

Abstract

AN EVALUATION OF THE NEW TEACHER INDUCTION PROGRAM AT  
BARRINGTON HIGH SCHOOL

by

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MA, Teaching and Leadership, St. Xavier University, 2007

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## Abstract

This dissertation represents an action research study undertaken to evaluate the New Teacher Induction Program (NTIP) at Barrington High School (BHS) using the logic model. Due to a shift in leadership at BHS I reorganized the NTIP and re-evaluated it. Research shows the one in five teachers leaves the teaching profession within their first five years (Darling-Hammond, 1997; Ingersoll, 2012). This study evaluates how the short-term outcomes of the NTIP are achieved based on the perception of the new teachers. The short-term outcome is the understanding of quality instruction based on the content taught in the NTIP workshop. Quality instruction is defined by Danielson's Framework for Teaching (2007), the UbD Framework (Wiggins & McTighe, 2011) and Wormeli's grading philosophy (2006). For the evaluation, new teachers completed a cross-sectional survey containing 36 questions asking for their assessment of four NTIP workshops on Planning and Preparation, Learning Environment and Instruction. One-on-one interviews were conducted with five randomly selected teachers who were asked why they felt the particular item on the survey was not achieved and asked for suggestions for improvement. For data collection, I mixed methods of the explanatory sequential design, which made the data stronger. As a researcher, I learned that the NTIP at BHS has achieved its short-term outcome. New teachers value the topics, mentors, setup of workshops and demonstrate a good understanding of the UbD Framework. However, these teachers struggle to understand and implement Wormeli's grading philosophy. Recommendations for better alignment of timing of workshops and mentor's content expertise and availability are presented as well as recommendations to retain the set-up

where experienced teachers present the material at the NTIP workshops. Suggestions for future studies also suggest a longitudinal-, correlational-, and triangulation-study of the NTIP at BHS.

*Keywords:* New Teacher, Induction, Quality Instruction, Workshops,

Danielson Framework



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## **CHAPTER I: INTRODUCTION**

### **Statement of the Problem**

Each year in August, new teachers start their journey full of energy and passion to teach and make a difference in someone's life. The teachers we hire today will become the teachers for future generations. Their success will determine the success of an entire generation of students (Wong, 2004). Yet according to the National Education Association (2012), half of new American teachers are likely to quit within the first five years because of poor working conditions, low salaries, lack of respect and large class sizes. Ingersoll (2001) also found that many new teachers leave due to lack of support from administrators, colleagues, students, and parents. Most of the reasons are difficult to eradicate, but one thing districts can more directly control is the amount of structured support provided to support new teachers. This support is a New Teacher Induction Program (NTIP), which assists teachers throughout the start of their career.

New Teacher Induction Programs are a highly organized and comprehensive staff development process, involving many people and components, which typically continue as a sustained process for two to five years (Wong, 2004). Induction programs set clearly articulated goals, have administrative supervision, create long-term objectives, emphasizing networks that allow for structural and nurturing collaboration, and demonstration classes where teachers can observe and be observed, portfolio assessments to assess pedagogical knowledge and skills, and effective mentoring (Wong, 2005). The New-Teacher Center (2012) has extensively researched New Teacher Induction Programs and has found many benefits to support this program. Positive outcomes of the NTIP

include improving novice teachers' instructional practices, increased student achievement, greater teacher retention, and the opportunity to build district leadership (New-Teacher Center, 2012).

On the state level, the need for a NTIP was evident. In 2008 the Illinois Induction Program Standards were approved by the Illinois State Teacher Certification Board to guide the development and implementation of induction programs. In addition, in 2009 the Illinois State Board of Education refined their guidelines for programs in Illinois and included a mentor, professional development and formative assessments as must have for all NTIP in Illinois (ISBE, 2009; Wechsler et al., 2010). Knowing how much emphasis the state places on the education and preparation of new teachers, it is important that my school district follows these administrative rules. New teachers at a school should have a clear understanding what quality instruction means to the school.

Barrington High School has had a NTIP for seven years. Teachers reflected and evaluated the program each year. Due to multiple changes in leadership, the data about the NTIP development and evaluation have been misplaced. After spending over one year to plan and implement the NTIP workshops this study helped me to evaluate the NTIP. The NTIP is a four-year program to improve the quality of instruction for all teachers new to the district. This action research study concentrated on the first year of the NTIP. The study evaluated the work we have done as a committee and informed us about the progress we have been making with this program. The goal of this study is for all new teachers to have an understanding of quality instruction at Barrington High School. This induction program should educate teachers on how to be effective with a key goal to

improve quality instruction. Thus, new teachers require support if they are to succeed. A NTIP should help teachers ease into the transition into classroom teaching, and improve teacher effectiveness through education in classroom management and teaching techniques. These programs also intend to promote a district's culture – its philosophies, missions, policies, procedures and goals.

### **The New Teacher Induction Program**

Research shows that one-third of all new teachers leave after three years, and forty-six percent leave within five years (Kopkowski, 2008). A well-designed NTIP may be one way to combat the statistical reality of the challenge of retaining new teachers. In 2008, the Illinois Induction Program Standards were approved by the Illinois State Teacher Certification Board to guide the development and implementation of induction programs. The standards address nine areas that together provide a comprehensive, research-based framework for induction programs: induction program leadership; administration and support; program goals and design; resources; site administrator roles and responsibilities; mentor selection and assignment; mentor professional development; development of beginning teacher practice; formative assessment; and program evaluation. In February 2010, the Illinois State Board of Education published the Illinois Induction Program Continuum that describes the expectations to all schools for the design and implementation of Induction Programs (ISBE, 2010). Through these standard documents, the state provides induction programs with clear guidance on building strong programs. Illinois School Code also requires each induction program to include a mentor, who is an experienced teacher and who has received training on how to be a mentor for

both first- and second-year teachers. There needs to be a defined process and criteria for mentor selection and training in place. In addition the Illinois School Code requires professional development for the new teachers designed to ensure growth of the new teachers' knowledge and skill. Mentors and administrators who have a role in the program also need to take part in professional development. The NTIP needs to align with the Illinois Professional Teaching Standards, content area standards, and applicable local school improvement and professional development plans and it requires formative assessment designed to ensure feedback and reflection of new teachers, which will not be used in any evaluation of the new teacher (ISBE, 2009).

The New Teacher Induction Program (NTIP) at Barrington High School is a four-year program to improve the quality of instruction for all teachers new to the district. The leaders, who designed, led and implemented the NTIP workshops at BHS have since moved to different positions; I have been appointed to support the principal with the facilitation and preparation of the NTIP. A district-wide committee, which is chaired by the Assistant Superintendent for Curriculum and Instruction, organizes the new teacher induction week in the summer, sets dates for workshops and assigns topics for each NTIP workshop. The principal and I created a sub-committee at Barrington High School to develop the content for each of the six NTIP workshops (see Table 1). This sub-committee consists of experienced teachers, who have been recommended by their department chair. In addition to the six full-day workshops during the first year, the principal also offers seven Lunch and Learn workshops. All workshops are in lieu of their teaching assignment and substitute teachers are provided for new teachers on these days.

Table 1

*Overview of the NTIP for New Teachers*

Workshop	Topic of workshop
Summer Workshop	Learning Environment
Summer Workshop	Planning and Preparation
Lunch and Learn #1	Homecoming, Back to School Night
Workshop 1	Planning and Preparation
Lunch and Learn #2	Time management
Workshop 2	Instruction
Lunch and Learn #3	Parent-Teacher Conference
Lunch and Learn #4	Finals and Recommendations
Workshop 3	Instruction: Assessment
Lunch and Learn #5	Summative Evaluations
Lunch and Learn #6	Professional Development and Senior Exemptions
Workshop 4	Professional Responsibilities
Lunch and Learn #7	End of the year celebration with the mentor teachers

Each all day workshop follows the same schedule, as shown in Table 2. The new teachers observe another teacher during the first two periods of the school day. This teacher can be their mentor teacher, a teacher within the department or a teacher from a different content area. New teachers are given specific instruction of what to look for during the observation. The observation questions address the topic of the workshop. During periods 3, 4 and 5 of the school day the workshop is administered where experience teachers and administrators share their craft about the topic's workshops.

Workshop presenters should demonstrate best practices in teaching, explain the history and research behind the topic, give specific real-life examples and allow time for questions. During the last two periods of the day new teachers are expected to work professionally to create lessons, activities or assessment for their classes and incorporate the newly learned material into their content area (see Table 2).

Table 2

*Timeframe Set Up of Each NTIP Workshop*

Time	Tasks during NTIP Workshops
Period 1 Period 2	Observation of an experienced teacher Answer provided questions during observation
Period 3 Period 4 Period 5	Presenter introduces the topic of workshop Reflect on observation Presenter gives classroom examples
Period 6	Break
Period 7 Period 8	Work professionally to implement learned material into content area

### **Rationale**

I personally have enjoyed working with teachers of all stages in their career, but I especially find joy in working with new teachers. In past years, I have given University level presentations to student-teachers who are about to start their careers. I have also led Immersion Weekends for German teachers over the last three years. In addition, I have mentored multiple teachers and supported new teachers in the district. I chose this topic in the summer of 2011, the year I started as a new administrator at Barrington High

School. Being new to Barrington 220 Unit district and being part of the teacher induction committee, I believe this action research dissertation is beneficial to me, the school, the district and to the new teachers of the district. With this study the school is in compliance with Standard 9 of the Illinois Induction Program Standard to evaluate the program (ISBE, 2010). Personally, I gain from this action research study and broaden my expertise as an administrator and carry this knowledge with me into the future. I can see myself working at the University level teaching educational classes and mythology class to students, who will become teachers.

