efforts, "There is a lot of input from participants, from administrators, teachers who mentored those beginning people." Additionally, he suggested, "And I think if we didn't take into consideration the needs and consider the change process that we wouldn't have made the changes as successful as we've made them up to this point." This principal also felt that district leaders were using effective "change processes" and that they modeled them for others in the organization. Again, Principal D mentioned the collaborative nature of decision making that occurred in the district by involving key people from within the organization in this process. Further, he supported the decisions made by the director of staff development, "The director plays an important role, and year after year he has shown to make the right decisions based on input."

Principal D also spoke about the use of research in the district's pursuit toward improving the beginning teacher program. He suggested that when he has met with the

group, the research was included in the discussions. When asked to define the group, the principal responded,

> Those of us principals that meet with the director of staff development and it's not really a specific meeting about induction, it may be an elementary principal's meeting where we may be discussing an issue related to standards and training.

Principal D also stated that the literature supported the use of the research. "The literature on change tells us that effective change takes place when it is research based and when the environmental needs, the needs of the organization, are included in making decisions." When asked to speak further about the literature, the principal responded, "Fullan writes a lot about it." Three of the principals seemed to agree that the school district was employing current thought as it developed and implemented the beginning teacher induction program, especially in the areas of effective leadership styles, the use of research to drive decision making, and the use of collaborative decision making.

At the opposing end of this theme were those principals who felt that the district was not utilizing current thought on the change process as decisions were made about the beginning teacher induction program. Principal A was very blunt in commenting, "I am concerned that we really don't spend a great deal of time or as much effort in the pursuit of strategies that encompass the principles of change or reform." However, this same principal also alluded to the notion that the district promoted effective leadership through its use of committees. He made cited the district's Curriculum Management Team (CMT) which oversaw the curriculum and instruction for the district, as an example. "I think that the CMT is very cutting edge in terms of involving the key stakeholders, teachers along with administrators."

Principal A concluded his response to this question by stating,

I don't think that much consideration of those concepts and ideas surrounding

change are used to help us improve the program [referring to the induction

program]; however I tend to believe that overall the program is fairly effective,

but it could be better.

Principal E seemed to struggle with his response to Question 7. On one hand, he

felt that the district had a strong vision of what it wanted to accomplish with the

beginning teacher induction program, and on the other, he said, "Sometimes we tend to

move too quickly." At one point in the interview, he said, "I'm rambling, but to answer

your question, I guess that I would like to think that effective and current thought is used

in helping us develop programs for new teachers, but I don't see it." Further, he went on

to imply that decisions were made using a top-down decision-making model. "I think

that the director is basically told what to do." He continued with this theme by stating, "I

mean he has meetings with us to share ideas, but it is almost as if the decision has already

been made for him and for us." He emphatically stated, "It comes from the top." His

position can be summarized in his statement, "I believe in having a climate of

cooperation and shared decision making, and I work at it at my place, but I don't know

that it always happens at the district level." The principal seemed to project a sense that

the district had elements of current thought in the change process, but that for unknown

reasons, they were not used in the development and implementation of the beginning

teacher induction program.

Two principals indicated that the use of current thought in the change process in

the development and implementation of the beginning teacher program was present but

basically not used effectively. Principal C simply stated that it "happens," but struggled
in being specific with justifying his position,

> I would say that for the most part when making decisions about what direction to
>
> take, I guess that most is decided by the director and probably I would expect that
>
> he conferences and consults with her supervisor, and even the superintendent as to
>
> different directions.

Further, he reported, "But I think specifically he's been most in charge of the
program, what is offered and certainly who he chooses to bring in to instruct." Principal
C spoke to the director's leadership style, saying, "I think sometimes decisions are made
by using a transactional style and sometimes by being more transformational." This
principal suggested as an example that the state-required standards forced the director to
make certain decisions about the program. "It's not a change that came over time with
input and with the way that change should occur, it just happened. Here's the law, here's
the stuff, here's what we need to worry about." Principal C suggested that this was an
example of the director's transactional decision-making style. The principal concluded
his statement by suggesting, "Ideally it wouldn't be that way, ideally it would be more
transformational, but it's not always possible in a political climate."

Principal F suggested that "We need to improve." He expressed a concern that
not enough was being done to communicate the needs of the buildings. He stated,

> I think there needs to be a better system in place to say, okay these are the things
>
> that we are seeing at the building level. These are our needs with our new
>
> teachers; there needs to be more dialogue between the induction program and the
>
> administration in the buildings.

He spoke about the need for improved communication in the effort to improve the beginning teacher induction program. He stated,

There is communication in certain pockets, but I don't think we have ever sat down as a group and said okay to the induction program administrator, this is what we need at the building sites, that we can help support.

He also suggested that the decision- making process was "top down." He suggested, "Much more should take place in applying effective change process ideas." As with a previous principal, he talked about the political climate and its influence on district decisions. He cited Fullan and Sergiovanni as supporting the idea that teachers should be involved in making decisions.

These principals seemed to agree that efforts were being made by the district to utilize current thought in the development and implementation of the beginning teacher induction program. However, it also appeared that they agreed that those change processes were not used effectively.

Interview Question 8: What changes would you suggest for improvement in the district's beginning teacher induction program?

The responses to Question 8 resulted in the emergence of three main themes. First, three of the principals suggested that there was a need to add particular types of classes; second, three of the principals spoke about the need to address the evaluation process; and third, two principals spoke about changing the structure (see Table 29).

Principal A suggested that the beginning teacher program should provide more information about the culture in the district. This principal stated, "I'm not sure that

Table 29

Interview Question 8: Major Themes

Adding Classes	Improve the Evaluation System	Changing the Structure
"I am not sure enough is done to talk about the culture of the district."	"I guess if anything, I don't know if there's a regular cycle of evaluation, but I know there is for new teachers, I'm not sure that there is for surveying principals and for surveying mentors."	Place more emphasis on direct feedback from classroom observations.
"It should give a general overview of the history of the district and where the district stands."		Reduce the orientation time: "We need to cut back on the marathon meetings at the start and allow new teachers time to be at their schools, in their classrooms, asking us questions."
"Sometimes people are not reminded enough about what the purpose of induction is." "There's probably more that we can do to support the process of learning our culture and helping people understand that what we are offering, and that it's based on input we get from them.'	"I think that with all the change . . . you have to have input of all the people that it affects." "I would like to see more teacher involvement, and I know we have some in the induction process with new teachers, but we need more building level experienced teacher involved in that process."	"You still hear people coming back just totally blown away by the pure volume of what they get, and I really don't know how to change that." "Having induction classes for new teachers at your site where experienced teachers could also attend would be effective."

enough is done to talk about the culture of the district." Further, "It [the induction program] should give a general overview of the history of the district and where the

district stands." This principal provided an example of what he meant, "When you talk about things like this district almost being bankrupt 15 years ago, that's huge, and people don't appreciate that stuff, and I think that needs to be a big focus." Principal A also felt that the director of the induction program was responsive to the evaluations completed by the induction participants, but he also alluded to the fact that he was not as familiar with the course offerings as he should be. "Part of the problem I have and I am going to admit is I have not attended enough or any of the new teacher training." Following this statement, the principal said that he would make it a goal to attend more induction classes during the upcoming school year. Principal A's final suggestion called for the director to listen to feedback from experienced teachers and principals more often.

With a similar position to Principal A, Principal D spoke about the need to provide additional knowledge about the district's culture. He stated,

Sometimes people are not reminded enough about what the purpose of induction is. I think there's probably more that we can do to support the process of learning our culture and helping people understand that what we are offering, and that it's based on input that we get from them."

Principal B spoke about the having the beginning teacher induction program include components to provide new teachers feedback from direct classroom observation. He explained that each school has language arts and math advocates, who are master teachers trained in these content areas who provide support and training to teachers in their schools. His suggestion was that these advocates could help new teachers by observing them teach and then provide them feedback. Principal B stated,

Instead of just presenting only at staff meetings or sending people down the street to the staff development office, we are going to ask our advocate to go into the

classroom and watch our new people practice this new concept or language arts approach.

He suggested that the director would be supportive of such an ideas but that an inadequate budget would prevent this from occurring. However, it seemed that he was prepared to implement such a plan on his campus.

We are talking to our math and language arts advocates, they will be presenting something and will be following people back into the classroom to see what they need, is it working, and get more feedback when it comes time to do a post-lesson or workshop.

Principal C was concerned about addressing the evaluation process. He responded to Question 7 as follows,

I guess if anything, I don't know if there's a regular cycle of evaluation, but I know that there is for new teachers, I'm not sure that there is for surveying principals and for surveying mentors, I can't remember the last time that I got one [an opportunity to evaluate] as a principal."

He suggested that every "stakeholder" should be involved in the evaluation process. He referred to the principals and new teachers as the stakeholders. In referring to the need for evaluation of the beginning teacher induction program, he also indicated that though he had given the director suggestions and that he was heard, there needed to be a "mechanism" by which, "Everybody would have that kind of opportunity together."

Principal E suggested that the beginning teacher induction program provided too much information at the start of the program. He stated, "You still hear people coming back just totally blown away by the pure volume of what they get, and I really don't know

how to change that." He also spoke about how he has tried to limit the time he meets with new teachers in the orientation days prior to the start of school, but each year it is a struggle. He phrased his concern this way, "Every year I say the same thing, that I want to try and do something really short, but there's a lot of stuff, and I just kind of chuckle and say, here I go again." Principal E suggested, "We need to cut back on the marathon meetings at the start and allow new teachers time to be at their school, in their classrooms, asking us questions." He went on to speak about the need for more leadership training for new teachers as well. He stated, " I think my major suggestion that I can think of is to add more of the leadership component, especially if we're wanting to develop emergent leaders, and I think, grab them while they're young and enthusiastic."

Principal F maintained the pattern from his previous responses by giving a couple of citations to support his position on recommendations for improvement of the beginning teacher induction program. He stated, "I think that with all the change, whether you read Bolman and Deal, Sergiovanni, or whoever you read, you have to have the input of all the people that it affects." He wanted to see more involvement from administrators and especially teachers. He suggested, "I would like to see more teacher involvement, and I know we have some in the induction process with new teachers, but we need more building level experienced teachers involved in that process." He would like to see each school have a representative on an induction committee that oversees the beginning teacher induction program. He also suggested having more induction classes at school sites where the whole staff could be involved. He stated, "Having induction classes for new teachers at your site where the experienced teachers could also attend would be effective. You would get more people there, and you would influence collaboration between the new and the experienced."

The principals' responses provided a variety of suggestion for change:

• Provide more opportunities for new teachers to learn about the school culture.

• Provide on-site classes where new teachers and experienced teachers could attend classes together.

• Improve the evaluation process.

• Increase the opportunities for collaboration among new teachers and experienced teachers at the school level.

• Reduce the number of hours of the initial orientation that beginning teachers are required to attend.

Interview Question 9: Is there anything else that you would like to speak about with regard to the district's beginning teacher induction program?

Three themes emerged from the responses to Question 9. Some of the responses seemed to be a follow-up to Question 8 which asked the participants to suggest changes. In the first theme, the principals spoke about the level of the principal's involvement. The second theme involved the need for improved communication. In the third theme, the principals spoke about the benefits of the district's beginning teacher induction program (see Table 30).

Principal A spoke about the need to improve principal involvement.

I really haven't substantially attended any of the new teacher training, and so I don't know if you want to say that there should be a requirement for principals, but I think that they need to be more strongly encouraged to attend"

Table 30

Interview Question 9: Major Themes

Increase Principals' Involvement	Need to Improve Communication	The Benefits of the BTIP
"I really haven't substantially attend any of the new teacher training and so I don't know if you want to say that there should be a requirement for principals [to attend], but I think that they need to be more strongly encouraged to attend"	"He needs to communicate, the director, a little better with the schools."	" They go out of their way to give input and do research and present information, and the new teachers that we have . . . are in a far better place than I was when I was in my first, two, three, five years of teaching in terms of knowing State information and national information on standards."
"Reinforce the value of the principal, the leaders, those people at the buildings that have the responsibility on training teachers."	"As I have said, more communication and involving teachers."	"I really appreciated it as a new teacher and I think it's probably much better now than it was then." "Sometimes we get spoiled as principals as we say, well the director of staff development will take care of training the new teachers."

He suggested that principals needed to be more knowledgeable about the courses in the beginning teacher induction program so they could address the concerns brought to them

by beginning teachers. He further suggested that he tended to get complaints from the new teachers that some classes were not relevant to their areas of instruction. Principal E spoke more about the "value" of the principal. In answering Question 9, he stated , "I think to reinforce the value of the principal, the leaders, those people at the buildings that have the responsibility on training teachers." These two principals agreed that principals play an important role, especially in dealing with induction issues brought to them at the building level.

Principal B praised the beginning teacher program. He stated,

I think they go out of their way to give input and do research and present information, and the new teachers that we have . . . are in a far better place than I was when I was in my first, two, three, four, five years of teaching in terms of knowing State information and national information of standards."

Principal C provided similar comments as he reflected on the time when he was a first-year teacher in the same district. He said, "I really appreciated it [the induction program] as a new teacher, and I think it's probably much better now than it was then because I think that was the director's first year." He further stated, "It was really beneficial to me, and I would hope most people would feel that way." Principal E reflected that in other districts, the principal was responsible for training new teachers, but in this district it was different. He suggested that if he had time, it would be "fun" to provide additional induction to his beginning teachers. He concluded, "I think sometimes we get spoiled as principals as we say, well the director of staff development will take care of training the new teachers." Principal F simply made reference to the beginning teacher induction program as being "light years" ahead of other districts where he has

worked. It appeared that there was agreement by four of the principals that the beginning teacher induction program was beneficial.

Principal A commented further on the need to increase and improve communication between the schools and the director of staff development. He stated, "Finally, as I have mentioned in some of my other answers, he needs to communicate, the director, a little bit better with the schools." This was supported by Principal F who suggested as he responded to Question 9, "I think as I have said, more communication and involving teachers." These two principals seemed to be in agreement that increased communication between the director of staff development and the school was needed.

Principal D indicated that he had no further comments about the beginning teacher induction program.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The introduction to Chapter 5 provides the statement of the problem, the purpose

of the study, and review of the sample. The remainder of the chapter is divided as

follows: Summary of the Findings, Conclusions, Discussion, Implications, and

Recommendations.

Introduction

As reported in Chapter 1, in 1998 the State of Arizona enacted teaching

certification guidelines that required beginning teachers to receive provisional teaching

certificates. The provisional elementary, secondary, or special education certificate

allowed the beginning teacher up to four semesters or two school years of teaching

experience before completing the performance assessment portion of the Arizona Teacher

Proficiency Assessment. The performance assessment portion of the Arizona Teacher

Proficiency Assessment is directly linked to the Arizona Teaching Standards (R7-2-602,

Professional Teaching Standards) found in the Title 7, Education in the Arizona

Administrative Code Manual.