### **Theoretical Framework**

New teachers need special guidance and support during the beginning years of their career. Leadership is necessary to implement professional development to support teachers' understanding of quality instruction. Charlotte Danielson's Framework for Teaching (2007) is the theoretical framework for this study. The Framework for Teaching is a comprehensive and coherent framework that identifies aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning (Danielson, 2007). Each new teacher workshop at Barrington High School addressed a different one of Danielson's four domains: planning and preparation, learning environment, instruction, and professional responsibilities.

Research has found that the quality of a student's teacher is important (Wechsler & Shields, 2008). Race to the Top (2009) challenges and mandates that states define and measure teacher effectiveness. The State of Illinois passed the Performance Evaluation

Reform Act (PERA, 2010), which is based on Danielson's Framework for Teachers, as a way to ensure quality instruction. This framework was developed using practice wisdom of teachers, then field-tested and researched prior to its release. It is used for self-assessment, teacher preparation, recruitment and hiring, mentoring, peer coaching, supervision, and evaluation (Danielson, 2007). Using this framework for this study is an excellent fit to define quality instruction for new teachers during their NTIP.

The Danielson Framework for Teaching (2007) is set up in four domains. Each domain reflects another aspect of the teaching profession and goes beyond instruction in the classroom. Domain 1 shows that in order to guide student learning, accomplished teachers have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21<sup>st</sup> century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. Accomplished teachers are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline (Danielson, 2011). This domain explains the work a teacher needs to put into preparing each unit and lesson for students and the importance to know the subject area and pedagogy well in order to reach students.

At Barrington High School we give our staff and new teachers more specific examples for planning and preparing for their units and lessons by using the Understanding by Design (UbD) Framework from Grant Wiggins (2011) to define quality instruction. The UbD Framework is based on seven key tenets, which include: identify desired results, determine assessment evidence, and plan learning experiences and instruction (Wiggins, 2005). Student achievement is strengthened when the curriculum is coherent, developmental, and allows for in-depth learning (Wiggins & McTighe, 2011). Teachers are planning lessons keeping the end in mind.

Domain 2 in the Framework for Teaching is about learning environment, which a teacher establishes. It is an essential skill of teaching to manage relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe (Danielson, 2011). Creating and keeping a good learning environment is a challenge for new teachers and therefore need support in this domain (Scherer, 2012).

Domain 3 covers the instructions in the classroom. Teachers communicate with students for several independent, but related, purposes. First, they convey to students that teaching and learning are purposeful activities. They also provide clear directions for classroom activities, so that students know what it is that they are to do. Teachers present

content to students and skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students as in an inquiry-based science lesson to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to all students (Danielson, 2011). Instructions are the heart of teaching and new teachers need clear examples of what good instructions look like.

Barrington High School uses Wormeli's grading philosophy (2006) to define instruction and goes more into depth with the assessment and differentiation section in Domain 3 of the Danielson Framework to ensure learning of all students. Differentiating instruction is doing what is fair for students (Wormeli, 2006). It is a collection of best practices strategically employed to maximize students' learning, including giving them the tools to handle anything that is undifferentiated (Wormeli, 2006). Differentiation allows teachers to give each student the material they need in order to be successful.

In addition to differentiated instruction Barrington High School also adopted Wormeli's grading philosophy (2006). As a school we decided what a grade represents and settled on Wormeli's definition that it is only a report of what one knows in the end (Wormeli, 2006). Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; it's the masterful student who can

break content into its component pieces, explain it and alternative perspectives regarding it cogently to others, and use it purposefully in new situations (Wormeli, 2006).

The last domain is about the professional responsibilities of a teacher. Reflecting on teaching encompasses the teacher's thinking that follows any instructional event – an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, and ability to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning (Danielson, 2007)

The NTIP is centered on the Danielson Framework for Teaching (2007) and the new teacher workshops are in line with her four domains: planning and preparation, learning environment, instruction and professional responsibilities. The Danielson Framework (2007) also defines quality instruction to new teachers at Barrington High School as well as UbD Framework (2011) and Wormeli's grading philosophy (2006).

## **Research Questions**

A well designed NTIP can be beneficial to a school district, therefore my central research question for this action research based program evaluation is:

Is the Barrington High School New Teacher Induction Program achieving its short-term outcomes?

Sub questions:

(SQ1) What short-term outcomes of Barrington High School New Teacher Induction Program are being achieved according to the perceptions of new teachers?

(SQ 2) What short-term outcomes of the Barrington High School New Teacher Induction Program are not being achieved according to the perceptions of new teachers?

(SQ3) Of the identified short-term outcomes not being achieved as perceived by the new teachers, what suggestions would they give to increase the likelihood of these outcomes being achieved?

### **Conceptual Framework of this Study**

This study was an action research based program evaluation using the logic model. In a logic model program outputs are measured against the desired program outcomes to drive a systematic process of quality program development (Spaulding & Falco, 2012). This conceptual framework consists of the input, output and outcomes of a program. The figure below shows the basic logic model for program planning and evaluation (McCawley, 1997).

The logic model was a good fit as a conceptual framework for this study, because it assessed the extent of the program’s effectiveness in achieving the desired outcome. This study measured the short term outcomes of the NTIP at Barrington High School.

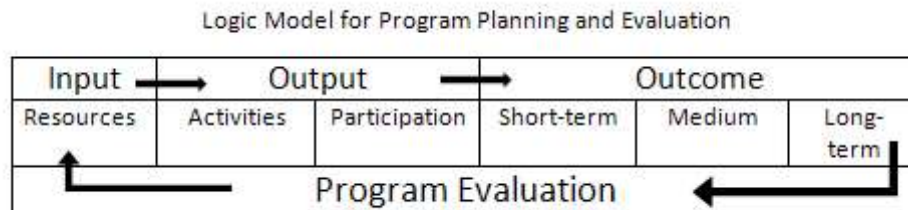


Figure 1. Basic Logic Model

### Action Research

Conducting an action research project was ideal in my situation. Action research is a “continual disciplined inquiry conducted to inform and improve our practice as educators” (Calhoun, 2002, p. 18). Action research provides an opportunity to gain a wealth of knowledge with which I generated data for my district to make improvements to the NTIP. Being both new to the school district and partially responsible for the NTIP, I believe this action research dissertation was beneficial to the school, the school district and especially to the new teachers of the district.

As an insider, I conducted this action research and I am evaluating the NTIP program. A program evaluation is part of the Illinois Induction Program Standards and therefore I am completing the states 9<sup>th</sup> standards of the Illinois Induction Program Standards (ISBE, 2010). I entered this study by evaluating the short term outcomes of the NTIP. I made suggestions for the improvement of the design of the program. My focus

for this action-research study was a school-wide research, since each workshop is conducted for new high school teachers at Barrington High School. I collected data and made possible recommendations for improvement.

The New Teacher Induction Program is based on the Danielson Framework for Teaching (2007) and therefore aligns with the state and schools standards of quality instruction. The research I conducted may affect the school district in the long run. When new teachers become more effective in their early years, the school district retains its new teachers and increases student achievement in the long term. The long term outcomes are not part of this study. NTIP may also have affected the district in the short-run because teachers who were in the NTIP have benefited from this professional development and were knowledgeable about quality instruction. Hopefully, new teachers will be better prepared to be successful members of a well-established institution with a strong focus on quality instruction and student achievement.

### **Definition of Terms**

**New Teacher Induction Program (NTIP):** The New Teacher Induction Program at Barrington High School in Unit District 220 in Barrington, Illinois is a four year program to support teachers new to the district. An induction program is a highly organized and comprehensive staff development process, involving many people and components.

**Positionality:** Research is conducted from the position of an insider, an employee of my school district.

**New teachers:** New teachers are teachers, who are new to the district, not necessarily new to the profession.

**Mentoring:** Mentoring is a component of the NTIP. A mentor is a formal and informal assistant to the induction program during the first and second year, who helps with daily tasks of new teachers and can also be part of planning and leading new teacher induction workshops.

**Quality Instruction:** Quality instruction is defined by Charlotte Danielson's Framework for Teaching (2007) and split up into four domains: (1) Planning and Preparation, (2) Learning Environment, (3) Instruction, and (4) Professional Responsibilities.

**Best Practices:** Best practices at Barrington High School are defined by utilizing Understanding by Design (UbD) by Wiggins (2011) and the grading philosophy adapted by Wormeli (2006). Both authors have been invited as guest speakers to Barrington High School in 2010 and 2012. As part of their evaluation rubric, Barrington utilized the Danielson Framework (2007) to define an excellent and proficient teacher, which also describes best practices.

**Workshop:** A workshop is a full day staff development session, in which experts present on a specific topic.

**NTIP Workshop:** Barrington High School offers two full-day New Teacher Induction Workshops before the school year starts and four full-day workshops through the first year.

**Lunch and Learn:** In addition to the full-day workshops, Barrington High School also offers Lunch and Learn sessions, during one lunch period. These hour-long informal sessions are facilitated by the principal and open to all teachers, who are enrolled in the first year of the NTIP. They serve as a check in as well as updating new teachers about important upcoming events.

**Understanding by Design:** Barrington High School has adopted the Understanding by Design (UbD) Framework for the curriculum for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. This framework was developed by nationally recognized educators Grant Wiggins and Jay McTighe (2011).

**Wormeli's Philosophy on Grading:** Barrington High School has adopted Wormeli's grading philosophy and is applying it within the curriculum. As a school we strive to standards-based grading, which is based on the principle that grades should convey how well students have achieved standards.

### **Educational Leadership Contributions**

Research has found that large proportions of new teachers leave the profession within their first three to five years; just as they refine their skills (Darling-Hammond, 1997). Many find the job impossible and the demands too great. Many new teachers leave the profession because of poor working conditions, including low pay and status. Others leave because of a lack of support from administrators, colleagues, students, and parents

(Ingersoll, 2001). Policymakers see induction programs as a possible solution to multiple problems: a way to improve teaching, raise retention rates, eliminate the unfit, and increase student achievement (Fideler & Haselkorn, 1999). New teachers at Barrington High School evaluated their NTIP and had a hands-on approach in making this induction program work for the school and for the new teachers. Information was gathered in this study and it offered suggestions to meet the short-term outcome of the NTIP.

Other schools and school districts can benefit from the findings about the short term outcome of an exciting NTIP. The study has suggestions for improvements and suggestions for further studies. Other schools can benefit from already existing research in regards to NTIP based on the Danielson Framework. I could see myself presenting at conferences to inform other schools about the NTIP at Barrington High School and with this study I have data supporting my presentation.

## **CHAPTER II: REVIEW OF LITERATURE**

### **Introduction**

This review of literature provides an overview of New Teacher Induction Programs (NTIP), focusing on the history as well as research of induction programs, and gives a rationale for induction programs. This review reveals insights of the experiences for new teachers and discusses the importance of professional development by the instructional leader. The Framework for Teaching by Danielson (2007) is the theoretical framework for this study and serves as an anchor for defining quality instruction, which is expected of all teachers at Barrington High School.

Studies suggest that teacher expertise is one of the most important factors in determining student achievement, followed by the smaller but generally positive influences of small schools and small class sizes (Darling-Hammond, 1997). Teaching is one of the largest occupations in the United States and beginning teachers are now the largest group within this large occupation in the nation (Ingersoll, 2012). Studies have estimated that between 40% and 50% of new teachers leave within the first five years of entry into teaching (Ingersoll, 2003). This suggests that there is a strong increase in the need for support programs for new teachers.

A group of states have joined forces and implemented changes to support new teachers and their school districts. National organizations of policymakers and practitioners are working with their members on strategies to improve teaching standards and teach professional development (Darling-Hammond, 1997). The State of Illinois has published the Illinois Induction Program Continuum (2010). In accordance with Article

21A of the 2008 Illinois School Code (ISBE, 2010), the goal of a beginning teacher induction program is to assist new teachers in developing the skills and strategies necessary for instructional excellence. According to the Illinois School Code, each program must include, a two-year mentoring program for new teachers, alignment with Illinois professional teaching standards, professional development specifically designed to ensure the growth of new-teacher knowledge and skills, formative assessments designed to ensure feedback and reflection, and a defined process and criteria for mentor selection and training. Illinois Induction Program Continuum describes program development for each standard across four levels: establishing, applying, integrating and systematizing (ISBE, 2010). Through this standard document, the state provides induction programs with clear guidelines on building strong programs. Standard 1: Leadership, Standard 2: Program goal and design, Standard 3: Resources, Standard 4: Site administrators' roles and responsibilities, Standard 5: Mentor selection and assignment, Standard 6: Mentor professional development, Standard 7: Development of beginning teacher practices, Standard 8: Formative assessment and Standards 9: Program Evaluation (ISBE, 2010). Yet induction providers are granted flexibility in how to design their programs. Therefore, Barrington School District 220 chooses the Danielson Framework (2007) to design the NTIP.

### **Theoretical Framework**

The State of California has invested a lot in beginning teacher programs and learned that there are two components which are essential in new teacher induction programs: A common language as well as formative assessment has been proven to be

effective (Olebe, Jackson & Danielson, 1999). A common language has been created by Charlotte Danielson with the Framework for Teaching (2007), which serves as theoretical framework for this study. This framework defines quality instruction. The UbD Frameworks (2011) also supports the common language in addition to the Danielson Framework (2007) and Wormeli's (2006) philosophy on grading supports the idea of formative assessment.

### **Danielson**

It is difficult to articulate what good teaching is, but many administrators and teachers have no problem recognizing good teaching. Danielson (2007) developed her framework on the basis of work done with Education Testing Services (ETS). The framework was developed using practice wisdom and research (Danielson, 2007), then field tested and researched prior to its release. Danielson's intention was that it be used for self-assessment, teacher preparation, recruitment and hiring, mentoring, peer coaching, supervision and evaluation (Alvarez & Anderson-Ketchmark, 2011). Her framework for teaching became the 'go to' set of teaching standards and the State of Illinois (ISBE, 2010) has adopted her framework to evaluate teachers' performance.

The framework consists of four domains of teaching responsibilities: Planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3) and professional responsibilities (Domain 4) (Danielson, 2007). Table 3 below shows the four domains.

Table 3

*Four Domains of the Frameworks for Teaching (2007)*

Domain 1 Planning and Preparation	Domain 2 Learning Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
<ul style="list-style-type: none"> <li>- demonstrates knowledge of content and pedagogy</li> <li>- demonstrates knowledge of students</li> <li>- sets instructional outcomes</li> <li>- demonstrates knowledge of resources</li> <li>- designs coherent instruction”, and designs student assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- creating an environment of respect and rapport</li> <li>- establishing a culture for learning</li> <li>- managing classroom procedure</li> <li>- managing student behavior and</li> <li>- organizing physical space.</li> </ul>	<ul style="list-style-type: none"> <li>- communicating with students</li> <li>- using questioning and discussion techniques</li> <li>- engaging students in learning</li> <li>- using assessment in instruction and</li> <li>- demonstrating flexibility and responsiveness.</li> </ul>	<ul style="list-style-type: none"> <li>- reflecting on teaching</li> <li>- maintaining accurate records</li> <li>- communicating with families</li> <li>- participating in professional community</li> <li>- growing and developing professionally and</li> <li>- showing professionalism</li> </ul>

**Understanding by Design**

In order to have a common language for teachers Barrington High School adopted Understanding by Design is an educational tool that helps teachers plan their units and lessons. The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction. The UbD Framework was designed by Wiggins and McTighe (2011) and when implemented its intention is to deepen students’ understanding of the content. In backward design, the teacher starts with classroom outcomes and then plans the

curriculum, choosing activities and materials that help determine student ability and foster student learning.

There are six facets of understanding material taught in a classroom. Students should be able to: explain, interpret, apply, have perspective, empathize, and have self-knowledge (Wiggins & McTighe, 2011). In addition to these six facets the “backward design” model centers on the idea that the design process should begin with identifying the desired results and then "work backwards" to develop instruction rather than the traditional approach which is to define what topics need to be covered. Their framework identifies three main stages:

Stage 1: Identify desired outcomes and results.

Stage 2: Determine what constitutes acceptable evidence of competency in the outcomes and results (assessment).

Stage 3: Plan instructional strategies and learning experiences that bring students to these competency levels (Wiggins & McTighe, 2011, p. 24).

In 2010 Barrington High School invited Grant Wiggins to speak to staff members about his UbD Framework. Unfortunately McTighe was not there presenting with Wiggins. All courses at the school have been mapped using the backward design model and lessons and units are focused around essential questions. Wiggins and McTighe (2011) define essential questions as “questions that are not answerable with finality in a brief sentence... Their aim is to stimulate thought, to provoke inquiry, and to spark more questions – including thoughtful student questions – not just pat answers” (p. 106). Starting a lesson with an essential questions and guiding the students through a unit with

the essential question in mind is best practice at Barrington High School and therefore part of quality instruction. All units are planned using this design and essential questions and enduring understanding are commonly used terms within the building. New teachers need to be familiar with this terminology.

### **Wormeli's Grading Philosophy**

The Danielson Framework shaped the NTIP workshops and describes quality instruction at Barrington High School. UbD and Wormeli's grading philosophy are best practices at the school and are framing this study as well. The main question is: "What should a grade represent?" and Wormeli's (2006) definition that it is only a report of what you know in the end of a unit taught in class. Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it (Wormeli, 2006).

Wormeli (2006) encourages the use of formative assessment. True formative assessment is not safe or passive; it provokes. There are purposeful and ongoing checks for understanding that result in teachers revising instruction based on assessment data and students learning more ways to learn as a result of the experience. Formative assessments are used during the course of learning, and summative assessments are completed after the learning is done. Summative assessments can use these same tools, of course, but they often involve incorporating many different elements from instruction, and as a result, they tend to encompass more curriculums and take longer to consider (Wormeli, 2008).

Another aspect of Wormeli's philosophy on grading are re-does and re-takes. Teachers do need schematics for moving students through the established curriculum but

the goal is that all students learn the content, not just the ones who can learn on the uniform timeline (Wormeli, 2011). Practice makes perfect or Wormeli states practice makes permanent. The more we review the better the information is being retained by students. Therefore he encourages teachers to take the time to go back and re-teach in order for students to master a concept. We improve with practice, descriptive feedback, and revising our practices in light of that feedback, followed by more practice, feedback, and revision. Therefore re-does are encouraged at Barrington High School as part of best practices as well as strong emphasis is placed on formative assessment.

Standard-based grading would give students a clear description of how they are doing in class and a standards-based grade book gives a wealth of information to help the teacher adjust instruction (Scriffiny, 2008). Even though Barrington High School agrees with the philosophy of standard-based grading we are unable to utilize our grading program for that purpose. Barrington High School defines quality instruction using the Danielson Framework for Teaching (2007) and considers best practices using the UbD Framework (Wiggins & McTighe, 2011) as well as Wormeli's (2006) grading philosophy, which are all taught in the NTIP workshops.