Further, in 1998 the State of Arizona enacted staff development guidelines which

required institutions offering professional preparation programs to align their programs to

the Arizona Teaching Standards. School districts fall under this category of "institutes"

and requirements. See R7-2-604, Professional Preparation Programs, found in the Title 7.

Education in the Arizona Administrative Code Manual.

Also, as stated in Chapter 1, the purpose of this study was to examine the effects of a beginning teacher induction program on the beginning teachers' attainment of the Arizona Teaching Standards. The study followed both a quantitative and a qualitative approach through the use of a survey and an interview format. The purpose of the quantitative phase of the study was to determine the perceptions of beginning teachers and school level administrators on the influence of the beginning teacher induction program on the attainment of the Arizona Teaching Standards. The qualitative phase of the study served the purpose of determining whether or not the beginning teacher induction program in the district of study was aligned to current thought in beginning teacher induction. The qualitative phase of the study assisted in further validating the results of the quantitative phase of the study.

Three main groups formed the sample for the study. Beginning first-year and second-year teachers who were enrolled in a beginning teacher induction program at the time of the study and third-year and fourth-year teachers who were previously enrolled in the beginning teacher induction program were surveyed on their perceptions on their levels of attainment of the Arizona Teaching Standards as a result of having been enrolled in the beginning teacher induction program. Additionally, school-level administrators were surveyed to determine their perceptions of the degree to which the beginning teacher induction program assisted teachers in the attainment of the Arizona Teaching Standards. Also, school-level administrators were interviewed to determine their perceptions of the effectiveness of the beginning teacher induction program.

For purposes of obtaining data in the quantitative portion of the study, the *Survey of Attainment of the Arizona Teaching Standards* was developed by the researcher. The survey contained 50 questions directly related to the Arizona Teaching Standards and 7

other general questions related to the gathering of information about the participants. Embedded in the 50 survey question were elements of 8 of the Arizona Teaching Standards (R7-2-602, Professional Teaching Standards) found in Title 7, Education in the Arizona Administrative Code Manual. The eight standards can be described as follows:

1. The teacher designs instruction.

2. The teacher maintains climate.

3. The teacher manages instruction.

4. The teacher assesses learning.

5. The teacher collaborates.

6. The teacher develops professionally.

7. The teacher possesses academic knowledge.

8. The teacher possesses professional knowledge.

These eight Arizona Teaching Standards served as the basis of the eight main questions which guided the development of the 50 questions in the *Survey of Attainment of the Arizona Teaching Standards*:

1. To what degree does the teacher meet the standard with respect to designing and planning instruction that develops the students' abilities to meet Arizona's academic standards and the district's assessment plan?

2. To what degree does the teacher meet the standard with respect to creating and maintaining a learning climate that supports the development of students' abilities to meet Arizona's academic standards?

3. To what degree does the teacher meet the standard with respect to implementing and managing instruction that develops students' abilities to meet Arizona's academic standards?

4. To what degree does the teacher meet the standard with respect to assessing learning and communicating results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards?

5. To what degree does the teacher meet the standard with respect to collaborating with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and to transition from school to work or post-secondary education?

6. To what degree does the teacher meet the standard with respect to reviewing and evaluating his or her overall performance and implementation of a professional development plan?

7. To what degree does the teacher meet the standard with respect to having general knowledge as demonstrated by the attainment of a bachelor's degree?

8. To what degree does the teacher meet the standard with respect to demonstrating current professional knowledge sufficient to design and plan instruction effectively, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning?

Nineteen school-level administrators employed by the school district where the study was completed and 119 teachers in their first, second, third, and fourth years of their careers and employed by the school district where the study was completed formed the sample for the study. Further, the groups of teachers and school-level administrators represented elementary school, middle school, and high school levels. The school level administrators were asked to provide their perceptions of the teachers' attainment of the Arizona Teaching Standards as a result of the teachers having participated in the district's beginning teacher induction program by completing the survey. Also, all of the teachers provided their perceptions of their level of attainment of the Arizona Teaching Standards as a result of having participated in the district's beginning teacher induction program by completing the survey. At the time of the study, all first-year and second-year teachers were enrolled in the district's beginning teacher induction program, and the third-year and fourth-year teachers had been previously enrolled in the district's beginning teacher induction program.

For purposes of obtaining data for the qualitative portion of the study, interview questions were developed using Newcombe's (1990) *Perspectives on Teacher Induction: A Review of the Literature and Promising Program Models*. This review of the literature provided recommendations on the development and implementation of beginning teacher induction programs for school districts. The interview questions primarily focused on seven key issues found in these recommendations:

1. Tailor the beginning teacher induction program to the local context.

2. Consider the full range of purposes for the beginning teacher induction program.

3. Use a variety of activities to achieve the purposes of the beginning teacher induction program.

4. Include a variety of people who can provide support to new teachers participating in the beginning teacher induction program.

5. Include some type of evaluation of the beginning teacher induction program.

6. Have built-in flexibility in the beginning teacher induction program.

7. Apply current thought in the change process in the development and implementation for the beginning teacher induction program.

The sample for the qualitative portion of the study was comprised of six school-level administrators working for the school district at the time of the study and who were involved in the supervision and evaluation of new teachers in their respective schools. These six participants were interviewed individually. The interviews lasted approximately one hour and were held at a time and location convenient to the participant. The interviews were tape recorded, and the interview tapes were professionally transcribed. These transcripts and the researcher's written notes formed the data base for this part of the study. The individual interview transcripts along with the researcher's written notes were analyzed independently of one another. This resulted in the formation of major themes or categories under each question. All six sets of data were then analyzed collectively to develop the themes and categories presented in the findings.

Summary of Findings

The findings reported are directly related to each of the specific research questions. Questions 1 through 4 represent the quantitative portion of the study, and Question 5 represents the qualitative part of the study. The general findings are discussed later in the chapter.

Research Question 1. To what degree do elementary, middle school, and high school teachers who attended the beginning teacher induction program (BTIP) perceive that they met the eight Arizona Teaching Standards as a result of having attended the BTIP?

In comparing the perceptions of elementary, middle, and high school teachers on their attainment of the Arizona Teaching Standards as a result of having attended the BTIP by using one-way ANOVAs, there were no significant differences among the three groups. Using a five-point scale, each of the group's perceived level of attainment of the eight standards had a mean score above the 4.0 level with the exception of middle school teachers on Standard 5 with a mean score at the 3.91 level. Standard 5 states that teachers collaborate with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and to transition from school to work or postsecondary education. Additionally, the mean score of all three groups' perceived level of attainment was above 4.0 in each of the eight standards. The one-way ANOVA demonstrated no significance at the .05 level.

Also, the perceived level of attainment of the eight Arizona Teaching Standards appeared to be highly correlated among the elementary school, middle school, and high school teachers . The Pearson Product Moment correlation was computed between the

average of the perceived level of attainment of the eight Arizona teaching Standards of the elementary school, middle school, and high school teacher groups. The correlation between elementary school and middle school teachers was $r = .90$, $p < .05$; the correlation between elementary school and high school teachers was $r = .83$, $p < .05$; and the correlation between middle school teachers and high school teachers was $r = .73$, $p < .05$.

The analysis of the data in relation to Research Question 1 indicated that the new teachers at each of the teaching levels felt strongly that the beginning teacher induction program assisted them in attaining the eight Arizona Teaching Standards. It also appeared that, as a whole group, all beginning teachers seemed to agree that the beginning teacher induction program had aided in their attainment of the eight Arizona Teaching Standards.

Research Question 2: To what degree do first-year, second-year, third-year, and fourth-year teachers who attended the BTIP perceive that they met the eight Arizona Teaching Standards as a result of having attended the BTIP?

When comparing new teachers by the number of years of experience versus their perceived level of attainment of the eight Arizona Teaching Standards using one-way ANOVAs, there were no significant differences among these groups. Using a five-point scale, each of the group's perceived level of attainment of the eight standards had a mean score above the 4.0 level with a few exceptions. First-year teachers' perceived level of attainment had a mean score of less than 4.0 in Standard 4 (3.94) and Standard 5 (3.85). Third-year teachers reported a mean score of 3.93 in Standard 4, 3.85 in Standard 5, and 3.99 in Standard 8. Additionally, the mean score of all four groups' perceived level of

attainment was above 4.0 in each of the eight standards. The one-way ANOVA demonstrated no significance at the .05 level.

Additionally, the perceived level of attainment of the eight Arizona Teaching Standards appeared to be highly correlated among the first-year, second-year, third-year, and fourth-year teacher groups . The Pearson Product Moment correlation was computed between the average of the perceived level of attainment of the eight Arizona teaching Standards of the first-year, second-year, third-year, and fourth-year teacher groups. The correlation between first-year and second-year teachers was $r = .60$, $p < .05$; the correlation between first-year and third-year teachers was $r = .70$, $p < .05$; and the correlation between first-year and fourth-year teachers was $r = .80$, $p < .05$. The correlation between second-year and third-year teachers was $r = .90$, $p < .05$, and the correlation between second-year and fourth-year teachers was $r = .75$, $p < .05$. The correlation between third-year and fourth-year teachers was $r = .84$, $p < .05$.

The analysis of the data in relation to Research Question 2 showed that first-year, second-year, third-year, and fourth-year teachers agreed that the beginning teacher induction program was instrumental in assisting them in attaining the eight Arizona Teaching Standards. It also appeared that as a group, all first-year through fourth-year beginning teachers agreed that the beginning teacher induction program had aided them in their attainment of the Arizona Teaching Standards.

Research Question 3: To what degree do elementary, middle school, and high school administrators perceive that their teachers who participated in the BTIP met the eight Arizona Teaching Standards as a result of teachers having attended the BTIP?

Using one-way ANOVA's, elementary school, middle school, and high school administrators were compared on their perceptions of their beginning teachers' attainment

of the eight Arizona Teaching Standards as a result of the teachers' participation in the district's beginning teacher induction program. Using a five-point scale, each of the group's perceived level of attainment of the eight standards had a mean score between 3.0 and 3.9 with two exceptions. Elementary administrators had a mean score of 4.14 on Standard 6 and middle school administrators had a mean score of 4.13 on Standard 7. Standard 6 states that teachers review and evaluate his or her overall performance and implement a professional development plan, and Standard 7 states that teachers have general academic knowledge as demonstrated by the attainment of a bachelor's degree. The analysis of the data demonstrated no significant differences among the three groups of administrators except in Standard 6. Standard 6 showed a significant difference at $F(2,16) = 13.18$, $p < .001$. It appeared that elementary school, middle school, and high school administrators differed on their perceptions of agreement about Standard 6.

As a result of the significant F test on Standard 6, Tukey post hoc tests were computed. The Tukey post hoc test demonstrated that there was a significant difference between the perceptions of elementary school administrators and the perceptions of high school administrators with regard to Standard 6. Elementary school administrators had a mean score of 4.14, and high school administrators had a mean score of 3.25 resulting in a mean difference of .89 and a significance of .000. The other comparisons (elementary school administrators versus middle school administrators and middle school administrators versus. high school administrators) were not significant.

The analysis of the data in relation to Research Question 3 demonstrated that elementary school administrators, middle school administrators, and high school administrators were in agreement with their perceptions that the beginning teacher induction program assisted beginning teachers in the attainment of the Arizona Teaching

Standards with the exception of Standard 6. However, the differences were only significant when comparing the elementary and high school administrators. As previously mentioned Standard 6, states that teachers review and evaluate his or her overall performance and implement a professional development plan.

Research Question 4: Is there a difference between the elementary, middle school, and high school teachers' perceptions of the degree of attainment of the eight Arizona Teaching Standards and the administrators' perceptions of the degree of the teachers' attainment of the eight Arizona Teaching Standards as a result of having attended the BTIP?

Independent sample t-tests were used to compare the perceptions of elementary, middle, and high school teachers as a group on their attainment of the Arizona Teaching Standards with that of the school-level administrators. The result of the analysis demonstrated that for each standard, the teachers' perceptions differed from those of the school-level administrators (p < .05). The eight standards are as follows:

1. The teacher designs and plans instruction that develops the students' abilities to meet Arizona's academic standards and the district's assessment plan.

2. The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards.

3. The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards.

4. The teacher assesses learning and communicates results to students, parents, and other professionals with respect to students' abilities to meet Arizona's academic standards.

5. The teacher collaborates with colleagues, parents, the community, and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and to transition from school to work or post-secondary education.

6. The teacher reviews and evaluates his or her overall performance and implementation of a professional development plan.

7. The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree.

8. The teacher demonstrates current professional knowledge sufficient to design and plan instruction effectively, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning.

To examine the sources of the differences between the teachers' group and the administrators on the perceived levels of attainment of the eight Arizona Teaching Standards, the teachers and administrators were compared separately in elementary school, middle school, and high school using t-tests. In all comparisons, the administrators showed lower mean scores in the perceived level of attainment of the eight Arizona Teaching Standards of their teachers in relationship to the means scores of the teachers with the exception of Standard 7 in the middle school . Further, the analysis demonstrated that at the elementary level, teachers and administrators differed in their perceptions on Standard 7 and Standard 8. The analysis provided no significant findings when comparing the teachers and administrators at the middle school level. However, when comparing teachers and administrators at the high school level, the analysis provided significant findings on all eight Arizona Teaching Standards.

The difference between the elementary teachers and administrators with respect to Standards 7 and 8 was significant at a level just beyond .05. The differences on all eight standards between high school teachers and administrators were very significant. It appeared that overall, teachers perceived that the beginning teacher induction program assisted them in attaining the eight Arizona Teaching Standards at a higher level than did the school-level administrators. It also appeared that the differences were significant when comparing all of the teachers with all of the school-level administrators. Further, when comparing school levels it became apparent that the differences were more pronounced at the high school level.

As a follow-up question on the survey, both teachers and school level administrators were asked to indicate how much of the teachers' development with regard to attaining the eight Arizona Teaching Standards could be attributed to factors outside of the beginning teacher induction program. As a group, 55 teachers reported a figure above 50% to indicate how much their professional growth could be attributed to factors other than the beginning teacher induction program while 49 reported a figure under 50%. First-year teachers reported at a higher rate in the less-than-50% mark, and second-year teachers reported at a near even amount above and below the 50% mark. Third-year and fourth-year teachers seemed to agree at a rate above the 50% mark more often than the other two groups of teachers. In the third-year group, 8 teachers reported below the 50% mark, and 17 reported above the 50% mark. In the fourth-year group, 12 teachers reported below the 50% mark and 15) reported above it. The school administrators seemed to be more in line with the first-year teachers. Thirteen administrators reported a figure above the 50 % mark, and four reported below it. It appeared that less experienced teachers and school-level administrators seemed to feel that the beginning teacher

induction played a bigger factor in helping beginning teachers in their attainment of the

Arizona Teaching Standards than did more experienced teachers (see Table 31).