### **Instructional Leadership**

In this part of my literature review I explain the essential leadership features to implement and conduct a NTIP. The instructional leader is responsible for curriculum and staff development, but in a school with over 220 teachers distributive leadership is needed in order to conduct the NTIP workshops. The presenters of the NTIP workshops

ought to be knowledgeable about adult learning and that their needs differ from students' needs.

In order to implement the NTIP strong leadership is necessary. New teacher induction programs can only be successful if the instructional leader oversees, organizes and runs the workshops for new teachers. A leader needs to understand the importance of these programs. Marzano (2005) describes an instructional leader as a leader with four dimensions: a resource provider, an instructional resource, a communicator and a visible presence. During new teacher induction programs the principals provide new teachers with resources to become a successful member of their team. Through modeling, the instructional leader demonstrates the school's vision of quality instruction. The principals ensure that the "right people are on the bus and are sitting in the right seat on the bus" (Collins, 2001; Gray & Streshly, 2008) and these induction workshops give a principal the perfect opportunity to work with staff. As an instructional leader, the principal needs to clarify his or her vision with faculty from the beginning to foster a fit with the school staff. NTIP are again the ideal place to foster the vision of an instructional leader and work with teachers who desire to improve and have the capacity to improve (Gray & Streshly, 2008). The core task of an instructional leader is to supervise, to evaluate and to help in the professional development of teachers (DiPaula & Hoy, 2008). Breaux and Wong (2003) report, that the principals and staff developers play a very important role in the induction program. Reporting on 30 years of research, Water, Marzano, and McNulty (2004) tell us that effective principal can increase a school's test scores between 10-19%

percent, if their leadership provides for and monitors a professional development program and provides a learning community, which is collegial.

The State of Illinois understands the importance of an instructional leader for the successful implementation of NTIP. Standard 1 of the Induction Program Standard asserts that the program has to have an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards (ISBE 2001).

The growing demands on principals are evident. Besides the improvement of classroom instruction, a principal also spends additional time on managerial aspects of their job (Steiner & Kowal, 2007). Therefore, shared leadership is very effective in the implementation of NTIP workshops, when the principals assign experts to model instruction, coach and lead the workshops. Instructional coaches are very effective, when the school leaders play an active role in the section, training, development and evaluation to ensure the desired impact. A highly successful principal creates self-disciplined and self-motivated staff and knows what the school and staff is best at (Gray & Streshly, 2008). Planting a seed of the school's vision is very effective to teach new teachers the ropes of the school. New teacher induction programs give a principal a chance to establish clear expectations to new staff members.

To become lifelong learners and effective teachers, a good induction program needs to have a good instructional leader. According to Wong (2004) the role of the principal is one key to make a successful induction program. A principal is an instructional leader of the building and staff development is an area in which attention is

frequently drawn to the principal's roles. Blasé and Blasé state that the instructional leader needs to see the outcome and curriculum as well as instruction instead of the daily concerns, technical matters and gimmicks. During a new teacher induction workshop, a principal can model instruction or behavior. Modeling is a powerful tool, and the principal has a chance during a new teacher induction workshop to influence a teacher's behavior, which could affect students achievement and set the tone for the entire building (Mullican & Ainsworth, 2001). Research has found that professional development should be ongoing, collaborative, data-drive, interest-drive and interactive (Lutrick & Szabo, 2012). Therefore a NTIP needs to be well thought out, led by an instructional leader and include a common language.

### **Distributive Leadership**

An instructional leader of a large high school cannot solely be responsible for staff development; therefore distributive leadership needs to be put in place. Distributive leadership is an idea that became prominent through the teachings and lectures of Richard Elmore, a professor of educational leadership at Harvard. Elmore (2000) implies that there are different kinds and different levels of expertise in an organization. And if knowledge is distributed, we must also think in terms of what I will call "distributed leadership." Elmore sets forth a novel vision for school leadership that would not reside with individuals, but would instead be distributed among various branches that are fully accountable not only to one another and to teachers (Gehrman, 2009). The idea behind distributed leadership is that the complex nature of instructional practice requires people

to operate in networks of shared and complementary expertise rather than in hierarchies that have a clearly defined division of labor (Elmore, 2000).

There are four disciplines under which a school or company needs to operate in order to be considered a healthy organization: Build a cohesive leadership team, create clarity, communicate clarity and reinforce clarity (Lencioni, 2012). An organization simply cannot be healthy if the people who are chartered with running it are not behaviorally cohesive. In addition to being behaviorally cohesive the leadership team must be intellectually aligned. Once the behavioral cohesion has been established it needs to be over-communicated to employees and it needs to be clear, enthusiastic and repeatedly. Lastly the leadership team needs to reinforce the clarity to remain healthy over time.

To run an effective school and NTIP the school needs to build and maintain a cohesive leadership team. This leadership team needs to be intellectually and behaviorally aligned and be able to give the same answer, share the same goal, and have the same vision (Lencioni, 2012). Distributing the leadership allows administrators to focus on a few areas and really make an impact. Administrators tend to find their jobs more fulfilling and feel like they are actually making a difference. Shared leadership may also help reduce the high number of administrators who quit their job (Gehrman, 2009). Shifting the responsibility of the NTIP to other department chairs and selected teachers, allows the principal to oversee the program, but the principal does not have to be involved every step of the way. Through the shared vision and philosophy of the school leadership team the principal knows that the implementation of workshops will be well executed.

This also gives the principal a chance to see how the department chair works with others and how well they are implementing the NTIP workshops.

### **Adult Learning Theory**

Adults learn differently than students. The presenters of the workshops for all NTIP need to be knowledgeable about the adult learning theory. The state of Illinois also recognized the importance of the adult learning theory and mandates that all mentors need to complete a training on this theory. The Adult education is providing the theoretical framework for lifelong education (Knowles, 1975). Lifelong education is a theory that takes into account physical, mental, emotional, social, spiritual and occupational development through the lifespan that explains learning as a process of inquiry and illuminates the competencies necessary to engage in this process, and that provides guidelines for performance of new roles required to facilitate that process (Knowles, 1975). The theoretical framework and label of adult learning was introduced in 1968 by Malcolm S. Knowles. Administrators cannot expect new teachers to become self-directed learners right away. Therefore, Knowles recommends providing an open, self-directed learning activity with an orientation session. Knowles also found that as a group, people are more likely to embrace change to create lifelong self-directed learning when they are organized into informal learning networks (Knowles, 1980). The State of Illinois is aware of the importance of adult learning and makes a requirement to train mentors in Adult Learning Theory (ISBE, 2009).

## **Mentors**

Mentoring is an essential part of a NTIP (Wong, 2004). The intent of a teacher induction program is to provide a systematic structure of support for beginning teachers. The mentoring relationship provides the beginning teacher with an opportunity to work closely with and learn from a veteran teacher. The mentoring relationship is shaped by the activities that the beginning teacher and mentor participate in together. Release time is a necessary part of the mentoring relationship as it enables mentoring activities such as observation, co-teaching, and lesson planning to take place (Wong, 2004). Mentoring programs are important and allow new teachers to make mistakes and ask questions in a non-evaluative structure (Ingersoll, 2012). The State of Illinois required each school to provide a new teacher with a mentor teacher for two years (ISBE, 2010). New teachers who participate in an approved induction and mentoring program will receive: formal mentoring from an experienced teacher; three observations with prior preparation; a response from the mentor with feedback, suggestions, and techniques for each observation; opportunities for contact so that the new teachers have professional and social support in the school environment; orientation to the school improvement and professional development plans that apply; help in understanding their employer's expectations regarding the Illinois Professional Teaching Standards and the relevant content-area standards; at least one opportunity each semester to observe experienced teachers and discuss aspects of teaching practice with these teachers or to participate in workshops, conferences or similar events or trainings to increase the teacher's skills relative to the Illinois Professional Teaching Standards or their area of certification or

assignment; a review from the mentor with written feedback on at least one of their written reflections on their teaching practice for each quarter of a school year (ISBE, 2010).

Mentors need to complete training on the following topics: content knowledge and pedagogy, adult learning theory, verbal and non-verbal communication skills, attributes and styles of positive critiques, classroom observation skills related to assessment of performance, strategies for providing constructive feedback and social support, problem-solving skills, and formative assessment and self-assessment (ISBE, 2010). Mentors pave the way for a new teacher, so they can have a long and successful career.

### **History and Evolution of New Teacher Induction Programs**

The first few years of practice as a new teacher are being widely acknowledged as critical steps in the development of expertise. Teaching is the only profession without an established apprenticeship phase. New teachers have the same responsibilities as a veteran teacher with twenty years' experience. This professional knowledge cannot be acquired during university course work regardless of the quality of that course work. Many aspects of teaching can only be addressed as teachers begin their careers (Danielson, 1999).

New teacher induction is nothing more than an organized, systematic training program similar to those used by the private sector (Wong, 2003). Teachers and schools are no different from the organizations in the private sector. Teachers want training. They want to fit in, and they want their students to achieve. Education has failed to recognize

what other industries have known almost from the start: formalized sustained training matters (Wong, 2004). Wong learned that some administrators handed new teachers the classroom key, without formally welcoming them or inducting new teacher. Other research also found that new teachers just fell in line with whatever other staff development was in place and many struggled with classroom management (Darling-Hammond, 1997; Ingersoll, 2001; Wong, 2002). In addition, new teachers often felt lost when the “sink or swim” approach was used. Ingersoll (2012) even argues that new teachers tend to end up in the most challenging and difficult classrooms and school assignments.

The preparation for teachers is rarely sufficient to provide all the knowledge and skill necessary for successful teaching. Therefore, school leaders must provide an environment where novice teachers can learn how to teach, survive, and succeed as teachers. These programs aim to improve performance and retention of new hires and to enhance the skills and prevent the loss of new teachers with the ultimate goal of improving students’ growth and learning (Ingersoll, 2012).