Table 31

Percentage of Factors Attributing Beginning Teachers Professional Growth Other Than
BTIP as Reported by Teachers and Administrators

Sample Group	Reporting Less than 50%		Reporting Greater than 50%	
	N	Percentage of N	N	Percentage of N
First year teachers	14	60%	9	40%
Second year teachers	15	52%	14	48%
Third year teachers	8	32%	17	68%
Fourth year teachers	12	44%	15	56%
Total for teachers	49	47%	55	53%
Administrators	13	76%	4	24%

Research Question 5: Do school-level administrators perceive that the BTIP's

design is in alignment with the key elements found in effective beginning teacher induction

programs? For purposes of summarizing, the findings are presented specifically to each of

the nine interview questions.

Interview Question 1: Describe the contextual needs of your school district in

terms of what you think is needed in the beginning teacher induction program (BTIP).

a. In what ways are the contextual needs of your school the same or different from that of your district's contextual needs?

The data analysis resulted in three major themes related to the first part of Question 1. First, the importance of providing new teachers an understanding of the district's culture was reported. To assimilate into the district effectively, new teachers needed to have knowledge of the district's history in terms of significant happenings and what the district valued in terms of its vision. A second theme centered on providing beginning teachers with knowledge of the procedural guidelines associated with the everyday responsibilities placed on them, e.g., grading, lesson planning, and ordering school supplies. Third, principals reported the importance of providing training on the Arizona Teaching Standards as another major need of the school district.

The analysis of the second part of Question 1 produced, as one would expect, two positions. First, there were differences between the contextual needs of the district as a whole and the individual schools, and second, there were similarities between the contextual needs of the district as a whole and the individual schools. The similarities paralleled those needs cited in the first part of Question 1. The differences focused on the need for individual schools to provide beginning teachers with specific training to meet the needs of the individual school's populations. It was suggested that schools were demographically different across the district.

Interview Question 2: What activities or strategies does your school district use to achieve the goals of the BTIP?

The analysis of this question resulted in four major themes. First, the beginning teacher induction program had specific requirements which all of its participants must meet. This included attendance at orientation meetings before the start of the school year

and ongoing class requirements throughout the school year. Secondly, the culture of the school district promoted an environment where less-formal and less-structured activities supported the achievement of the goals with activities such as beginning teachers' meeting with other grade-level teachers on a regular basis and the principal's meeting with beginning teachers in an informal supportive role.

The third theme emerging from the data analysis referred to the significant role the assigned mentor had in supporting beginning teacher, resulting in the achievement of the BTIP's goals. This was especially important in assisting beginning teachers in their development of methodology. The final theme under this question centered on the concept of using in-district personnel to train beginning teachers. Such a format provided more credibility to the process of induction and training of beginning teachers.

Interview Question 3: What systems does your school district have in place to support teachers as they participate in the BTIP?

Three themes emerged from the analysis of the data. The assignment of a mentor to all first-year and second-year teachers was a key element in supporting beginning teachers. Meeting with them regularly and providing them with support by listening to their concerns, assisting with instructional difficulties, and providing ideas on how to deal with a variety of peripheral school issues were very important for the beginning teacher.

Principals reported that they were very instrumental in supporting beginning teachers as they participated in the beginning teacher induction program. It was deemed important to meet with them regularly to talk about concerns and problems they were experiencing. The role of the principal was to provide guidance and direction to school-level as well as district-level issues aligned with the development of beginning teachers.

Again, principals spoke to the importance of the district's culture. The district had an established climate or culture which promoted and encouraged collaboration among teachers and between teachers and principals. Beginning teachers seemed to feel comfortable asking questions and seeking help from a fellow teacher or the building principal when needed. A byproduct of this culture was that beginning teachers felt more confident and contributed immediately toward the success of the district.

Interview Question 4: How do you determine whether or not your district's induction program is successful?

One major theme emerged from the analysis of the data from Question 4. The district utilized an evaluation of the program by having beginning teacher induction participants, including beginning teachers, mentors, and principals, rate the effectiveness of the program. This was accomplished primarily by participants evaluating classes and workshops at their conclusion. Other methods of evaluation included input from the principal; however, some principals indicated that not all principals were included in the process. One principal reported that he was not sure of the process of evaluations.

Interview Question 5: What measures does your school district take to ensure that the individual needs of each teacher are met as they participate in the BTIP?

Two themes emerged in the analysis of the data related to this question. The first spoke to the concept of having flexibility, especially in handling situations where participants were having difficulty meeting the requirements of the program. Examples of flexibility included offering classes at different times and extending the period of time to meet the 30-hour requirement into the following school year. The second theme again centered around the role of the mentor. Specifically, the principals spoke about the significance of having someone other than the principal assist teachers. Positive and

effective communication existed between the beginning teachers and the mentors which helped to meet the individual needs of the teachers.

Interview Question 6: What is the purpose of your district's BTIP?

The concept of enculturating beginning teachers into the district was the first theme that emerged from the analysis of the data. Principals spoke about the importance of providing new teachers with an overview and of helping them assimilate into the district. Such a purpose assisted teachers in understanding the mission and vision of the district. The second theme that emerged from the analysis addressed the purpose of providing training on the Arizona Teaching Standards. Byproducts of both of these themes were the training of highly effective teachers, assisting in the elimination of beginning teachers' feelings of isolation, and helping to retain teachers.

Interview Question 7: Keeping in mind what you know about the change process. What processes, aligned to current thought in the change process, does the district use in the development and implementation of the beginning teacher induction program?

A major theme centered around the idea of the utilization of current thought in the change process in the development and implementation of the beginning teacher induction program. Within this theme were the subcategories of leadership style of administrators, use of research, and collaborative decision making. Some principals reported that all three of those subcategories were being used effectively at the school and district levels. However, some principals reported that the concepts of current thought were present in the district but were underutilized in making effective decisions related to the beginning teacher induction program.

Interview Question 8: What changes would you suggest for improvement in your district's BTIP?

Three basic patterns emerged from the analysis of the data. First, the course offerings needed to be modified to include more relevant training such as specialized classes in content areas and classes on the history of the district to assist beginning teachers in understanding the culture. Second, there was a need to change and improve the evaluation process. The evaluation system needed input from teachers and administrators through an effective and established process. The third theme addressed the need to change the structure of the beginning teacher induction program. Of special interest was the need to reduce the amount of time teachers spent in orientation before the start of the school year. It was felt that, the amount of time required was too lengthy, and beginning teachers received an overload of information at a very critical time of the year. Beginning teachers needed to spend more time in their schools and classrooms preparing for students. There was also a recommendation to allow for more direct observation of beginning teachers by master teachers. Beginning teachers needed more feedback on instructional methodology, and master teachers were best equipped to provide it. The main suggestions from the principals included:

•Provide more opportunities for new teachers to learn about the school culture.

•Provide on-site classes where new teachers and experienced teachers can attend together.

•Improve the evaluation process.

•Increase the opportunities for collaboration among new teachers and experienced teachers at the school level.

•Reduce the number of hours of the initial orientation that beginning teachers are required to attend.

Interview Question 9: Is there anything else you would like to speak about in reference to your district's BTIP?

Three main themes resulted from the analysis of the data. Some of the responses were continuations of responses to Question 8. The principals' involvement in the beginning teacher induction program was a key theme. This included the need for principals to become more knowledgeable about the program. Another theme addressed the need for improved communication between the director of the program and the principals. The third theme centered on the benefits to the schools as a result of having such an effective program in the district.

Conclusions

The following conclusions were derived from the findings of the study as previously presented. The conclusions were derived from the administration of a survey and interviews in one school district.

1. Beginning teachers in elementary school, middle school, and high school agreed in their perceptions that the district's beginning teacher induction program had assisted them in their attainment of the eight Arizona Teaching Standards.

2.   Beginning teachers in their first-year, second-year, third-year, or fourth-year of teaching agreed in their perceptions that the district's beginning teacher induction program had assisted them in their attainment of the eight Arizona Teaching Standards.

3.   Elementary school, middle school, and high school administrators agreed in their perceptions that their beginning teachers were attaining Arizona Teaching Standards 1 through 5 and 7 as a result of the beginning teachers' participation in the beginning teacher induction program.

4.   Elementary school, middle school, and high school administrators were not in agreement in their perceptions that their beginning teachers were attaining Arizona Teaching Standard 6 as a result of the beginning teachers' participation in the beginning teacher induction program.

5.   Beginning elementary school teachers and elementary school administrators agreed in their perceptions that beginning teachers were attaining Arizona Teaching Standards 1 through 6 as a result of the beginning teachers' participation in the district's beginning teacher induction program.

6.   Beginning elementary school teachers and elementary school administrators were not in agreement in their perceptions that beginning teachers were attaining Arizona Teaching Standards 7 and 8 as a result of the beginning teachers' participation in the district's beginning teacher induction program.

7.   Beginning middle school teachers and middle school administrators agreed in their perceptions that beginning teachers were attaining the eight

Arizona Teaching Standards as a result of the beginning teachers' participation in the district's beginning teacher induction program.

8. Beginning high school teachers and high school administrators were not in agreement in their perceptions that beginning teachers were attaining the eight Arizona Teaching Standards as a result of the beginning teachers' participation in the district's beginning teacher induction program.

9. A higher percentage of first-year and second-year teachers agreed that the beginning teacher induction program had provided the majority of training in assisting them in attaining the eight Arizona Teaching Standards than did third-year and fourth-year teachers.

10. The majority of school-level administrators agreed that the beginning teacher induction program had provided the majority of training in assisting beginning teachers in attaining the eight Arizona Teaching Standards.

11. Overall, principals agreed that the beginning teacher program design was aligned with recommendations for the design of effective induction programs as reported in related literature.

12. Overall, principals agreed on the development and implementation of an effective evaluation system for the beginning teacher induction program that included input from beginning teachers, experienced teachers, and building administrators.

Discussion and Implications

It is important to note that the findings and conclusions of the study are limited in that the study was conducted in one school district. It is also important to note that some of the findings and conclusions reported in this study are supported by the literature in the area of beginning teacher induction and standards. Therefore, the findings and conclusions do merit attention, especially by those districts in the process of developing and implementing beginning teacher induction programs.

The findings in the quantitative part of the study provide key points with respect to the perceptions of beginning teachers and school-level administrators in beginning teachers' attainment of the eight Arizona Teaching Standards. These key points serve as the basis for the remainder of the discussion.

Overall, it appeared that beginning teachers felt that the beginning teacher induction program had provided them with the needed training to meet the teaching standards required in this state. When the teachers' responses to the questionnaire were analyzed, they tended to rank positively their perceptions to all 50 questions. This implied that, from their perspective, the beginning teacher induction program was beneficial. This, in effect, increased their level of competence, which is the purpose of any training or induction program. DeBolt's (1992) first point in his description of four underlying principles to induction stated that beginning teachers who have successfully attained the appropriate level of knowledge, skills, and values have the basis on which to teach, while those who lack this competence also lack the basis for teacher performance. Teachers who are provided with training and ideas through induction program are more apt to apply them into their instructional practices. Marockie and Looney (1988) reported that teachers tended to use recommendations and suggestions made through training in

beginning teacher induction programs at a high rate. These findings are also aligned to the research which suggests that beginning teachers are subject to the challenges of learning how to deal with elements of teaching such as classroom management, individual differences among students, motivating students, communicating with parents, and assessing students (Veenman, 1984; Britton, et al., 1999). When beginning teacher induction programs provide classes and workshops in these areas, teachers are better prepared. Additionally, it is important to provide strong development of beginning teachers, particularly during the first year, because they tend to grasp the first strategies that work and hold on to them for the remainder of their careers (Brock & Grady, 1998).

Not surprisingly, there appeared to be a difference in opinion with regard to the perceived level of attainment of the eight teaching standards between the beginning teachers and the school-level administrators. However, when analyzing the responses to the 50 questions. This implied that the school-level administrators also saw a benefit to the beginning teacher induction program. This finding was supported by Elsner (1984) who investigated an entry-year program in Oklahoma which showed that school administrators reported that the beginning teachers in the program had made significant gains in lesson planning, handling discipline, and handling class discussions. Further, school-level administrators were concerned about the beginning teachers' levels of competence to the full responsibilities of teaching. They wanted competent beginning teachers who were experts in their subject area, demonstrated knowledge to teach, had the ability to organize and manage, and had a professional outlook (Ballantyne, et al., 1998). The Arizona Professional Teaching Standards address each of these qualities, and the findings of the study suggest that the school-level administrators felt strongly that the beginning teacher induction program was assisting teachers in their development.

Another interesting point is that as DeBolt (1992) suggested, teacher competence is the basis for teacher performance. That being the case, the school-level administrators, who were responsible for the evaluation of the beginning teachers, were observing effective teaching practices among that group, again supporting the notion that the beginning teacher induction program was assisting beginning teachers in attaining the Arizona Teaching Standards.

When teachers and school-level administrators were compared by school level, there were significant differences in the perceived level of attainment of the Arizona Teaching Standards at the high school level. These findings follow the line of discourse that suggests that high school teachers are typically less likely to agree with the administration on the development and implementation of school-related programs than are the other school levels. The implication here is that school districts need to take into account the shortcomings associated with the relationships typically seen between teachers and administrators and apply best practices in decision making when developing beginning teacher induction programs. Bolman and Deal (1997), Sergiovanni (1999), and others have suggested that involving the key stakeholders in making decisions is vital to the success of the implementation of programs, and this certainly applies to schools. The active involvement of teachers and administrators from the high schools is key to addressing the needs of beginning teachers at that level. However, these findings do not imply that the teachers felt that the beginning teacher induction program was not assisting them in attaining the teaching standards. Rather, it only implied that, as a high school group, teachers had a higher level of agreement than did the high school administrators with respect to this position.

The findings from the qualitative part of the study also provided key points for discussion. Overall, it was evident that the six principals presented several important themes which were aligned to the design of effective beginning teacher induction programs as presented in the literature.

As suggested by the principals, it was clearly evident that a major contextual need in the district was the development of a culture that promoted and encouraged a collaborative and collegial environment. This was supported by Ballantyne, et. al. (1998) who suggested that beginning teachers should participate in collaborative activities with other professionals. In such an environment, beginning teachers can feel that they are being supported and that importance is being placed on their role as a developing teacher. Such an environment assists in eliminating the feeling of isolation often associated with being a new teacher (Huling-Austin, 1992; Moran, 1990). It appeared that the principals felt that the district already promotes such a culture and that it was important for new teachers to grasp an understanding of it during the induction process. Sergiovanni (1995) stressed the importance of providing teachers with a sense of the culture because new teachers are often unfamiliar with the organization's cultural norms and shared history. Another important point which supported the findings of the study was that often times beginning teachers are reluctant to ask for help from experienced teachers due to their concern about being seen as incompetent (Glickman et al., 1998). Therefore, it is important to have a culture that promotes collaboration and collegiality.

On a somewhat related point, principals spoke about the role they played in the induction process as being very important. It is important that principals establish a positive working relationship with new teachers which promotes and encourages them to seek guidance and direction from them, as well as from other teachers. This type of

environment assists beginning teachers in feeling comfortable and safe in seeking assistance from the individual who is their evaluator and also from more experienced teachers. This is especially true in that beginning teachers ask for help only when they are sure they will not be perceived as incompetent (Newberry, 1997). Another key point here is that the principal had an important role in guiding and directing beginning teachers. A key element of beginning teacher induction programs is to promote the personal as well as the professional well-being of the new teachers (DeBolt, 1992). As a result of their position and the influence that comes with that position, principals have the responsibility to develop school environments that promote the personal and professional well-being of all of a school's employees, especially that of beginning teachers. It is evident that the findings of this study support this position. Such an environment assists in eliminating potential de-railers which can result in a difficult start to a teaching career. School environments that are supportive of beginning teachers also increase the retention of promising teachers (Brock & Grady, 2001; Fox & Singletary, 1986; Huling-Austin, 1990).

The principals also felt strongly about the need for a more efficient and inclusive evaluation system. This is supported by the literature on beginning teacher induction. Newcombe (1990) suggested that participant feedback on the value of induction activities provided insightful information. Further, processes which provide evidence that the purposes of the induction program are being met should be developed and monitored. This assists districts in making good decisions about the program. This process should be ongoing, and a comprehensive evaluation system which involves the program's participants and stakeholders should be included (Fideler & Haselkorn, 1999). It was apparent that the principals in the study felt strongly about this. Some felt that, currently,

the evaluation system in use was fragmented and did not consistently seek input from beginning teachers, experienced teachers, and principals. Principals also strongly suggested that the system include input from all of these "stakeholders." Clearly, such a system provides valuable feedback that can be used to provide direction for the program (Fideler & Haselkorn, 1999).

Also evident in the analysis of the data were elements found in effective induction programs as suggested by Brock and Grady (2001), Huling-Austin (1986), Newcombe (1990), and Horn, et.al., (2001). These elements found in effective beginning teacher induction programs can be summarized as follows:

1. The induction program provides activities that promote the personal and professional well-being of the beginning teacher. The principals reported that their role in supporting beginning teachers was an important part of the program. Additionally, the role of mentors and other teachers were mentioned by principals as key factors in supporting the well-being of teachers.

2. A main goal of the induction program is to improve instruction. The principals stated that a purpose of the induction program is to train beginning teachers on the State's teaching standards.

3. The program is aligned with required state and local requirements related to certification. As mentioned in element two, the principals spoke about providing teachers with training on the State's teaching standards. This in effect aligned the program to the States certification requirements.

4. The induction program is designed to meet the contextual needs of the district. The principals reported three main contextual needs that are addressed by

the beginning teacher induction program: The importance of providing information on the district's culture, providing knowledge on the everyday procedural guidelines for fulfilling the teaching responsibilities, and training on the Arizona Teaching Standards. These themes supported element number four.

5. The induction program utilized a variety of activities to achieve its goals. The principals reported that the district utilized several key activities within this element. First, the beginning teacher induction program was structured with specific requirements; secondly, the district had established a culture which promoted collaboration among teachers and principals; third, the use of mentors assisted beginning teachers; and, fourth, the use of a variety of in-district personnel to train beginning teachers.

6. The induction program used a full range of people to provide support to the beginning teachers. Related to element five, principals reported that the mentors were an important part in supporting beginning teachers. They also reported that principals were very instrumental as were other school level staff. Also important was the use of in-district personnel in the training of beginning teachers.

7. The induction program was flexible so as to meet the individual needs of the beginning teachers. The principals reported that beginning teachers were provided with flexibility within the program requirements as means of meeting the needs of teachers. As an example, extending the period of time to complete the 30 hours of staff development requirement beyond the first year.

8. The induction program included an evaluation component. The principals reported that an evaluation process existed in the district's beginning teacher induction program.

9. Beginning teachers were assigned mentors. As previously mentioned, principals reported that a key part of the beginning teacher induction program was the assignment of mentors in supporting and training beginning teachers.

10. Beginning teachers were provided with opportunities to collaborate with other school professionals. The principals reported that the pervasive culture in the district promoted collaborations among teachers and principals.

11. Those responsible for the development and implementation of the induction program applied current thought on the change process as they made decisions related to the direction of the program. The principals reported that the district was practicing best practices in the change process as it made decisions about the beginning teacher induction program. Though, it was mentioned as needing improvement, most felt that it was being applied.

Recommendations to Improve Beginning Teacher Induction Programs

Even though the findings are limited as a result of the study being conducted in one school district, the following recommendations merit attention by school districts as they develop and implement beginning teacher induction programs. This is even more applicable when one considers the related literature on beginning teachers, induction

programs, and the standards movement. Of course, there is also the well-documented concern over retention of beginning teachers. More than one-third leave within the first two years of teaching (Hope, 1999; Odell & Ferraro, 1992), and up to one-half leave the profession with the first five years (Hope, 1999). It is estimated that by the end of this decade, 2.7 million new teachers will be needed in this country (Hussar, 1999). The reasons cited by beginning teachers for leaving the profession are also well documented. Among the most common are lack of support from administration, feeling isolated from colleagues, lack of knowledge in teaching strategies, being assigned to teach difficult students, issues associated with parents, discipline issues, and inability to motivate students (NCTAF, 1996; Veenman, 1884). Add to this the increasing demands being placed by states on school districts to develop induction programs aligned to teaching standards (Darling-Hammond, 2000) and the recommendations from groups such as the National Board and Support Consortium, and the National Council for Accreditation of Teacher Education. The challenges faced by school districts in developing induction programs that address all of these needs is unprecedented.

The following recommendations warrant attention by school districts undertaking the challenges mentioned above.

1. Consider the needs of the elementary schools, middle schools, and high schools in the development and implementation of beginning teacher induction programs. Each level has specialized needs and attention should be provided in addressing them. Such actions lead to the effective training of teachers.

2. Consider the personal needs of beginning teachers and provide avenues by which those needs can be addressed at the school and district levels. For

example, adjusting the working conditions for new teachers or providing release time for attendance at workshops.

3. Work collaboratively with state government in the development of induction programs that are aligned to state and federal mandates with respect to certification requirements.

4. Work collaboratively with national boards and universities to develop beginning teacher programs that are aligned to the professional teaching standards movement.

5. Work toward the enculturation of beginning teachers by providing opportunities for them to gain knowledge of the district's culture and shared history. This can be accomplished through both formal and informal processes.

6. Promote an environment that encourages collaboration and collegiality among teachers and between teachers and administrators by providing regular collaborative planning time for teachers and by ensuring that administrators practice effective elements of leadership.

7. Utilize the related research and literature on beginning teacher induction, teaching standards, and current thought in the change process in the development of beginning teacher induction programs.

8. Employ a comprehensive evaluation system which seeks input from all those involved with the beginning teacher induction program. This includes beginning teachers, experienced teachers, school-level administrators, and district-level administrators.

As a final recommendation, state certification agencies are encouraged to ensure that school districts employ beginning teacher induction programs that are based on elements of effective induction as noted in this study and to utilize these programs to validate teacher certification.

Recommendations for Future Research

1. Replicate the quantitative part of the study in several districts of similar size. The current study was conducted in one district.

2. Conduct a quantitative study that examines those factors, other than the beginning teacher induction program, that influence beginning teachers' attainment of the Arizona Teaching Standards.

3. Replicate the qualitative part of the study with a larger sample of principals, including those from other districts. This will assist in validating the findings of the study.

4. Conduct a qualitative study that investigates the perceptions of mentors assigned to beginning teachers on the influence of the beginning teacher induction program on the attainment of the Arizona Teaching Standards.

5. Conduct a qualitative study by interviewing directors of staff development to investigate their perceptions of the quality of their district's beginning teacher induction program.

6. Conduct an experimental study which utilizes a pretest at the onset of the beginning teacher induction program and a posttest at the conclusion of the beginning teacher induction program to measure the degree of attainment of the Arizona Teaching standards.

7. Conduct a case study of selected teachers as they participate in the beginning teacher induction program to determine how the program influences their teaching in relation to demonstrating the elements found in the Arizona Teaching Standards.

8. A related study could investigate the influence of the beginning teachers' pre-service training on the attainment of the Arizona Teaching Standards, specifically looking at the three major universities in comparison with the smaller colleges and universities that provide teacher training in this state.

Summary

The purpose of this study was to examine the effects of a new teacher induction program on the teachers' attainment of the Arizona Teaching Standards. It is hoped that this study provided valuable information to those seeking to improve new teacher induction programs in their quest to assist teachers to become quality teachers. A byproduct is that it also provided insight on the retention of promising new teachers. It is also hoped that it will encourage others to continue the examination of beginning teacher induction programs and the impact such programs have on the attainment of the teaching standards. It is critically important for the educational community to continue its efforts toward improving new teacher education programs.

APPENDIX A
SURVEY OF ATTAINMENT OF THE ARIZONA TEACHING STANDARDS_

Survey of Attainment of the Arizona Teaching Standards

Form A

The survey was developed as part of doctoral research study at the University of Arizona in order to examine the effect of a new teacher induction program on the attainment of the Arizona Teaching Standards. Your participation is very important to the success of the study, although, of course, it is strictly voluntary. Your responses will be kept completely confidential and the completion of the survey indicates your consent for participation. For your convenience, please return the completed survey in the enclosed envelope to your class instructor.

On the following pages you will find statements about you as a teacher. Each statement is directly aligned to the Arizona Teaching Standards. Each statement is designed to obtain your perceptions of your teaching as a direct result of the training you received in your district's beginning teacher induction program. As you read each statement, please indicate your agreement or disagreement about your teaching as a direct result of this training.

Please circle your responses by using the following scale:

1=Strongly Disagree   2=Disagree   3=Undecided   4=Agree   5=Strongly /

	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	I focus instruction on the district's academic standards.	1	2	3	4	5
2.	I align curriculum with the student assessments.	1	2	3	4	5
3.	I address cultural and community differences among learners.	1	2	3	4	5
4.	I indicate short and long-term curriculum goals.	1	2	3	4	5
5.	I include learning experiences that are developmentally appropriate for learners.	1	2	3	4	5
6.	I include learning experiences that are based upon principles of effective instruction.	1	2	3	4	5
7.	I include learning experiences that accurately represent content.	1	2	3	4	5
8.	I incorporate appropriate assessment of student progress.	1	2	3	4	5
9.	I display effective classroom management.	1	2	3	4	5
10.	I encourage the students to demonstrate responsibility to self and others.	1	2	3	4	5
11.	I respect the individual differences among learners.	1	2	3	4	5
12.	I facilitate people working cooperatively with each other.	1	2	3	4	5
13.	I provide a motivating learning environment.	1	2	3	4	5
14.	I promote appropriate classroom participation.	1	2	3	4	5

Survey of Attainment of the Arizona Teaching Standards
Form A

On the following pages you will find statements about you as a teacher. Each statement is directly aligned to the Arizona Teaching Standards. Each statement is designed to obtain your perceptions of your teaching as a direct result of the training you received in your district's beginning teacher induction program. As you read each statement, please indicate your agreement or disagreement about your teaching as a direct result of this training.

Please circle your responses by using the following scale:

1=Strongly Disagree   2=Disagree   3=Undecided   4 =Agree   5=Strongly /

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
15. I organize materials and other resources appropriately.	1	2	3	4	5
16. I apply to daily practice the ethics of the profession.	1	2	3	4	5
17. I demonstrate effective communication.	1	2	3	4	5
18. I incorporate strategies, which address the diverse needs of learners.	1	2	3	4	5
19. I connect lesson content to real life situations when appropriate.	1	2	3	4	5
20. I use technology and a variety of instructional resources appropriately.	1	2	3	4	5
21. I use a variety of effective teaching strategies to engage students actively in learning.	1	2	3	4	5
22. I maximize the amount of class time students are engaged in learning.	1	2	3	4	5
23. I provide opportunities for students to practice what is learned.	1	2	3	4	5
24. I adjust instruction based on feedback from students.	1	2	3	4	5
25. I promote student self-assessment.	1	2	3	4	5
26. I use a variety of appropriate formal and informal assessments aligned with instruction.	1	2	3	4	5
27. I maintain records of student work and use them to guide instructional decisions.	1	2	3	4	5
28. I offer parents appropriate feedback on progress toward learning expectations.	1	2	3	4	5
29. I maintain privacy of student records.	1	2	3	4	5
30. I work with parents to enhance student learning at home and at school.	1	2	3	4	5

Survey of Attainment of the Arizona Teaching Standards
Form A

On the following pages you will find statements about you as a teacher. Each statement is directly aligned to the Arizona Teaching Standards. Each statement is designed to obtain your perceptions of your teaching as a direct result of the training you received in your district's beginning teacher induction program. As you read each statement, please indicate your agreement or disagreement about your teaching as a direct result of this training.

Please circle your responses by using the following scale: 1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly / Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
31 I collaborate with other professionals to improve the overall learning environment for students.	1	2	3	4	5
32. I access community resources and services to foster student learning.	1	2	3	4	5
33. I demonstrate productive leadership skills that facilitate the development of beneficial goals.	1	2	3	4	5
34. I collaborate with colleagues to achieve district goals.	1	2	3	4	5
35. I review my practices and evaluate the influences of those practices on student learning.	1	2	3	4	5
36. I design and continually adopt a professional development plan for improving instruction.	1	2	3	4	5
37. I engage in activities that lead to the implementation of a professional development plan.	1	2	3	4	5
38. I pursue professional activities to support my development as a teacher.	1	2	3	4	5
39. I have teaching skills related to the subject areas.	1	2	3	4	5
40. I understand the major facts and assumptions that are central to the discipline.	1	2	3	4	5
41. I utilize the processes of inquiry that are central to the discipline.	1	2	3	4	5
42. I integrate the disciplinary knowledge with other subject areas.	1	2	3	4	5
43. I make connections between knowledge of the subject areas and real life situations at the level of the students being taught.	1	2	3	4	5
44. I use interdisciplinary learning experiences that integrate knowledge.	1	2	3	4	5

Survey of Attainment of the Arizona Teaching Standards
Form A

On the following pages you will find statements about you as a teacher. Each statement is directly aligned to the Arizona Teaching Standards. Each statement is designed to obtain your perceptions of your teaching as a direct result of the training you received in your district's beginning teacher induction program. As you read each statement, please indicate your agreement or disagreement about your teaching as a direct result of this training.