Twelve states are working on supporting the Commission on Teaching and America’s Future. Their governors, state education departments, legislative leaders, and business and education leaders are developing strategies for improving the quality of teaching (Darling-Hammond, 1997). Over the years, the federal and state departments have created Acts to improve student achievement and the quality of teaching. The Excellent Schools Act in 1997 tied higher salaries for teachers to higher standards and creates greater learning opportunities (Darling-Hammond, 1997). The No Child Left

Behind Act of 2001 (NCLB), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), emphasizes the importance of teacher quality in student improvement. Title II, Part A of ESEA – the Improving Teacher Quality State Grants program – provides nearly \$3 billion a year to states to train, recruit, and prepare high quality teachers (Isenberg et al., 2009). The implementation of teacher induction programs is one allowable use of these funds. In addition, the Higher Education Opportunity Act of 2008 authorizes grants that include teacher induction or mentoring programs for new teachers. Race to the Top (2009) is the latest initiative from the federal government to challenge teacher, schools and district to become the best they can be.

According to Ingersoll (2003), many American teachers enter the profession with inadequate preparation and few have many opportunities to enhance their knowledge and skills over the course of their careers. The State of California has invested in induction programs, knowing, that the school districts cannot not tackle this issue on their own. California allocated \$67.2 million to the Beginning Teacher Support & Assessment Program; the proposed budget for 1999-2000 is \$75 million (Olebe, Jackson & Danielson, 1999). In addition, the State allocated \$80 million to the state mentor teacher program, which provided additional support (Olebe, Jackson & Danielson, 1999).

The State of Illinois also recognizes the importance of investing in new teachers and ensuring their successful start to a career. In June 2006, a task force committee was formed and charged to develop rigorous standards to guide the development and implementation of adequately funding induction policy and programs. This committee produced the Illinois Induction Program Standards (ISBE, 2009). In 2006, the State of

Illinois established the State-Funded Mentoring and Induction Program, funding 10 pilot programs (Wechsler et al., 2010). In 2008, the Illinois Induction Program Standards were submitted and approved by the Illinois State Teacher Certification Board as a guidance document for induction and mentoring programs. In 2009, the Illinois State Board of education refined their guidelines for programs in Illinois and included a mentor, professional development and formative assessments as must have for all NTIP in Illinois (ISBE, 2009; Wechsler et al., 2010). In March 2009, a group of stakeholders began work to create a Continuum to articulate and level the criteria set forth in the Illinois Induction Program Standards. In October 2009, the work was completed and the Illinois Induction Program Continuum was established (ISBE, 2010).

Elements of a successful induction program should include:

- (1) a 4-5 day workshop before school starts,
- (2) professional development over 2-3 years,
- (3) a study group in which new teachers can network,
- (4) a strong sentence of administrative support,
- (5) a mentoring component,
- (6) a structure for modeling effective teaching and
- (7) opportunities for inductees to visit demonstration classrooms (Wong, 2004).

Barrington High School offers all these components in their NTIP. Two weeks before school starts Barrington School District 220 welcomes its new teachers and holds a four day workshop, which includes an overview of the district, a bus tour, information about technology and insurance and two intense level specific workshop days on

Learning Environment and Planning and Preparation. In addition to the six NTIP workshops day and seven Lunch and Learn sessions, new teachers also participate in the four full day In-Service days. New teachers are staying with their group of new teachers and a study group in which they can network develops. Administration helps new teachers along the way and the NTIP workshops and Lunch and Learn sessions are a place to ask questions to administration. All new teachers are assigned to a mentor teacher, who observes them at least three times during their first year and new teachers have 8 class periods allotted time to observe their mentor teachers or other experienced teachers. Lastly all NTIP workshops are presented by experienced teachers, who demonstrate classroom examples. The Barrington High School NTIP does entail all components of a successful NTIP as defined by Wong (2004).

NTIP are helpful to new teachers, but the support for teachers training should not start with the school. Universities are also undertaking a major reform to better prepare their students. Some of the programs include adding a fifth year of study, creating extensive internships with master teachers in professional development schools, and strengthening coursework in both subject matter discipline and pedagogy (Darling-Hammond, 1997). The state of North Carolina has a unique program. The North Carolina Teaching Fellows underwrote top high school students' college education at state universities where they prepared to teacher and added additional summer coursework to help them learn to become education leaders (Scherer, 2012).

## **Research on Induction Programs**

Many teachers leave the profession within their first five years of teaching (NEA, 2012). Estimates vary, but most researchers put the number at about 30% attrition rates in the first five years, with a staggering 50% in urban and isolated rural areas (Danielson, 1999; Darling-Hammond, 1997). Researchers have therefore focused on induction programs to see if they have an impact on teachers. They looked into new teachers satisfaction in their new career, collected data on how many new teachers are being retained by the implementation of induction program and researchers has even looked for a correlation on induction programs and students achievement.

Research shows that there are more new teachers in the workforce. From the late 1980s to 2008, total K-12 student enrollment went up by 19% but the teaching force increased at over 2.5 times that rate, by 48% (Ingersoll, 2012). New jobs, especially in special education have been created to ensure that all students receive the services they deserve in order to be successful. In 1988, there were about 65,000 first-year teachers. By 2008, this number grew to 200,000 (Ingersoll, 2012). This shows that more teachers need support. In 1991 about 61,000 first-year teachers participated in an induction or mentoring program. By 2008, that had almost tripled to about 179,000 (Ingersoll, 2012). However, while most beginning teachers did participate in some kind of formal induction program, the kinds of supports varied greatly. Many states require some kind of induction program, but the most common induction activity that novice teachers participated in was having regular communication with an administrator. Eighty-seven percent of new teachers in the 2007-2008 school year reported this kind of support, according to

Ingersoll (2012). About 80% of new teachers received guidance and feedback from a mentor teacher. Seventy percent of new teachers participated in new-teacher seminars and professional development. Slightly more than half of these new teachers benefited from time to collaborate with colleagues and had planning time with other teachers, who taught the same subject. Only 17% of beginning teachers reported receiving a reduced teaching load or schedule to ease their transitions, which is a more common for beginning professors in higher education, according to the research of Ingersoll (2012).

Some critics assert that induction programs make no difference in the lives of new teachers and that these induction programs cost too much money. Isenberg et al. (2009) contacted a standardized controlled study, which found no statistically significant differences between the standardized achievement test performance of students whose teachers received intensive induction support and those whose teachers received less intensive induction support. This study was limited, since it only looked at second year teachers for one year. Another study showed an increase of student achievement. A study of seven urban districts (Cross & Rigden, 2002) reported that the only reform effort that clearly resulted in student achievement gains had clear instructional expectations, was supported by extensive professional development, and was conducted over a period of several years.

These studies looked at a link between NTIP and a desired outcome of student achievement. Other studies investigated teacher retention, and have proven that NTIP increase the retention rate of new teachers. Lafource Parish Schools in Louisiana have only lost one teacher out of forty-six hired in the 2001-2002 school year, while Islip

Public schools in New York lost three teachers out of sixty eight hired. Also in the 2010 school year, the Leyden High School District in Illinois lost four teachers out of ninety teachers hired (Wong, 2004). Research shows that over 50% of new teachers leave the profession (Darling-Hammond, 1997; Ingersoll, 2001). But in these districts which have NTIP, the attrition rate is between 2.2% and 4.4%, which is well below the national average (Wong, 2004). After implementing a NTIP, Lafource Parish Public Schools dropped its teacher attrition rate from 56% to 7% in just a few years (Wong, 2002).

Of course there are costs attached to each program. The more extensive the program, the higher the cost might be. Barrington School District 220 spent \$11,523 on their Induction Week in August 2011. The cost entailed books, meals and pay to new teachers and facilitators. Barrington School District 220 also spent an additional \$14000 on their mentor program. A teacher receives \$300 for mentoring a first year teacher and \$160 for mentoring a second year teacher. According to the state a teacher can mentor up to five new teachers. In addition the school district also provides new teachers with substitute teachers during the four full day NTIP workshops, which cost an additional \$90 per teacher for each day. Barrington School District pays approximately \$1,500 for the first year of the NTIP and the amount decrease after the first year. For four year of induction and mentoring Barrington School district pay approximately \$3,000 per teacher.

While there is no data on mentoring programs and its potential return on investment, Strong (2007) followed a comprehensive induction program for one district in California. The district project supported 119 new teachers at a cost of approximately

\$786,000 with \$6,605 spent per teacher. The state covered more than half of this cost while the district provided the remaining monies to fund this program. This research, then analyzed the student test score data for all teachers over five years and learned that first and second year teachers were as effective as fourth-year teachers on average (Strong, 2007). This research showed the district how much they needed to invest to make it an effective program. Strong's research showed that you get what you pay for.

Wong also believes in the investment of NTIP. He claims that these new teacher induction programs save millions of dollars for school districts. Wong (2003) learned that every year, teachers turnover costs Texas schools between \$329 million and \$1.59 billion, while New York City pays \$186 million annually to keep pace with teacher turnover. Harvard economist Ronald Ferguson studied 900 Texas school districts and concluded that every additional dollar spent on more highly qualified teachers resulted in greater increases in student achievement than other, non-instructional uses of school resources (Protheroes, Lewis & Paik, 2002). Wong concluded that districts can save money by training, supporting and keeping capable young teachers. A further claim from Wong is that we cannot afford not to induct our new teachers.