Please circle your responses by using the following scale:

1=Strongly Disagree   2=Disagree   3=Undecided   4 =Agree   5=Strongly /

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
45. I use principles associated with various instructional strategies.	1	2	3	4	5
46. I use learning theories to plan instruction.	1	2	3	4	5
47. I accommodate the learning needs of exceptional children.	1	2	3	4	5
48. I use principles of human motivation in the classroom.	1	2	3	4	5
49. I use comprehensive evaluation methods for student learning.	1	2	3	4	5
50. I understand the laws related to student and teacher rights.	1	2	3	4	5

Please respond to the following questions:

A. Number of Years as a teacher in public schools? (Circle)   1   2   3   4

B. Which of the following best describes your school level? (Circle)   Elementary   Middle School   High School

C. How many years have you been in your current position? (Circle)   1   2   3   4

D. What is your highest level of education?   Bachelors   Masters   Educational Specialist   Doctorate

E. Gender: Female   Male

F. What is your age? _____

G. How much of your professional growth can be attributed to factors other than the beginning teacher induction program in your school district (10%, 20%, etc.)? _____

Thank you for your participation.

Survey of Attainment of the Arizona Teaching Standards
Form SLA

The survey was developed as part of doctoral research study at the University of Arizona in order to examine the effect of a new teacher induction program on the attainment of the Arizona Teaching Standards.   Your participation is very important to the success of the study, although, of course, it is strictly voluntary.   Your responses will be kept completely confidential and the completion of the survey indicates your consent for participation.   For your convenience, please return the completed survey in the enclosed envelope to your school's secretary.

On the following pages you will find statements about first, second, third, and fourth year teachers in your school. Each statement is directly aligned to the Arizona Teaching Standards.   Each statement is designed to obtain your perceptions of your first, second, third, and fourth year teachers as a direct result of the training they receive or have received in the district's beginning teacher induction program.   After you read each statement, please indicate your agreement or disagreement about these teachers as a direct result of this training.

Please circle your responses by using the following scale:

1=Strongly Disagree   2=Disagree   3=Undecided   4 =Agree   5=Strongly A

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The teachers focus instruction on the district's academic standards.	1	2	3	4	5
2. The teachers align curriculum with the student assessments.	1	2	3	4	5
3. The teachers address cultural and community differences among learners.	1	2	3	4	5
4. The teachers indicate short and long-term curriculum goals.	1	2	3	4	5
5. The teachers include learning experiences that are developmentally appropriate for learners.	1	2	3	4	5
6. The teachers include learning experiences that are based upon principles of effective instruction.	1	2	3	4	5
7. The teachers include learning experiences that accurately represent content.	1	2	3	4	5
8. The teachers incorporate appropriate assessment of student progress.	1	2	3	4	5
9. The teachers display effective classroom management.	1	2	3	4	5
10. The teachers encourage students to demonstrate responsibility to self and others.	1	2	3	4	5
11. The teachers respect the individual differences among learners.	1	2	3	4	5
12. The teachers facilitate people working cooperatively with each other.	1	2	3	4	5
13. The teachers provide a motivating learning environment.	1	2	3	4	5
14. The teachers promote appropriate classroom participation.	1	2	3	4	5

Survey of Attainment of the Arizona Teaching Standards
Form SLA

On the following pages you will find statements about first, second, third, and fourth year teachers in your school. Each statement is directly aligned to the Arizona Teaching Standards. Each statement is designed to obtain your perceptions of your first, second, third, and fourth year teachers as a direct result of the training they receive or have received in the district's beginning teacher induction program. After you read each statement, please indicate your agreement or disagreement about these teachers as a direct result of this training.

Please circle your responses by using the following scale:

1=Strongly Disagree 2=Disagree 3=Undecided 4 =Agree 5=Strongly A

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
15. The teachers organize materials and other resources appropriately.	1	2	3	4	5
16. The teachers apply to daily practice the ethics of the profession.	1	2	3	4	5
17. The teachers demonstrate effective communication.	1	2	3	4	5
18. The teachers incorporate strategies, which address the diverse needs of learners.	1	2	3	4	5
19. The teachers connect lesson content to real life situations when appropriate.	1	2	3	4	5
20. The teachers use technology and a variety of instructional resources appropriately.	1	2	3	4	5
21. The teachers use a variety of effective teaching strategies to engage students actively in learning.	1	2	3	4	5
22. The teachers maximize the amount of class time students are engaged in learning.	1	2	3	4	5
23. The teachers provide opportunities for students to practice what is learned.	1	2	3	4	5
24. The teachers adjust instruction based on feedback from students.	1	2	3	4	5
25. The teachers promote student self-assessment.	1	2	3	4	5
26. The teachers use a variety of appropriate formal and informal assessments aligned with instruction.	1	2	3	4	5
27. The teachers maintain records of student work and use them to guide instructional decisions.	1	2	3	4	5
28. The teachers offer parents appropriate feedback on progress toward learning expectations.	1	2	3	4	5
29. The teachers maintain privacy of student records.	1	2	3	4	5

Survey of Attainment of the Arizona Teaching Standards
Form SLA

On the following pages you will find statements about first, second, third, and fourth year teachers in your school. Each statement is directly aligned to the Arizona Teaching Standards. Each statement is designed to obtain your perceptions of your first, second, third, and fourth year teachers as a direct result of the training they receive or have received in the district's beginning teacher induction program. After you read each statement, please indicate your agreement or disagreement about these teachers as a direct result of this training.

Please circle your responses by using the following scale:

1=Strongly Disagree   2=Disagree   3=Undecided   4 =Agree   5=Strongly Agree

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
30. The teachers work with parents to enhance student learning at home and at school.	1	2	3	4	5
31. The teachers collaborate with other professionals to improve the overall learning environment for students.	1	2	3	4	5
32. The teachers access community resources and services to foster student learning.	1	2	3	4	5
33. The teachers demonstrate productive leadership skills that facilitate the development of beneficial goals.	1	2	3	4	5
34. The teachers collaborate with colleagues to achieve district goals.	1	2	3	4	5
35. The teachers review their practices and evaluate the influences of those practices on student learning.	1	2	3	4	5
36. The teachers design and continually adopt a professional development plan for improving instruction.	1	2	3	4	5
37. The teachers engage in activities that lead to the implementation of a professional development plan.	1	2	3	4	5
38. The teachers pursue professional activities to support development as a teacher.	1	2	3	4	5
39. The teachers have teaching skills related to the subject areas.	1	2	3	4	5
40. The teachers understand the major facts and assumptions that are central to the discipline.	1	2	3	4	5
41. The teachers utilize the processes of inquiry that are central to the discipline.	1	2	3	4	5
42. The teachers integrate the disciplinary knowledge with other subject areas.	1	2	3	4	5
43. The teachers make connections between knowledge of the subject areas and real life situations at the level of the students being taught.	1	2	3	4	5

Survey of Attainment of the Arizona Teaching Standards
Form SLA

On the following pages you will find statements about first, second, third, and fourth year teachers in your school. Each statement is directly aligned to the Arizona Teaching Standards. Each statement is designed to obtain your perceptions of your first, second, third, and fourth year teachers as a direct result of the training they receive or have received in the district's beginning teacher induction program. After you read each statement, please indicate your agreement or disagreement about these teachers as a direct result of this training.

Please circle your responses by using the following scale:

1=Strongly Disagree   2=Disagree   3=Undecided   4=Agree   5=Strongly A

Statement	Strongly Agree	Disagree	Undecided	Agree	Strongly Agree
44. The teachers use interdisciplinary learning experiences that integrate knowledge.	1	2	3	4	5
45. The teachers use principles associated with various instructional strategies.	1	2	3	4	5
46. The teachers use learning theories to plan instruction.	1	2	3	4	5
47. The teachers accommodate the learning needs of exceptional children.	1	2	3	4	5
48. The teachers use principles of human motivation in the classroom.	1	2	3	4	5
49. The teachers use comprehensive evaluation methods for student learning.	1	2	3	4	5
50. The teachers understand the laws related to student and teacher rights.	1	2	3	4	5

Please respond to the following questions:

A. Number of years as a school level administrator in public schools? _____

B. Which of the following best describes your school level? (Circle)   Elementary   Middle School   High School

C. How many years have you been in your current position? _____

D. What is your highest level of education?   Bachelors   Masters   Educational Specialist   Doctorate

E. Gender: Female   Male

F. What is your age? _____

G. How much of the first, second, third, and fourth year teachers' professional growth in your school can be attributed to factors other than the beginning teacher induction program in your school district (10%, 20%, etc.)? _____

Thank you for your participation.

APPENDIX B
SUBJECT DISCLAIMER FORMS

SUBJECT'S DISCLAIMER FORM

Title of Project: The influence of a beginning teacher induction program on the public school teachers' attainment of the Arizona Teaching Standards.

You are being invited to voluntarily participate in the above-titled research study. The purpose of the study is to measure the influence of a beginning teacher induction program on the public school teachers' attainment of the Arizona Teaching Standards. You are eligible to participate because you are a school level administrator responsible for the supervision of beginning teachers enrolled in the beginning teacher induction program in the school district where the study is being conducted.

If you agree to participate, your participation will involve one interview about the quality of the beginning teacher induction program in your district. The interview will take place in a location convenient for you and will last approximately one hour. You may choose not to answer some or all of the questions. During the interview, written notes will be made in order to help the investigator review what is said. Your name will not appear on these notes.

Any questions you have will be answered and you may withdraw from the study at any time. There are no known risks from your participation and no direct benefit from your participation is expected. There is no cost to you except for your time and you will not be compensated for your participation.

Only the principal investigator will have access to the your name and the information that you provide. In order to maintain your confidentiality, your name will not be revealed in any reports that result from this project. Interview information will be locked in a cabinet in a secure place.

You can obtain further information from the principal investigator, Alberto Flores Siqueiros, at (520) _____. If you have questions concerning your rights as a research subject, you may call the University of Arizona Human Subjects Protection Program office at (520) 626-6721.

By participating in the interview, you are giving permission for the investigator to use your information for research purposes.

Thank you.

Alberto Flores Siqueiros
Investigator

Date

Dear Educator:

My name is Albert Siqueiros and I am a doctoral candidate at the University of Arizona. I have been given permission by   School District to conduct a study to measure the influence of a beginning teacher induction program on the public school teachers' attainment of the Arizona Teaching Standards. It is my intention that this study will provide valuable information to school districts in their efforts at developing beginning teacher induction programs or as they strive to improve existing programs.

Data will be collected by surveying first, second, third, and fourth year teachers who are enrolled or have been enrolled in the beginning teacher induction program in your district. Additionally, school level administrators in your school district will be surveyed to gather their perceptions on the beginning teachers' attainment of the Arizona Teaching Standards as a result of this group's participation in the beginning teacher induction program. Since you fall into one of these categories, I am requesting your participation in this study by completing the Survey of Attainment of the Arizona Teaching Standards.

Your participation is very important to the success of the study, although, of course, it is strictly voluntary. If you choose to participate, your responses will be kept completely confidential and all data will be destroyed upon completion of my degree program. In all, it should take you about twenty minutes to complete the survey. When you have completed the survey, simply place it in the envelope provided, seal it, and hand it to your school secretary. I will pick up the survey from the school secretary. You will not be asked any information on the survey or envelope that would identify you. At any time during the study you are free to withhold any personal information you feel uncomfortable revealing. The information obtained from the survey will be published in the form of a dissertation, but your identity will be kept confidential. Your school district and school names will not be used in any part of the dissertation.

By completing and returning the survey to me, you are providing your consent for participation in the study. There are no costs to you as a result of participating in the study and you will not receive compensation. Additionally, there are no known risks or benefits to you as a result of your participation in the study. If you have any questions regarding your participation, please contact me at 520-   If you have any questions about your rights as a research subject, you can call the University of Arizona Human Subjects Committee office at 520-626-6721.

Thank you for your participation.

Sincerely,

Albert Siqueiros

APPENDIX C
BEGINNING TEACHER INDUCTION PROGRAM CURRICULUM
FOR THE DISTRICT OF STUDY

Unified School District

Teacher Support Program

The _____ School District Teacher Induction Support program is more than an introduction or orientation. It is a highly structured process and system of orientation, training, instructional and interpersonal assistance and support provided to teachers new to the district which fosters their professional development and retention in the profession. The specific goals of teacher induction are:

- ❖ To transmit the culture of the system and the profession, including guidelines, expectations, policies, procedures, customs, beliefs, core values, and philosophy

- ❖ To promote personal and professional well-being, including psychological support, reduce isolation and anxiety

- ❖ To promote the acquisition and refinement of teaching skills, including teaching performance, effectiveness, and student achievement

- ❖ To increase the retention of promising teachers

- ❖ To satisfy mandated requirements and legislated activities

TEACHER SUPPORT PROGRAM COMPONENTS

Orientation

The Standards for Arizona Teachers provide a framework for the teacher induction program which supports developmental needs of new teachers and completion of requirements for Arizona teacher certification. The Teacher Support Program is comprised of the following components:

District Orientation (½ day)
The district Personnel office conducts an Orientation for all new teachers. Teachers are provided with information regarding the district salary plan, professional growth components and pay days. The yearly calendar, sick leave bank forms, state certification and recertification guidelines and laws and policies regarding Child Protective Services, tobacco products, sexual harassment, bloodborne pathogens, and district negotiated agreement are discussed and provided in a packet.

Special Mailing
During the summer, new teachers are sent a Welcome letter from the Superintendent and the Director of Educational Development. This letter welcomes them as an "important member of our team" and invites teachers to share our vision, that

*A*ll students will realize their unique potential,
Learn at their maximum ability, and
develop a personal vision and plan for their future.

The letter explains the purpose and importance of the teacher induction program, and outlines dates and schedule for preservice activities. Inside the mail packet with the welcome letter is a copy of the Harry Wong book, *Success With the First Days of School*. Teachers are encouraged to read and become familiar with this book prior to preservice. The text serves as a foundation for training and discussion in preservice sessions and throughout induction training.

PreService Training (6 days)
Teachers who are new to the district attend training which includes information about district and school mission, goals, culture, core values, policies, procedures, as well as Arizona content standards, curriculum, assessment, effective instructional practices, discipline and classroom management.
Teachers are provided with training and assistance to develop a classroom management plan, and a syllabus or letter to students and parents explaining the plan and expected classroom procedures and routines (Standards 2.1, 2.2, 2.3, 3.5, 3.8).
Teachers are provided with training and assistance to develop a discipline plan and suggested discipline strategies to reinforce their classroom management plan (Standards 2.3, 2.4, 3.2, 3.5). Teachers are provided training in district curriculum, use of instructional materials and assessment protocols.
Teachers develop a four-week curriculum map or long range lesson plan with the assistance of mentor teachers (Standards 1.1, 1.2, 1.10, 1.11, 4.2).