Danielson (1999) agrees that there is a significant cost for new teacher attrition. She documented that California spent \$5,000 on average on recruiting, hiring and orienting a new teacher. Well-conceived induction programs can not only decrease the rate of new teachers leaving the profession, but these programs improve teachers' skills and confidence in their work significantly. Wong (2002) agrees and suggests that a

\$50,000 induction program isn't much to spend to save the life of a teacher and a classroom full of children.

SRI International conducted a research in Illinois in 2010 and analyzed the outcomes of teacher efficacy, reported growth and retention (Wechsler et al., 2010). Teachers self-reported the highest self-efficacy when they were working in a strong school with a good environment. Teachers self-reports of professional growth were the most significant when schools offered an induction program, which focused on instruction. The third outcome was retention. The retention rate was tracked from the fall of 2008 to the fall of 2009. The researchers suggested further exploration in this area. Due to the economic downturn at that time, which forced 160 participating new teachers (6%) to be laid off, some districts were unable to distinguish between teachers who left because of reduction in force and those who left for other reasons (Wechsler et al., 2010).

There are a variety of NTIP all over the USA and the world. California is a state, which invested a lot of money into their induction programs. The State of California and local districts in that state have invested substantial sums of money in ensuring the quality of new teachers in California's schools. The Educational Testing Services (ETS) found that formative and summative evaluations are essential. Research in Kansas done by Flora Wyatt and her coauthors describes an ambitious effort in which university personnel work jointly with teachers in the Turner Professional Development School to mentor new teachers as they enter the profession as described by Olebe (1999). The California Formative Support and Assessment System for Teachers (CFASST) learned

that a mentoring program is not only beneficial to the new teachers, but also for the mentors themselves (Olebe, 1999)

Mentoring is part of the induction program. Researchers found that it is fundamental in supporting a new teacher. According to Danielson (1999), a good induction program includes adequate training for the mentors and orientation for the site administrators. Mentoring is a dominant part of a NTIP, but should by no means be the only part of the induction. Wong's (2004) research showed that many mentoring programs lack structure and rely greatly on the willingness of the veteran teacher and new teacher to seek out one another.

Another researcher proved success with an online interactive induction program, which used Wikispaces to communicate, support and deliver professional development. In Taranto's study, 100% of teachers agreed that the tool was helpful for aiding instruction, seeking out support and facilitating reflection and many preferred the reflection via the wiki site over the traditional paper process (Taranto, 2011). The study found that through web 2.0, technology new teachers did not feel isolated and they preferred the online approach. A quote from a new teacher of this study was "when using the wiki, I could go home, relax, eat, recharge my battery, and then go online when it was best for me" (Taranto, 2011, p. 14). Using the wiki for professional development of new teachers also shifted the focus of teacher/administrator delivered instruction to student-facilitated learning. Taranto suggests looking into programs using a hybrid approach of this kind of NTIP, where part of the instruction is online, while the other part is face-to-face. No study has been conducted on such a program yet. Barrington High School does

incorporate technology into their Instruction workshop, but it is technology with a focus on student engagement, not new teacher collaboration. For new teachers to share information we allow them opportunities to share verbally during NTIP workshops and one new teacher took it upon herself this year to create a shared google document folder, where teachers can upload articles to increase the amount of reading throughout the school. This is an area, where Barrington High School can expand upon and utilize technology more.

Induction programs do not only vary within the United States. There are also example-setting NTIP all over the world. Britton et al. (2003) reported on induction programs in Switzerland, Japan, France, Shanghai (China) and New Zealand in a four-year study. They learned that even though there are major differences in the approach of NTIP, they have three similarities. All countries have a highly structured, comprehensive, rigorous and seriously monitored approach to their induction programs. Secondly, they have a focus on professional learning with focus on growth and professionalism. Lastly they use collaboration as major part in their induction programs. We can learn from these approaches since isolation is a common complaint among new teachers (Wong, 2004).

NTIP have a positive effect on new teachers, especially when a new teacher was paired with a mentor teacher, who has shared a common planning time and both of them were teaching the same subject. “Bundling” support had an even stronger effect on new teachers and the two basic components are: working with a mentor and having regular supportive communication with an administrator. One of the most comprehensive packets also included a seminar for beginning teachers, common planning times, reduced course

load and assistance from a classroom aid. Ingersoll (2012) says the more comprehensive the induction program, the better the retention rate.

Teachers in an induction program are also being introduced to good teaching techniques. Understanding by Design (UbD) is a framework for improving student achievement through standards-driven curriculum development, instructional design, assessment, and professional development. Marzano, Pickering, and Pollock (2001) summarized and analyzed multiple research studies in order to show that a number of types of instructional strategies significantly affect student achievement. Several of these strategies explicitly assist students in making connections, conceptualizing knowledge, and explaining and applying knowledge and ideas to new situations. The following strategies, all recommended by UbD, enhance students' understanding of, and ability to use, knowledge: (1) Identifying similarities and differences; (2) Using "nonlinguistic representations" – primarily graphic organizers, models, mental pictures, artistic expression, and kinesthetic activity; (3) Generating and testing hypotheses through systems analysis, problem solving, historical investigation, invention, and experimental inquiry; and (4) Asking students to explain their thinking (McTighe & Seif, 2003).

A number of schools and districts are using Understanding by Design in systemic ways to guide curriculum, local assessment, staff development, teacher observation, and school improvement. One school in Norfolk, Virginia, a large urban district, has been involved in a multiyear curriculum and staff development initiative using UbD. This process has included (1) revision of all systemic curriculum frameworks to include enduring understandings and essential questions; (2) multiyear professional development

involving all elementary, middle, and high school sites with follow-up coaching, study groups, and action research; (3) sustained professional development for all central office curriculum specialists and supervisors; (4) extensive work with staff who work with special populations, including gifted and talented and special education with proposed UbD modifications of the district's Individual Education Plan template); and (5) a comprehensive evaluation plan to determine UbD impact upon student and staff performance, using a series of demonstration sites and a randomly controlled experimental evaluation model (McTighe & Seif, 2003). New teacher induction program introduce new teachers to these research based instructions.

Because of the many research studies which have already been conducted, districts learned that NTIP is producing effective teachers, who are more satisfied with their job, stay in their job and even increase student achievement. The way teachers are prepared does indeed make a difference (Sandoval-Lucero et al., 2011).

### **New Teacher Experiences**

Being a teacher is a challenging profession, since teaching not only requires general communication and quantitative skills, but also knowledge of the content, a desire to teach and an understanding of pedagogy (Danielson, 1999). New teachers are not adequately prepared to enter the workforce, since most of the challenges can only be addressed once a new teacher starts their career. An additional challenge for new teachers is that new teachers do have the same job responsibilities as veteran teacher and often new teachers end up with undesirable assignments and classes, multiple classrooms and multiple preparations. Linda Darling-Hammond (1997) calls this "professional hazing."

Ingersoll (2012) compares the new teacher experience to a “sink or swim” approach and even takes it as far as calling the teaching occupation to be “cannibalizing its young.” Wong has conducted some research about new teachers. A new teacher described her experience with NTIP with the following “I received one day of orientation, during which I mostly filled out forms. No one officially welcomed me or the other three new teachers to my school. In fact, the veteran teachers received us with skepticism, at best. Apparently, I was assigned a mentor, but she was busy with her own classroom” (Wong & Asquith, 2002, p. 22). Due to these conditions, many teachers leave the workforce within their first years. The National Center for Education Statistics (NCES, 1997) learned that 26% of teachers left the teaching profession due to dissatisfaction in their job.

Yet, research shows that teachers have a profound impact on students’ achievement. William Sanders (1996) concluded that the children who had the most effective teachers three years in a row posted academic achievement gains that were 54% higher than the gains of children who had the least effective teachers three years in a row. School districts need to invest to retain quality teachers and then need to meet the needs of novice teachers to integrate them into the culture. Schools need to stop the “sink or swim” approach and introduce induction programs, which will provide “life jackets they need until they feel safe in the waters and become strong swimmers” (Wong, 2002, p. 3). In the article, “What all novices need” Locraft Cuddapah (2012) lists six things all new teachers need:

- (1) opportunities to learn from experts,

- (2) guidance on how to teach content,
- (3) help with logistics,
- (4) experience with students,
- (5) help with managing expectations and
- (6) time for reflection.

Barrington High School addresses these six things utilizing the mentor teachers and NTIP workshops. All new teachers are working with a mentor teacher, who helps them with guidance on how to teach content. During the NTIP workshops experienced teachers provide opportunities to show classroom examples from different content areas. Each full-day NTIP workshop is set up so that new teachers observe experienced teacher, attend a workshop where classroom examples from different content areas are being provided and the afternoon is spent with time to reflect and implement the newly learned material into their content area. Mentors are available to guide the implementation. Especially at the beginning of the year mentors are essential to support new teachers with their classroom expectations and classroom management.

When applying for a job, Wong (2004) encouraged new teachers to ask the most important question during an interview: “Does the district have an induction program?”

Knowing that so many teachers leave the profession in the early years, we need strong leadership to keep teachers and help them get a long and successful career. Leadership in a school starts with the principal, who imparts this leadership to others. Leaders need to be knowledgeable about how adults learn to successfully implement staff

development and lastly we need a focus and definition of what quality teaching is, which has been provided by Danielson (2007).

### **Quality Instruction at Barrington High School**

Barrington High School has defined quality instruction with a common language by adopting the Danielson Framework (2007) as their evaluation tool. Danielson wrote the Framework for Teaching for teachers' self-assessment. Her framework describes not only the teaching that occurs in the classroom but also the behind-the-scenes work of planning and other professional work, such as communicating with families and participating in a professional community. Adopting this framework into Barrington's culture ensures that we have a common language and new teachers understand what administrators are looking for. We have established a consistent definition of good teaching. Using the framework throughout the NTIP workshops can also stimulate and engage teachers and administrators in meaningful conversations about practice. Lastly, it can lead the way on what matters (Danielson, 2010). The NTIP workshops are structured around the Danielson Framework and therefore we can focus our collective attention on the important issues of teaching and learning.

In addition to the Danielson Framework, Barrington High School has also adopted the philosophies of Grant Wiggins and Rick Wormeli. The work of Grant Wiggins "Understanding by Design" (2005) has led to many discussions during professional development to structure the curriculum around one question: "What do we want our student to learn?" Asking staff to look at the enduring understanding and essential questions have become common practice at Barrington High School. All courses have

been restructured and essential questions about each course have been posted to the school website using the backward design. The district has spent six years working towards this goal and staff has been trained through professional development to use the backward design model. Wiggins and McTighe have introduced us to this model and Grant Wiggins came to the schools as a speaker in 2010. The NTIP needs to ensure that new teachers are also being trained to this method and receive an understanding of the history and reason of why this concept has been implemented at Barrington High School.

After the school has taken the time to answer the questions” What do we want our students to learn?” they turned to Rick Wormeli to find the answers for “How do we know that they are learning?” Wormeli's philosophy (2006) is that “fair is not always equal” (p. 1). Throughout the 2011-2012 school year, the Barrington High School staff used their professional development to evaluate their assessments and define what a grade represents in each class. A focus on formative and summative assessment made teachers rethink their practice. Wormeli’s research shows that formative assessment has the greatest impact on student success. The NTIP needs to address Wormeli’s philosophy on grading and introduce new teachers to non-destructive grading practices.

The Framework for Teaching (Danielson, 2007) is a guideline for the NTIP at Barrington High School and the overarching framework to define quality instruction, and Wormeli and Wiggins’ and McTighe’s framework play an essential part to define best practice at Barrington High School and are an important part of the NTIP.

## **Controversies in Research**

There were only two points researchers (Isenberg, 2009, Wong, 2004) differed on after an evaluation or study of a new teacher induction program. The cost for a NTIP differed immensely and depended on the depth of the program. The second controversy was the finding in students' achievement. Isenberg did not find any significant increase in student achievement, after looking at second year teachers who received an extensive NTIP vs. teachers who did not receive a new-teacher induction program of that magnitude. The limitation to that research was the time span of only one year. Wong (2004) has found an increase of student achievement when a new teacher attended a NTIP vs. a teacher who did not. This study looked at a program which offered sustaining support to their new teachers over a three year program.

## **Gaps in Knowledge**

SRI International (2010) conducted a study on the effects of new-teacher induction in Illinois. Data was collected from 39 programs. Six case studies were also done in Illinois. Yet there is a gap of knowledge in this study. Since the Performance Evaluation Reform Act (PERA) (Senate Bill 315; Public Act 96-0861) was passed by the Illinois General Assembly and signed by the Governor in January 2010, the profession of a teacher lost its "job security." Teachers are challenged to become lifelong learners and to ensure quality teaching. Barrington High School's NTIP mimics the Evaluation System for teachers and therefore gives new teachers the chance they deserve to become successful in their first year. No other research on NTIP has used the Danielson Framework as their guideline to ensure quality instruction.

In addition, research lacks guidance on which components of an induction program are most important in influencing particular outcomes. Wong (2004) offers many suggestions of what a good induction program should entail. Research is needed to help identify what types of support produces positive results in different school environments.

This action research project also covers the Illinois Induction Program Standard 9: Program Evaluation. Using this action research project is a start to a new state required evaluation, will help new teachers in the future of this study.

### **Conclusion**

Research has proven that teaching in the first year is a challenging occupation with a very high dropout rate in the first five years. Ingersoll (2012) has also shown an extreme increase in the number of new teachers. Therefore, NTIP are important to support teachers in their new career. Wong's (2004) research has shown that many school districts have increased their retention rate for new teachers. Wong has also proven that mentoring is only a part of an induction program and can only be supplemented to an effective NTIP. The State of Illinois has seen the importance of induction programs and has established specific requirements with its Illinois Induction Program Standards. Even though Barrington High School spends over \$1,500 per new teacher in their first year, has a summer workshop and a mentoring program as well as NTIP workshops and Lunch and Learns, is it enough support for the new teachers? Barrington High School is a high achieving school, with not only high expectations for their students, but also for their teachers. It is essential that new teachers are using the common language of Danielson,

UbD and Wormeli, so they can partake in the professional discussion at the school. It is essential that new teachers have an understanding of quality instruction at the school. The following chapter sets forth a research design to test how improvements can be made to the new teacher induction program at Barrington High School. The research looked at the program from a new teacher's perspective and highlighted areas of improvement to a well-established program.

## **CHAPTER III: METHODOLOGY**

### **Introduction**

The purpose of this action research program evaluation was to study the short-term outcomes of Barrington High School's New Teacher Induction Program (NTIP). In this chapter I will explain my choice of methodology, the context of the study, the design, sampling and recruitment strategies, and my data collection and analysis plan.

The NTIP is set up with six workshops to support new teachers to gain a better understanding of quality instruction, which is a goal of the administrative team at the high school. The short-term outcome is that new teachers have an understanding of quality instruction based on the content taught in the NTIP. The teacher evaluation system is set up based on the Danielson Framework (2007). The NTIP workshops are designed to educate new teachers on Danielson's four domains, and are aligned with BHS's definition of quality instruction. This study aimed to answer key questions that can provide data for the evaluation of the short-term outcomes of the NTIP. The following question is my central research question, followed by three sub-questions.

Central research question: Is the Barrington High School New Teacher Induction Program achieving its short-term outcomes?

Sub-question #1: What short-term outcomes of Barrington High School New Teacher Induction Program are being achieved according to the perceptions of new teachers?

Sub-question #2: What short-term outcomes of the Barrington High School New Teacher Induction Program are not being achieved according to the perceptions of new teachers?

Sub-question #3: Of the identified short-term outcomes not being achieved as perceived by the new teachers, what suggestions would they give to increase the likelihood of these outcomes being achieved?

This study was an action research based program evaluation using the logic model. Using the logic model I explored the outcomes of the NTIP after design and implementation (Spaulding & Falco, 2012). Figure 2 shows an application of the logic model in regard to the desired short-term outcomes of the NTIP.

New Teacher Induction Program Evaluation			
Input	➔ Output		➔ Outcome
Resources	Activities	Participation	Short-term
-Time -Money -Planning -Facility -Equipment	-6 full-day workshops -7 lunch & learn	-17 new classroom teachers to Barrington High School	-Understanding of quality instruction based on the content taught in the NTIP

Figure 2. Logic Model for the Evaluation of the NTIP and its Short-Term Outcome

## **Context**

Barrington Community Unit School District 220 is located about 35 miles northwest of Chicago, IL. The district covers 12 villages, across four counties in Northern Illinois. The district was originally formed in 1973 as a consolidated unit, combining two elementary districts and a high school district into one united district. District 220 currently serves over 9,000 students from pre-Kindergarten through 12<sup>th</sup> grade. The district has one high school, two middle school campuses for grades 6-8, eight elementary schools and one early childhood center. According to the school report card (CUSD, 2011) Barrington High School has 3037 student, of whom 73.1% are White, 13.6% Hispanic, 1.8% Black, and 8.3% Asian. Barrington Unit District 220 employs 573 teacher, of whom 91.7% are White, 5.6% Hispanic, 0.3% Black and 1.4% Asian. Barrington High School employs 220 teachers. The average teaching experience is 12.7 years, over 77% hold a Master's Degree, and the average teacher salary is \$77,665 according to the school report card (CUSD, 2011).

Barrington High School failed to meet the state prescribed adequate yearly progress benchmark in 2011 based on the No Child Left Behind standards. However, students are excelling with an average ACT score of 25.2. Additionally, the school offers 27 Advanced Placement course to prepare students to be college ready.

District 220 hires multiple new teachers each year. New teachers are required to participate in the NTIP during the first four years of their employment in District 220. Barrington's NTIP supports teachers for their first four years in the district, provides

mentor support for the first two years and additional principal support with Lunch & Learn sessions during the first year.

I conducted this research study as an insider because I am an employee of District 220. “Insider action research requires a complex juggling of multiple roles and relationships, which often invites any number of methodological and ethical quandaries” (Anderson & Herr, 2005, p. 105). Insider researchers often collaborate with other insiders as a way “to do research that not only might have a greater impact on the setting, but is also more democratic” (p. 36). After I conducted the research, my gut feelings about certain situations have been validated with research data (Ragland 2006).

New teachers were involved in evaluating the NTIP and had input in the future design of the NTIP. Involving new teachers who were enrolled in the program gave me real-time insider insights in the evaluation of the program and allowed for collaboration and buy-in from program participants. After the evaluation of the program, I made suggestions to the principal and the NTIP committee. The principal is the instructional leader of the building and responsible for staff development. The principal will then decide if my recommendations for improvement of the NTIP at Barrington High School will be implemented the following year, which may allow for a future cycle of action research.