New Teacher District Pre-Service Agenda
Day I
- o New teachers meet mentors
- o Set up classroom
- o Create bulletin boards
- o Obtain materials, supplies, equipment, class lists
- o Tour of school
- o Tour of school community
- o Breakfast or luncheon
- o Instructional texts, materials overview
- o Meet with Principal
- o Success with the First Days of School book study

Day II
District Welcome
- o Governing Board member(s)
- o Superintendent - vision, strategic plan, culture, district accomplishments, recognize   · graduates
- o Director of Educational Development - overview of induction
- o TTE Department Chair, UofA - Master's degree partnership
- c   ˉ   Education Association
- o Performance Based Pay Plan
- o State and local Education Issues
    - o Legislator Steve Huffman
- o District Programs and Services
    - o Counseling, Student Services, Special Ed Services, Effective Teacher characteristics, State and Federal Programs

Day III
Effective Classroom Management
- o Creating an environment of respect and rapport
- o Classroom expectations, Procedures and Routines
- o Develop classroom management Plan
- o Develop Syllabus/Parent and Student information letter
- o Positive Classroom Discipline Strategies
    - o Discipline Plan   ·
    - o Rules and consequences
    - o Limit setting
    - o Back up Plan

Success with the First Days of School book study

Day IV
Curriculum, Instruction, Assessment
- o Arizona State Content Standards
- o   Curriculum, Curriculum Guide
- o   District Assessment Plan
- o Curriculum and Assessment Mapping

- o Develop one month curriculum, lesson map
- o Effective Instruction
    - o Objectives
    - o Standards
    - o Teach to objective

Meet Arizona Teacher of the Year

Day V
School Staff Meetings
- o School handbooks, attendance, grading procedures, lunchroom procedures, school goals, lesson planning, hall passes, labs and special pull-out schedules, duty schedule
- o Principal expectations and evaluation
- o Info on individual students, budgets, security and emergency procedures, ordering, print shop
- o Lesson Planning with mentor

Day VI
Room Preparation
Instruction preparation

Professional Development (30 hours)

A year-long professional development seminar program, based on the Standards for Arizona Teachers and competency indicators, has been designed to support new teachers by providing training appropriate to the ongoing needs of teachers. Courses are offered on release time and also after work hours. Many teachers choose to participate in the evening sessions to earn Professional Growth credit for salary increment advancement. Courses are scheduled as grade level cohorts by K-3 level, 4-6 level, 7-12 level and by content areas.

Participation in 30 hours of professional development is a contractual requirement of all 1st year teachers.

Professional development seminars are conducted by The Director of Educational Development and selected Mentor Teachers and Trainers.

First (1st) year seminar topics include:

September	"Curriculum, Instruction and Assessment"
	Curriculum and assessment mapping, behavioral objectives, learning outcomes, teaching to objectives, diagnosing learning needs (Standards 1.1, 1.2, 1.3, 1.6, 1.10, 1.12, 1.13, 2.9, 3.5, 3.14, 4.2)
	Preparation for parent conferences, and ongoing communication with parents (Standards 4.3, 4.4, 4.5, 5.1)
October	"Classroom and Behavior Management"
	Review and refine management plan, Positive Classroom Discipline, Back talk, Limit setting, Back-up systems, Reinforcement, Rules, Procedures, refine Discipline Plan, Climate, Relationship with students (Standards 2.1, 2.2, 2.3, 2.6, 2.9, 3.4, 3.7, 3.12)
	Demonstration teaching lessons, Teaching to Objectives, Reinforcers (Standards 3.1, 3.4, 3.5, 3.7, 3.12)
November	"Meeting the Needs of Special Needs Students"
	IDEA, ADHD, 504, ED students, Disruptive students, Teacher role in IEP, Referral processes, School study teams, Modifying the curriculum for special needs students, Modifying management and discipline for special needs students, Needs of ESL students and modifications to curriculum, Instructional strategies, Remediation (Standards 1.4, 2.4, 3.7, 3.8, 4.5, 8.13)
December	"Professional Portfolio Development"
January	"Student Involvement"
	Active involvement and participation, academic learning time, student engagement, principles of motivation (Standards 1.9, 2.4, 2.5, 2.6, 2.7, 3.2, 3.8, 3.12, 3.13, 8.7)
	"Instructional Models"
	Designing lessons and instruction addressing the diverse needs of students
	"Reflective Teaching"
	Portfolios, lesson units, observations, lesson analysis, reflective pieces (Standards 5.4, 6.1, 6.4, 6.5)
	"Demonstration Teaching Lessons"

February	"Instructional Models"
	Designing instruction, Direct instruction, Inductive instruction, Memory models (Standards 1.3, 1.5, 1.6, 1.7, 1.9, 2.6, 2.7, 3.4, 3.8, 3.10, 3.12, 3.13, 8.1, 8.3)
	Effective Writing Using the 6 Traits
	"Student Assessment"
	Update curriculum and assessment plans (Standards 1.1, 1.11, 3.3, 3.15, 4.1, 4.2, 4.3)
	"Demonstration Teaching Lessons"
March	"Interpersonal Skills"
	Collaborative structures, High expectations (Standards 2.5, 2.6, 3.12)
	"Instructional Models"
	Application and Transfer of learning, Higher order thinking (Standards 1.5, 1.9, 3.3, 3.9, 3.10, 3.14)
	"Portfolio Review"
	(Standards 6.1, 6.2, 6.3, 6.4, 6.5)
	"Demonstration Teaching Lessons"
April	Preparation for Assessment, Program Evaluation
May	Portfolio presentations

Second (2nd) year teachers (20 hours)

Middle and High School Teachers

Review Classroom Management Plan, Discipline Plan, Curriculum Organization, Curriculum Integration, Reading and Writing in Content Areas, Cooperative Learning Structures, Instructional Models, Learning Styles, Teaching Styles, Integration of Technology into Teaching, and Portfolio Presentations.

Elementary Teachers (20 hours)

Pilot Project 2001-2002

Teaching and Managing a classroom with the-components of Balanced Literacy and the components of Balanced Math, Portfolio Presentations.

Through a collaborative partnership with the University of Arizona, new teachers may enroll in a *Master of Arts Degree in Teaching and Teacher Education*. This degree - provides for developmental levels of new teachers. The first course is entitled "PRACTICUM" and is Induction Program, comprised of 1st year professional development seminars and mentoring. In the 2nd year students may enroll in "Classroom Management and Organization" or participate in   2nd year Professional Development Seminars. Third year courses focus on "Recent Research on Teaching and Schooling", and Action Research." Pacing of courses is slower than the usual on-campus masters' program, although students may enroll in additional courses to complete the degree at a faster pace and to accommodate their rate of growth and development.

Mentoring (30 hours)

Experienced classroom teachers who are trained as mentors work continuously on a one-to-one basis with new teachers at their site throughout the year. Mentors utilize a School District teacher effectiveness rubric to observe, coach and provide feedback on specific teacher behaviors and competencies. Specific mentor responsibilities are delineated in the Mentor Handbook and Mentor contract (Standards 1 – 8).

Mentors meet and work collegially with new teachers on release time, approximately 1 hour per week, in the following areas:

> Curriculum, instruction, assessment, mapping, planning, diagnosis, empathy, coaching, modeling, school and district procedures

Mentors conduct a minimum of 4 observations and feedback conferences every year, and new teachers are provided with opportunities to observe mentor teachers.

Mentors receive a district stipend for their participation.

Mentors attend on-going training throughout mentoring experience

- o Initial training (12 hours)
  Needs of new teachers, Mentor literature, Induction literature, Teacher Support Program components, Mentor responsibilities, Non-verbal communication skills, Verbal communication skills, Clinical Supervision

- o Alternative Observation and Feedback Techniques (4 hours)
  On task, verbal flow, class traffic, interaction analysis, TESA

- o Cognitive Coaching (4 hours)
  Non verbal communication, verbal communication, Trust and Rapport, Questioning Skills, Responding Skills, Empowering Skills

- o Portfolio Development (4 hours)
  Mentors are trained to assist new teachers to develop a professional portfolio and encouraged to develop/continue to refine a professional portfolio of their own. Mentors and new teachers work and grow together, collegially.

- o Mentor Update/Refresher (4 hours)
  Review of Mentoring literature, Induction literature, District studies and evaluations of Teacher Support Program, program changes and modifications

Mentors are selected by Principals according to the following criteria:

<u>MENTOR SELECTION REQUIREMENTS</u>

The Mentor MUST have:

1. Knowledge and consistent utilization of
    i.   Effective instructional strategies
    ii. Effective classroom management techniques
2. Experience
    i.   Demonstrated successful teaching experience
    ii. Classroom management skills
    iii. Organizational skills
3. Commitment
    i.   Willingness to "Be There" when needed
    ii. Belief in program effectiveness
    iii. Motivation/desire to assist new teachers
4. Effective Interpersonal Skills
    i.   Verbal/non-verbal
    ii. Objective/non-judgmental
    iii. Positive/supportive
    iv. Sense of humor
    v.   Respect for confidentiality

Professional Growth

It is expected that a mentor will continue to grow as a professional by participating in District activities such as Staff Development coursework and professional conferences.

Portfolio Development

New teachers are given guidelines, suggestions and support in the development of professional portfolios reflective of individual Interests, responsibilities, contributions, skills, abilities, goals and achievements. Portfolios are specifically designed to include artifacts demonstrating performance-based examples of teacher competency of each of the Arizona Teacher Standards (Standards 1 - 8).

APPENDIX D
EVALUATION INSTRUMENT FOR THE BEGINNING TEACHER INDUCTION
PROGRAM IN THE DISTRICT OF STUDY

Unified School District
Teacher Support Program

Rank order from 1 - 10 (*1= your most significant need/concern*) your needs and/or concerns as a first year teacher in   School District. Please circle one of the following:

Training
Mentoring
Other _____
Specify

Rank		Met (Please circle)	Not Met
	District and school policies, procedures	Training Mentoring Other (Specify)	
	Collecting, locating materials and resources	Training Mentoring Other (Specify)	
	Instructional Strategies/Methods	Training Mentoring Other (Specify)	
	Classroom Management	Training Mentoring Other (Specify)	
	Discipline	Training Mentoring Other (Specify)	
	Time Management/Organization	Training Mentoring Other (Specify)	
	Communication with parents	Training Mentoring Other (Specify)	
	Working with peers	Training Mentoring Other (Specify)	
	Classroom Environment	Training Mentoring Other (Specify)	

Rank		Met (Please circle)	Not Met
	Observations/Evaluation	Training Mentoring Other (Specify)	
	Curriculum/Standards Content and Assessment	Training Mentoring Other (Specify)	
	Emotional Support	Training Mentoring Other (Specify)	
	Other	Training Mentoring Other (Specify)	

The standards for Arizona teachers provide a framework for the teacher induction program which supports developmental needs of new teachers and completion of requirements for Arizona Teacher Certification.

The Teacher Support Program is comprised of the following components:

PreService

Teachers who are new to the district attend training which includes information about district and school mission, goals, culture, core values, policies, procedures, as well as Arizona content standards, curriculum, assessment, effective instructional practices, discipline and classroom management.

Please rate the effectiveness and benefit of the following components of PreService.

		1 Low	2	3	4	5 High
1. District orientation	*contract, salary, benefits					
2. District training	*district mission, culture, core values					
	*district policies, procedures, expectations					
	*classroom management - expectations, procedures, management plan, syllabus, parent letter					
	*Harry Wong book study					
	*district curriculum - curriculum guides, curriculum and assessment structure, discussion of curriculum and standards with experienced teacher by content and grade level					

		1 Low	2	3	4	5 High
	*curriculum mapping - designing curriculum and instruction sequence, long-range plan					
	*instructional strategies, methods					
	*other (specify)					
3. Building Training	*school mission, culture, core values					
	*school policies, procedures, expectations					
	*classroom management					
	*discipline					
	*curriculum, instruction, assessment					
	*instructional strategies, methods					
	*school policies, procedures, expectations					
	*other (specify)					

Professional Development

A year-long professional development seminar program based on the Standards for Arizona Teachers and the academic content standards competency indicators has been designed to support new teachers to the district. This professional development program focuses on the curriculum, content, instructional, and management needs of new teachers.

Please evaluate the benefit/effectiveness of the following training sessions:

		Low				High
1.	Student-led conferences Establishing and maintaining contact with parents	1	2	3	4	5
2.	Discipline and behavior issues and suggestions for working with students with oppositional, defiant behaviors	1	2	3	4	5
3.	Curriculum mapping	1	2	3	4	5
4.	Writing Guidelines Six Traits of Writing	1	2	3	4	5
5.	Meeting the Needs of Special Needs Students	1	2	3	4	5

6.	True Colors - identifying differences in learners, teaching styles, learning styles	1	2	3	4	5
7.	Reading for Understanding strategies across the curriculum	1	2	3	4	5
8.	Integrating Technology into Instruction	1	2	3	4	5

<u>Portfolio Development</u>
New teachers are given guidelines, suggestions and support in the development of portfolios which are reflective of individual interests, responsibilities, contributions, skills, abilities, goals and achievements. Portfolios are designed to include artifacts which demonstrate performance-based examples of teacher competency of each of the Arizona teacher standards (Standards 1 - 8).

What are your thoughts about the benefits or drawbacks of developing a professional portfolio?

Mentoring
Circle the number of hours of contact/support provided by your mentor throughout this school year.

Less than 30 hours

30 hours (average 1 hour per week)

More than 30 hours

Check the types of assistance you received through the Mentoring component. (Multiple responses are permitted):

___ n. Personal growth/development

a. Moral support

___
___ b. Planning lessons (materials, content, method)

___ o. Orientation to facilities, policies, procedures

___ c. Content familiarization

___ p. Orientation to community

___ r. Mentor in close proximity

___ d. Classroom management (student control/discipline)

___ s. Mentor with same content

___ e. Locating classroom materials

___ t. Realistic teaching assignment

___ f. Student evaluation procedures

___ u. Student assessments

___ g. Teaching skills

___ v. Collegial support meetings at school

___ h. Establishing realistic student progress expectations

___ w. Other, please specify:
_____

___ i. Observation/feedback from mentor

___ x. Other, please specify:

___ j. Student motivation methods
_____

___ y. Other, please specify:

___ k. Conducting parent conferences
_____

___ l. Portfolio development

___ m. Peer relations

Which of the following most accurately describes the growth experienced through the mentor relationship?

___ A. Extremely beneficial

___ B. Beneficial

___ C. Slightly beneficial

___ D. No significant effects

___ E. Detrimental

APPENDIX E
STATE OF ARIZONA REGULATIONS ON PROFESSIONAL TEACHING
STANDARDS, CERTIFICATION, AND INDUCTION

Arizona Administrative Code
http://www.sosaz.com/public_services/title_07/7-02.htm

TITLE 7. EDUCATION
CHAPTER 2. STATE BOARD OF EDUCATION
Supp. 02-03
(Authority: A.R.S. §§ 15-201 et seq.)

ARTICLE 6. CERTIFICATION

R7-2-602. Professional Teaching Standards

A. The standards presented in this Section shall be the basis for approved teacher preparation programs, described in R7-2-604, and the Arizona Teacher Proficiency Assessment, described in R7-2-606.

B. Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan. The performance assessment shall measure the extent to which the teacher's planning:

    1. Focuses instruction on Arizona's academic standards;

    2. Focuses instruction on the school and district's academic standards;

    3. Aligns curriculum with the student assessments;

    4. Addresses any physical, mental, social, cultural, and community differences among learners;

    5. Addresses prior knowledge of individual and group performance;

    6. Indicates short and long-term curriculum goals;

    7. Includes appropriate use of a variety of methods, materials, and resources;

    8. Includes learning experiences that are developmentally appropriate for learners;

    9. Includes learning experiences that address a variety of cognitive levels;

    10. Includes learning experiences that are appropriate for curriculum goals;

    11. Includes learning experiences that are based upon principles of effective instruction;

    12. Includes learning experiences that accurately represent content; and

    13. Incorporates appropriate assessment of student progress.

C. Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:

1. Establishes and maintains standards of mutual respect;

2. Displays effective classroom management;

3. Encourages the student to demonstrate self-discipline and responsibility to self and others;

4. Respects the individual differences among learners;

5. Facilitates people working productively and cooperatively with each other;

6. Provides a motivating learning environment;

7. Promotes appropriate classroom participation;

8. Listens thoughtfully and responsively;

9. Organizes materials, equipment, and other resources appropriately; and

10. Applies to daily practice the ethics of the profession.

D. Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:

1. Appropriately implements a teacher-designed lesson plan;

2. Communicates to students specific standards and high expectations for learning;

3. Links learning with students' prior knowledge, experiences, and background;

4. Models the skills, concepts, attributes, or thinking processes to be learned;

5. Demonstrates effective written and oral communication;

6. Uses appropriate language to communicate with learners clearly and accurately;

7. Uses strategies that are appropriate to students' developmental levels;

8. Incorporates strategies which address the diverse needs of learners, and demonstrate multicultural sensitivity;

9. Encourages critical thinking;

10. Connects lesson content to real life situations when appropriate;

11. Uses technology and a variety of instructional resources appropriately;

12. Uses a variety of effective teaching strategies to engage students actively in learning;

13. Maximizes the amount of class time students are engaged in learning which result in a high level of success for students;

14. Provides opportunities for students to use and practice what is learned; and

15. Adjusts instruction based on feedback from students.

E. Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:

1. Promotes student self-assessment;

2. Uses a variety of appropriate formal and informal assessments aligned with instruction;

3. Maintains records of student work and performance and uses them to guide instructional decisions;

4. Offers students and parents appropriate feedback on progress toward learning expectations;

5. Maintains privacy of student records and performance.

F. Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and to transition from school to work or post-secondary education. The performance assessment shall measure the extent to which the teacher:

1. Works with parents to enhance student learning at home and school;

2. Collaborates with other professionals and agencies to improve the overall learning environment for students;

3. Accesses community resources and services to foster student learning;

4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals; and

5. Collaborates with colleagues to achieve school and district goals.

G. Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan. The performance assessment shall measure the extent to which the teacher:

1. Reviews his or her practices and evaluates the influences of those practices on student growth and learning;

2. Designs and continually adapts a professional development plan for improving instruction and student learning;

3. Engages in activities that implement the professional development plan;

4. Uses employer's documentation of his or her performance to develop a professional development plan; and

5. Pursues professional activities to support development as a learner and a teacher.

H. Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards. The subject knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. Skills and concepts related to the subject areas;

    a. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts.

    b. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach.

2. Major facts and assumptions that are central to the discipline;

3. Debates and the processes of inquiry that are central to the discipline;

4. Integration of disciplinary knowledge with other subject areas; and

5. Connections between knowledge of the subject areas and real life situations at the level of the students being taught.

I. Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning. The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking certification at the secondary level;

2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas;

3. Principles and techniques associated with various instructional strategies;

4. Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals;

5. Methods for recognizing and accommodating exceptional children;

6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning;

7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work;

8. Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts;

9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development;

10. Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring;

11. Services and resources to meet the needs of exceptional children and how to access the services and resources;

12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system; and

13. Laws and ethics related to student, parent, and teacher rights and responsibilities.

J. Standard 9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and assessment of individualized education programs. The performance assessment shall measure the extent to which the special education teacher:

1. Demonstrates knowledge of disabilities and their educational implications;

2. Demonstrates knowledge of state and federal special education laws, rules and regulations;

3. Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning;

4. Applies specialized diagnostic and assessment procedures to assist in determining special education eligibility for all areas of suspected disability;

5. Assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, and individual behavior management techniques; and

6. Utilizes paraeducators and paratherapists effectively through training and supervision.

Historical Note

Former Section R7-2-602 repealed, new Section R7-2-602 adopted effective December 4, 1978 (Supp. 78-6). Amended by adding a new subsection (B) effective August 29, 1988 (Supp. 88-3). Amended effective December 15, 1989 (Supp. 89-4). Amended effective July 10, 1992 (Supp. 92-3). Amended effective March 6, 1997 (Supp. 97-1). Section repealed; new Section adopted effective December 3, 1998 (Supp. 98-4).

R7-2-604. Professional Preparation Programs

A. The Board shall evaluate and may approve the professional preparation programs of institutions in Arizona which request Board approval.

B. Teacher preparation institutions may include, but are not limited to, universities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers. At a minimum, the teacher preparation program shall include training in the standards described in R7-2-602 and a practicum which provides students in the program opportunities to observe and practice the standards under the supervision of certified teachers.

C. The administrative preparation program shall include training in the standards described in R7-2-603 and a practicum which provides students in the program opportunities to observe and practice the standards under the supervision of certified administrators.

D. Those institutions with Board approval shall provide, publicly, a statement of the type of approval the program has and for what period of time.

E. Board-approved programs shall provide their program graduates with an institutional recommendation form for issuance of the appropriate Arizona certification. Institutional recommendations shall be on a form provided by the Department.

F. Conditional approval may be granted for a two-year period based on evaluation of the program. Representatives of the Department or the Board may conduct a site visit as part of the evaluation. The factors to be considered during the evaluation of the program are:

    1. The written description of the unit that is primarily responsible for the preparation of teachers and other professional education personnel. The following documentation is required:

        a. A listing of all programs designed to lead to certification of education personnel;

        b. A program summary that includes the number of students and graduates by program for the prior year and the projected number of students by program for the next year;

        c. The unit's statement of mission, purpose, and goals;

        d. A listing of all full-time faculty in each program and their qualifications;

        e. A description of criteria and policy for employment of part-time and full-time faculty;

        f. Number of full-time and part-time faculty in each program; and

        g. A listing of any other programs related to education not designed to lead to certification.

    2. For the dean, director, or chair who is officially designated to represent the unit and assigned the authority and responsibility for its overall administration and operation, the following documentation is required:

        a. A job description; and

        b. A chart depicting administrative and organizational structure of the unit.

3. The written policies and procedures for the operations of the unit.

4. The unit's procedures for admission to all programs leading to certification. The following documentation is required:

> a. The criteria for admission;
>
> b. A list of basic skills that are assessed and the measures used to assess them;
>
> c. The plan for remediation of basic skills deficiencies in students admitted to the program; and
>
> d. A summary report of assessment results for students admitted for the past 3 years.

5. The process by which the unit regularly monitors and evaluates its operation, its scope, the quality of its offerings, and effectiveness of its program. The following documentation is required:

> a. The policies for conducting ongoing evaluations;
>
> b. A summary of the findings of internal evaluations completed within the past 3 years;
>
> c. A summary of the findings of external evaluations completed within the past 3 years, including follow-up studies of graduates; and
>
> d. A summary of program modifications made as a result of internal and external evaluations.

6. The process by which the unit assesses the academic and professional competency of each student upon completion of the program. The following documentation is required:

> a. A listing of assessments used to evaluate academic and professional competency of students; and
>
> b. A summary report of competency assessment outcomes for the past 3 years.

7. The unit's curricula for teacher preparation, based on the professional standards described in R7-2-602 and the academic standards described in R7-2-301 and R7-2-302, and curricula for administrative preparation, based on the professional standards described in R7-2-603. The following documentation is required:

> a. A listing of program requirements including the number of credit or clock hours required;
>
> b. The course syllabus and objectives for each course with reference to the specific standards addressed; and
>
> c. A description of the opportunities for observation and practice of the standards.

G. Full program approval may be granted by the Board for a two-year period based on the following conditions:

1. An assurance that the elements documented for conditional approval are substantially unchanged or that a description of all changes has been provided for evaluation. Representatives of the Department or the Board may conduct a site visit as part of the evaluation. The following documentation is required:

a. A description of any changes in the unit's structure, mission statement, purpose, goals, full-time faculty, admissions criteria and policies or procedures since the last Board approval;

b. A summary of the findings of internal evaluations completed within the past two years;

c. A summary of the findings of external evaluations completed within the past two years, which includes follow-up studies of graduates;

d. A summary of recent program modifications made as a result of internal and external evaluations within the last two years; and

e. If any changes to the standards have been adopted since the program's last Board approval, a description of changes to the curriculum.

2. That at least 75% of the program graduates from the prior two years successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment on their 1st attempt.

3. If at least 60%, but less than 75% of the program graduates successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment on their 1st attempt, conditional approval of the program may be extended for one year upon approval by the Board of an improvement plan.

4. When an applicant has attended more than one institution to complete a professional preparation program, performance on the proficiency assessment shall be attributed to the institution where a practicum was successfully completed.

Historical Note

Repealed effective December 4, 1978 (Supp. 78-6). Adopted as an emergency effective October 1, 1980, pursuant to A.R.S. §§ 41-1003, valid for only 90 days (Supp. 80-5). Former emergency adoption amended as an emergency effective November 5, 1980, pursuant to A.R.S. §§ 41-1003, valid for only 90 days. Former emergency adoption effective November 5, 1980 amended and adopted effective December 30, 1980 (Supp. 80-6). Amended effective June 30, 1981 (Supp. 81-3). Amended subsection (G) effective November 16, 1982 (Supp. 82-6). Amended subsection (B) as an emergency effective August 2, 1984 pursuant to A.R.S. §§ 41-1003, valid for only 90 days (Supp. 84-4). Emergency expired. Former emergency amendment effective August 2, 1984 now adopted as a permanent amendment without change effective November 5, 1984 (Supp. 84-6). Amended effective August 9, 1989 (Supp. 89-3). Amended effective May 31, 1991 (Supp. 91-2). Amended effective July 10, 1992 (Supp. 92-3). Section repealed; new Section adopted effective December 4, 1998 (Supp. 98-4).

R7-2-606. Proficiency Assessments

A. The Arizona Teacher Proficiency Assessment is adopted as the proficiency assessment for applicants for teaching certificates. The Arizona Administrator Proficiency Assessment is adopted as the proficiency assessment for applicants for administrative certificates.

B. The subject knowledge portion of the Arizona Teacher Proficiency Assessment shall assess proficiency as described in R7-2-602(H) as a requirement for certification of elementary and secondary teachers and in R7-2-602(H) and R7-2-602(J) as a requirement for certification of special education teachers.

C. The professional knowledge portion of the Arizona Teacher Proficiency Assessment shall assess proficiency as described in R7-2-602(I) as a requirement for certification of elementary, secondary, special education, and vocational teachers.

D. The performance portion of the Arizona Teacher Proficiency Assessment shall assess proficiency as described in R7-2-602(B), R7-2-602(C), R7-2-602(D), R7-2-602(E), R7-2-602(F), and R7-2-602(G) as a requirement for certification of elementary, secondary, and special education teachers.

E. The Arizona Administrator Proficiency Assessment shall assess professional knowledge and performance as described in R7-2-603 as a requirement for certification of administrators, supervisors, principals, and superintendents.

F. The passing score for each assessment shall be determined by the Board using the results of validity and reliability studies. The passing score for each assessment shall be reviewed by the Board at least every 3 years.

G. The proficiency assessments for professional knowledge and subject knowledge shall be administered at least six times each calendar year, at times and places determined by the Department.

H. The provisional elementary, secondary, or special education certificate allows the beginning teacher up to 4 semesters or 2 school years of teaching experience before completing the performance assessment portion of the Arizona Teacher Proficiency Assessment.

1. If the teacher has not been employed in a teaching position for 4 semesters or 2 school years, the certificate shall, upon the written request of the holder, be extended once for the equivalent of the time the teacher was not employed during the provisional certification period.

2. If the teacher has been employed for 4 semesters or 2 school years but has not successfully completed the performance assessment, the certificate shall be extended once, for one year, upon the written request of the holder.

I. If the provisionally certified teacher has not successfully completed the performance assessment by the expiration date on the extended certificate pursuant to (H)(1) or (H)(2) of this Section, the individual may reapply for a provisional certificate after one year, upon verification of the following:

1. Efforts to remediate deficiencies identified in the performance assessment;

2. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment taken in the past year; and

3. Completion of the requirements for the provisional certificate which are in effect at the time of reapplication.

Historical Note

Repealed effective December 4, 1978 (Supp. 78-6). New Section adopted effective March 10, 1994 (Supp. 94-1). Amended effective March 6, 1997 (Supp. 97-1). Section repealed; new Section adopted effective December 4, 1998 (Supp. 98-4).

REFERENCES

American Association for Employment in Education. (1997). *Teacher supply and demand in the United States: 1997 Report.* Columbus, Ohio.

Ancess, J. (2000). The reciprocal influence of teacher learning, teaching practice, school restructuring, and student learning outcomes. *Teachers College Record, 102*(3), 590-620.

Arends, R. I., & Regazio-DiGilio, A. J. (2000). *Beginning teacher induction: Research and examples of contemporary practice.* (ERIC Document Reproduction No. ED 450074).

Arizona K-12 Center. (2002). Induction programs research. *Policy Brief.*

Arnold, P., & Sikula, J. (1999). A new natural partnership: A college of education utilizing National Board certified teachers. *American Secondary Education, 28*(1) 27-30.

Baily, J. D., & Gallagher, K. (2000, January-March). Introduction to the politics of teacher preparation reform. *Educational Policy, 14*(1), 6-10.

Ballantyne, R., Taylor, P., & Thompson, R. (1998). Principals' conceptions of competent beginning teachers. *Asia-Pacific Journal of Teacher Education, 26*(1) 51-65.

Basinger, J. (2000). Teacher education extends its reach. *Chronicle of Higher Education, 46*,(35) 18-20.

Beckhard, R., & Pritchard, W. (1992). *Changing the essence: The art of creating and leading fundamental change in organizations.* San Francisco: Jossey-Bass.

Blair-Larsen, S. M. (1998, Summer). Designing a mentoring program. *Education, 118*(4), 602-605.

Blanchard, K. (1995). Six levels of concerns in the change process. *Emergency Librarian, 23*(2) 38.

Bolman, L. G. & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership.* San Francisco: Jossey-Bass.

Bond, L. (2001). *The certification system of the National Board for Professional Teaching Standards: A construct and consequential validity study.* Arlington, VA: National Board for Professional Teaching Standards.

Britton, E., Paine, L., & Raizen, S. (1999). *Middle grades mathematics and science teacher induction in selected countries: Preliminary findings.* Washington, DC: National Center for Improving Science Education.

Brock, B. L., & Grady, M. L. (1998). Beginning teacher induction programs: The role of the principal. *Clearing House, 71*(3) 179-184.

Brock, B. L., & Grady, M. L., (2001). *From first-year to first-rate: Principals guiding beginning teachers.* Thousands Oak, CA: Corwin.

Brock, B. L. (1990). Profile of the beginning teacher. *Momentum, 21*(4), 54-57.

California Commission on Teaching Credentialing. (1998). *Support provider guidebook: Beginning teacher support and assessment. California formative assessment and support system for teachers: Field review version.* Sacramento: California Department of Education.

Camp, W.G., & Heath-Camp, B. (1991). *On becoming a teacher: "They just gave me a key and said, good luck."* Berkeley, CA: National Center for Research in Vocational Education.

Carlson, R. V. (1996). *Reframing & reform: Perspectives on organization, leadership, and school change.* White Plains, NY: Longman.

Carnegie Forum on Education and the Economy. (1986). *A nation prepared: Teachers for the 21ˢᵗ century.* New York.: Task Force on Teaching as a Profession.

Cohen, D. K., Hill, H. (1997). *Instructional policy and classroom performance: The mathematics reform in California.* Chicago: American Educational Research Association.

Components of good teacher induction programs. (1986). *ERIC Digest* No 4, (ERIC Document Reproduction No. ED 269407).

Conley, S. C. (1989). The school work environment and teacher career dissatisfaction. *Educational Administration Quarterly, 25*(1), 58-81.

Darling-Hammond, L. (1997a). *Doing what matters most: Investing in quality teaching.* New York: National Commission on Teaching and America's Future.

Darling-Hammond, L. (1997b). *The right to learn: A blueprint for creating schools that work.* San Francisco: Jossey Bass.

Darling-Hammond, L. (1997c). What matters most: 21st century teaching. *Education Digest, 63*(3), 4-10.

Darling-Hammond, L. (1999). *Teacher quality and student achievement: A review of state policy   evidence.* Seattle: Center for the study of Teaching and Policy, University of Washington.

Darling-Hammond, L. (2000). Teaching for America's future: National commissions and vested interests in an almost profession. *Educational Policy, 14*(1) 162-184

Darling-Hammond, L., & Mclaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan, 76*(8), 597-604.

Darling-Hammond, L., & Sclan, E. M. (1996). Who teaches and why. Dilemmas of building a profession for twenty-first century schools. In J. Sikula, T. J. Buttery, & E, Guyton (Eds.), *Handbook of Research on Teacher Education* (2nd ed, pp. 67-101). New York: Macmillan.

DeBolt, G. P. (1992). *Teacher indiction and mentoring: School-based collaborative programs.* New York: State University of New York Press.

Dilworth, M. E., & Imig, D. E. (1995). Professional teacher development. *ERIC Review, 3*(3), 5-1.

Educational Testing Service. (1999). www.ets.org/praxis/.

Elmore, R.F. (1990). *Restructuring schools.* San Francisco: Jossey-Bass.

Elsner, K. (1984). *First year evaluation results from Oklahoma's entry year assistance committees.* (ERIC Document Reproduction No. ED 242706).

Ferguson, R. F. (1991). Paying for public education: New evidence on how an why money matters. *Harvard Journal of Legislation, 28*(2), 465-498.

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

Fordham Foundation. (1999). *Better teachers, better schools.* Washington, D.C.

Fowler, F. J. (1993). *Survey research methods.* Newbury Park, CA: Sage.

Fox, S. M., & Singletary, T. J. (1986). Deductions about supportive induction. *Journal of Teacher Education, 37*(1), 12-15.

Fullan, M. (1996). Professional culture and educational change. *School Psychology Review, 25*(4), 496-551.

Fullan, M. (2001). *The new meaning of educational change.* New York: Teachers College Press

Fuller, E. J. (1999). *Does teacher certification matter? A comparison of TAAS performance in 1997 between schools with low and high percentage of certified teachers.* Austin: University of Texas at Austin.

Gable, R. (1993). *Instrument development in the affective domain: Measuring attitudes and values in corporate and school settings.* Boston: Kluwer Academic Publishers.

Gersick, C. (1991). Revolutionary change theories: A multilevel exploration of the punctuated equilibrium paradigm. *Academy of Management Review, 16,* 10-36.

Glass, G. V. (1978). Standards and criteria. *Journal of Educational Measurement, 15,* 237-62.

Glickman, C., Gordon, S., & Ross-Gordon, J. (1998). *Supervision of instruction: A developmental approach.* Needham Heights, MA: Allyn & Bacon.

Greenwald, R., Hedges, L. V., & Laine, R. D. (1996). The effect of school resources on student achievement. *Review of Educational Research, 66*(3) 361-396.

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

Gold, B.A. (1999). Punctuated legitimacy: A theory of educational change. *Teachers College Record, 101*(2), 192-220.

Gold, Y. (1996). Beginning teacher support: Attrition, mentoring, and induction. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education.* New York: Association of Teacher Education.

Gordon, S. (1991). *How to help the beginning teacher succeed.* Alexandria, VA: Association for Supervision and Curriculum Development.

Hatch, T. (2002). When improvement programs collide. *Phi Delta Kappan, 83*(8), 626-636.

Haycock, K. (1998, Summer). Good teaching matters: How well-qualified teachers can close the gap. *Thinking K-12,* 3-14.

Heck , S. C., & Williams, R., (1984). *The complex role of the teacher.* New York: Teachers College Press.

Holland, R. (2001, April/May). How to build a better teacher. *Policy Review, 106,* 37-48.

Holmes Group, (1986). *Tomorrow's teachers.* East Lansing, MI.

Hope, W. (1999). Principals' orientation and induction activities as factors in teacher retention. *Clearinghouse, 73*(1), 54-57.

Horn, P. J., Sterling, H.A., & Subhan, S. (2002). Accountability through best practice induction models. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Preparation, New York.

Howey, K. R., & Bents, R.H. (1979). *Toward meeting the needs of the beginning teacher*. Minneapolis: U.S. Department of Health, Education and Welfare.

Huberman, M., & Miles, M. (1984). *Innovation up close*. New York: Plenum.

Huling-Austin, L. (1986). What can and cannot reasonably be expected from teacher induction programs. *Journal of Teacher Education, 37*(1) 25.

Huling-Austin, L (1987). *Teacher induction. Teacher induction a new beginning: Papers from the National Commission on the Induction Process*. Reston, VA: Association of Teacher Educators.

Huling-Austin, L. (1990). Teacher induction programs and internships. In W.R. Houston *Handbook of Research on Teacher Induction*. New York: Longman.

Huling-Austin, L (1992). Research on learning to teach: Implications for teacher induction and mentoring programs. *Journal of Teacher Education, 43*(3), 173-180.

Huling-Austin, L., Odell, S. J., Ishler, P., Kay, R. S., & Edelfelt, R. A. (1989). *Assisting the beginning teacher*. Reston, VA: Association of Teacher Educators.

Huffman, G., & Leak, S. (1986). Beginning teachers' perceptions of mentors. *Journal of Teacher Education, 37*(1), 22-25.

Hussar, W. J. (1999). *Predicting the need of newly hired first-year teachers in the United States to 2008-2009*. Washington, DC: National Center for Educational Statistics, Office of Research and Improvement, U. S. Department of Education.

Interstate New Teacher Assessment and Support Consortium (1992). *Model standards for beginning teacher licensing and development: A resource for state dialogue*. Washington, DC.

Johnson, N. C., & Orso, J. K. (1988). Teacher induction programs. *ERS Spectrum, 6*(3), 165-177.

Johnson, S. M. (2001). Can professional certification for teachers reshape teaching as a career? *Phi Delta Kappan, 82*(5), 393-400.

Johnston, J. M. (1985). Teacher induction: Problems, roles and guidelines. In P. J. Burke & R. G. Heideman (Eds.), *Career-long teacher education*. Springfield, IL: Charles C. Thomas.

Kester, R., & Marockie, M. (1987). *Teacher induction a new beginning. Papers from the National Commission on the Induction Process*. Reston, Va: Association of Teacher Educators.

Kilmann, R. H. (1984). *Beyond the quick fix*. San Francisco: Jossey-Bass.

Kilmann, R. H. (1989). *Managing beyond the quick fix*. San Francisco: Jossey-Bass.

Lemke, J. C. (1994). *Beyond induction in rural and small school districts*. (ERIC Document Reproduction Service ED 369589).

Lortie, D. C. (1975). *School teacher: A sociological study*. Chicago: University of Chicago Press.

Marockie, M., & Looney, G. E. (1988) *Evaluating teacher induction in Ohio County Schools*. Wheeling, W V: Association of Teacher Educators.

McDonald, F. (1980). *Study of induction programs for beginning teachers: Vol 1. The problems of beginning teachers: A crisis in training*. Princeton, NJ: Educational Testing Center.

McMillan, J. H. (1992). *Educational research: Fundamentals for the consumer*. New York: HarperCollins.

Moran, S. (1990). Schools and the beginning teacher. *Phi Delta Kappan, 72*(3), 10-13.

Myton, D. V. (1984). *Study of the needs of beginning teachers: Executive summary*. (ERIC Document Reproduction Service No. ED 275626).

National Board for Professional Teaching Standards (2001). Retrieved [2001] from www.nbpts.org

National Council for Accreditation of Teacher Education (2001). Retrieved [2001] from www.ncate.org

National Commission on Excellence in Education (1983). *A nation at risk: The imperative for educational reform.* Washington, DC.

National Commission on Teaching and America's Future (1996). *What matters most: Teaching for America's future.* New York: Author, Teachers College Columbia University.

National Education Goals Panel. (1993). Promises to keep: Creating high standards for American students. Retrieved [2001] from www.negp.gov/index.htm.

Newberry, J. M. (1977). *The first year of experience: Influences of beginning teachers.* (ERIC Document Reproduction Service No. ED 137299).

Newcombe, E. (1990). *Perspectives on teacher induction: A review of the literature and promising program models.* Philadelphia: Research for Better Schools.

Nunnally, J. C. (1978). *Psychometric theory.* New York: McGraw-Hill.

Odell, S. (1986). Induction support of new teachers: A functional approach. *Journal of Teacher Education, 37*(1), 26-29.

Odell, S. (1987a). *Stages of concern of beginning teachers in a collaborative internship induction program.* Reston VA: Association of Teacher Educators.

Odell, S. J. (1987b). *Teacher induction a new beginning.* Reston, VA: Association of Teacher Educators.

Odell, S. J., & Ferraro, D. (1992) Teacher mentoring and teacher retention. *Journal of Teacher Education, 43*(3) 200-2004.

Paese, P.C. (Fall, 1990). A review of teacher induction: Are special programs needed for beginning physical education teachers? *Physical Educator, 47*(3), 159-166.

Patton, M. Q. (1980). *Qualitative evaluation and research methods.* Newbury Park, CA: Sage.

Pollak, J. P. (1996). Change and growth in a beginning teacher of the gifted: A case study. *Education, 117*(1), 154-160

Raths, J. (1999). A consumer's guide to teacher standards. *Phi Delta Kappan, 81*(2) 136-142.

Recruiting New Teachers Inc. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States.* Belmont, MA: Author

Reynolds, A. (1995). The knowledge base for beginning teachers: Education professionals' expectations versus research findings and learning to teach. *Elementary School Journal, 95,* 199-221.

Runyan, C. K. (1991, November). *Empowering beginning teachers through developmental induction.* Paper presented at the 16th Annual National Conference of the National Council of States Inservice Education, Houston, TX.

Ryan, K. (1979). Toward the threshold of the profession. In J. Doe (Ed.), *Toward meeting the needs of the beginning teacher.* Minneapolis: U.S. Department of Health Education and Welfare.

Schlechty, P. C. (1985). A framework for evaluating induction into teaching. *Journal of Teacher Education, 36*(1), 37-41.

Schlechty, R., & Vance, V. (1983). Recruitment, selection and retention: The shape of the teaching force. *Elementary School Journal, 83,* 469-487.

Sergiovanni, T. J. (1994). *Building community in schools.* San Francisco: Jossey-Bass.

Sergiovanni, T. J. (1995). *The principalship.* Needham, MA: Allyn & Bacon.

Sergiovanni, T. J. (1999). *Changing our theory of schooling in rethinking leadership.* Arlington Heights, IL: SkyLight.

Stansburry, K., & Zimmerman, J. (2000). *Lifelines to the classroom: Designing support for beginning teachers.* San Francisco: WestEd.

State of Arizona. (2001). Arizona Administrative Code, Title 7. Education, Chapter 2. State Board of Education, Article 6. Certification, R7-6-602. Professional Teaching Standards., R7-2-604. Professional Preparation Programs., R7-2-606. Proficiency Assessments.

Strauss, R. P., Sawyer, E. A. (1986). Some new evidence on teacher and student competencies. *Economics of Education Review, 5*(1) 41-48.

Summers, J. A. (1987). *Summative evaluation report: Project CREDIT.* Terre Haute: Indiana State University, School of Education.

Taylor, S. J., & Bogdan, R. C. (1984). *Introduction to qualitative research methods.* New York: Wiley.

Tushman, M. L., & Romanelli. E. (1985). Organizational evolution: A metamorphosis model of convergence and reorganization. In L. Cummings & B. Staw (Eds.), *Research in organizational behavior.* Greenwich, CT: JAI Press.

Urbanski, A. (1998). Teacher professionalism and teacher accountability: Toward a more genuine teaching profession. *Educational Policy, 12*(4), 449 458.

U. S. Department of Education. (2000). *In eliminating barriers to improving teaching.* Washington, DC: Author.

U. S. Department of Education. (1991). *America 2000: An educational strategy.* Washington, DC: Author.

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research, 54,* 143-178.

Wasley, P. (1999, May). Teaching worth celebrating. *Educational Leadership, 56*(8).

Wise, A. E., & Leibbrand, J. A. (2000). Standards and Teacher Quality. *Phi Delta Kappan, 81*(98), 612-618.

Yinger, R. J. (1999). The role of standards in teaching and teacher education. In G.A. Griffin (Ed.), *The education of teachers. Ninety-eighth yearbook of the National Society for the Study of Education.* Chicago: National Society for the Study of Education.

Yinger, R. J. (1987). Learning the language of practice. *Curriculum Inquiry, 17,* 293-318.

Yinger, R. J., & Hendricks-Lee, M. S. (2000). The language of standards and teacher education reform. *Educational Policy, 14*(1), 94-107.

Yopp, R. H., & Young, B. L. (1999). A model for beginning teacher support and assessment. *Action in Teacher Education, 21*(1), 24-36.