### **Overall Design**

The purpose of this study was to evaluate the short-term outcome of the NTIP at Barrington High School. The logic model was used to evaluate the outcomes of the program. This study was an action researched based program evaluation using the logic

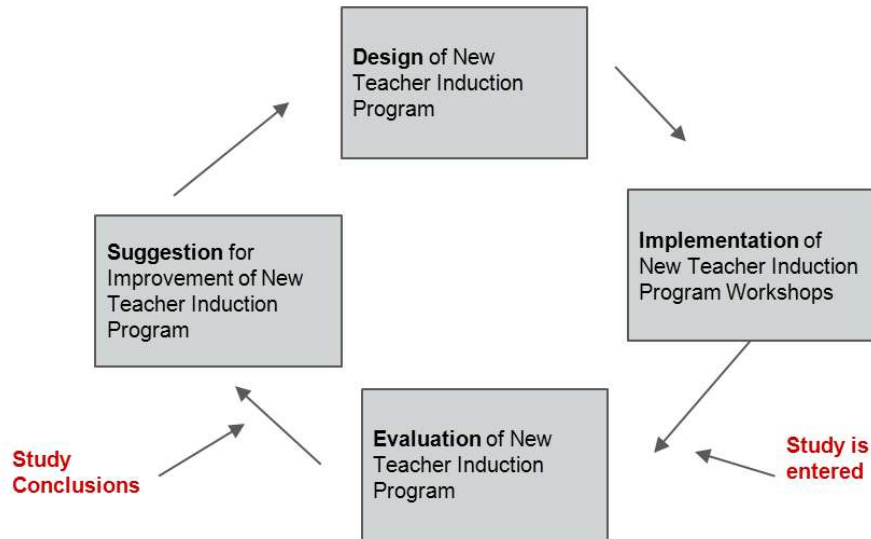
model. As shown in Figure 2, Barrington High School invests time, money, planning, facility and equipment in the NTIP. The program involves six full-day workshops and seven Lunch and Learns for the new teachers. The investments of the program are time and money, since new teachers, mentors and administrators need to be released from their regular duty in order to participate in the workshops.

The logic model offers a conceptual framework for the evaluation of my action research based program evaluation. The logic model has been used for more than 20 years by program managers and evaluators to describe the effectiveness of their program (McCawley, 1997). I chose this approach to celebrate successes with the NTIP committee and make suggestions for improvement. Standard 9 of the Illinois Induction Program Standards calls for a program evaluation (ISBE, 2010).

Figure 3 shows that I enter the study after the implementation of four out six workshops and I conclude the study after the evaluation. I will then make suggestion for improvements to the NTIP committee and in the summer of 2013 the sub-committee and I will be revamping the NTIP based on the results of this study.

For this study I used qualitative and quantitative data collection tools. I first surveyed the new teachers to learn about if the short-term outcome of the NITP has been achieved. Then I interviewed five randomly selected teachers to gain a deeper understanding of why one of the short-term outcomes has not been achieved.

Before I collected any data from new teachers at Barrington High School the approval from the Concordia University Chicago IRB was granted. Permission to study the NTIP was also obtained from district and school administration.



*Figure 3. Cycle of the Evaluation*

I used both qualitative and quantitative data collection methods for this study and it provided me with a better understanding of my research problem and questions than either method by itself (Creswell, 2008). Mixed methods was a “very powerful mix” (Miles & Hubermann, 1994, p. 42) of information gathered for the evaluation of the NTIP. A challenge of using mixed methods was that there is a complexity in relation to data collection and analysis. I used two tools to collect my data: a cross sectional survey to collect data at one point in time and one-on-one face to face semi-structured interviews to extract more information and to better evaluate the NTIP.

Quantitative data was collected first using a cross-sectional survey. This survey answered the sub-question (SQ) 1: What outcomes of Barrington High School New Teacher Induction Program are being achieved according to the perceptions of new

teachers?; and SQ 2: What outcomes of the Barrington High School New Teacher Induction Program are not being achieved according to the perceptions of new teachers?

I validated and expanded upon my quantitative findings with open-ended qualitative interview data. These interview questions answered SQ3: Of the identified outcomes not being achieved as perceived by the new teachers, what suggestions would they give to increase the likelihood of these outcomes being achieved?

### **Sampling Plan for Quantitative Data**

The sample of this study included all 17 new teachers hired to work at Barrington High School beginning in the 2012-2013 school year, who are participating in the NTIP. All seventeen new teachers are currently participating in the NTIP. My sampling frame consisted of all teachers enrolled in the first year of the NTIP at Barrington High School. For this study I evaluated the understanding of quality instruction at Barrington High School using a cross-sectional survey, which all new teachers were invited to take. I used convenience sampling to recruit my participants.

After IRB approval I informed the new teachers. I e-mailed the sample group of new teachers about the study and their involvement. New teachers received a consent form (see Appendix C) via email, which explained the study and acknowledged the protection of their rights (Creswell, 2008). They were invited to take a survey to evaluate the NTIP at Barrington High School. The consent form was sent to them prior the Lunch and Learn session, during which they had time to take the survey. The school principal allowed me to distribute the surveys on January 10, 2013. The paper survey was taken using a paper and pen.

The 16 new teachers took the survey during a Lunch and Learn session and lunch was provided for all participants of the NTIP. One teacher chose not to take the survey. Anonymity was very important and while the teachers took the survey I left the room and one of the new teachers collected the surveys in an envelope and returned it to my mailbox. Participants had the right to opt out of the study at any time by not completing a survey. No names or any other identifiers were used and the consent form will include a statement that participation is voluntary and that there are no negative consequences should anyone decide not to participate. One participant did opt out to take the survey.

I chose a survey as my quantitative research tool to collect numbered data from a sample group to evaluate the new teacher induction program. According to Creswell (2012) surveys provide useful information to evaluate programs in school. I used a cross-sectional survey to collect the data at one point in time. These data gave me information in a short amount of time about the current attitudes, beliefs and opinions of the NTIP participants.

The new teachers' perceptions survey consists of 36 multiple choice questions to evaluate the short-term outcomes of the NITP at Barrington High School. All questions referred to quality instruction, which framed this study. The workshops are set up using the domain from the Danielson Frameworks for Teaching (2007) and the content of the workshop entails current best practices at Barrington High School, as defined by the UbD Framework by Wiggins and McTighe (2011) and the grading philosophy by Wormeli (2006). Since these workshops were administered over a five month time span, before

handing out the surveys I reminded the participants of the names of each workshop, the month it was held and the names of the presenters to refresh their memory.

The survey entails four topics: (1) overall evaluation of the NTIP, (2) evaluation of the workshop “Learning Environment”, (3) evaluation of the workshop “Planning and Preparation”, and (4) evaluation of the workshop “Instruction”. The organization of the survey gave me data on each workshop and the overall perceptions of the NTIP. Each workshop defined an aspect of Danielson’s quality instruction and presenters gave specific classroom examples of quality instruction, which follow best practices by Wormeli (2006) and Wiggins and McTighe (2011). The theoretical framework of this study is the Danielson Framework (2007) and a sample questions in regards to Danielson’s Domain 1 “Planning and Preparation” would be: The topic “Planning and Preparation” is relevant to me as a new teacher or I am communicating the “essential question” as defined by Wiggins to the students daily.

The survey took about ten minutes to complete. The response options on the survey represent a 5-point Likert scale that included strongly disagree (SD), disagree(D), neutral (N), agree (A) and strongly agree (SA). Even though surveys that are used to evaluate tend to elicit scores closer to the high end of the scale (Barnette, 2000) I choose to add a midpoint into the survey.

The criteria used to evaluate the content of a program are extremely dependent on the audience for whom the content is targeted, but in general the issues to be considered when evaluating the content of a program include: relevance, depth, appropriateness, quality and impact (Saltzmann, 2009). In order to evaluate the understanding of quality

instruction at Barrington High School I set up the survey like the above mentioned evaluation categories of relevance, depth, appropriateness, quality and impact (Saltzmann, 2009). Each question on the survey looked at these areas. The above categories, relevance, depth, appropriateness, quality and impact, regarding content can be measured by asking new teachers, who are enrolled in the NTIP to complete surveys and to rate their reactions to a series of statements that flesh out the dimensions listed above. Each question of the survey fits into one or more of the evaluation categories: relevance, depth, appropriateness, quality, impact and growth. The reader may notice that the survey followed a pattern and for each workshop. The first question about each workshop asked about the relevance (2.1, 3.1, 4.1). For example: “The topic is relevant to me as a new teacher.” The reader may also notice that the third question for each workshop (2.3, 3.3, 4.3) were used in more than one category. These questions were used in appropriateness and impact. Not only were the researcher and reader able to learn if teachers thought the presented material was appropriate but is also showed the research that the workshop made an impact on the new teachers. All other questions fit into one category: Appropriateness and Impact. (See Appendix E for a table which shows each question and its correlating category.)

For example the first question about a specific workshop asks about the relevance of the workshop, the second about the depth of the workshop and so forth. A sample question in regards to quality of the workshop is: “The presenters were knowledgeable about the content of the workshop.” I placed special emphasis on the area of impact and for each workshop. I created four questions, which addressed the impact the workshop

had on the new teacher. An example of a question in regards to the impact of the workshop is: “I am applying the techniques I learned in the summer workshop to manage my students’ behavior.” It is important that the NTIP workshops have an impact on new teachers and that they encourage new teachers to think and possibly change their teaching habits.

Evaluating a program based on these factors supported me to determine the areas of success and areas of improvement of the NTIP. It is important to look at relevance, depth, appropriateness, quality and impact of a program when evaluating it (Saltzmann, 2009) (see Appendix A for the New Teacher Survey).

### **Sampling Plan for Qualitative Data**

For the interview I recruited five new teachers from the sample population. As the world language department chair I directly supervise one of the seventeen new teachers enrolled in the first year NTIP. I did omit this teacher’s names from the random drawing. I only interviewed new teachers, who I do not directly supervise. I used random sampling to identify these five individuals, which give each individual an equal chance of being selected (Creswell, 2008). I used a technology program to randomly select participants and informed them via e-mail that their names have been randomly selected to be part my study. Five is not too large of a number of cases which might become “unwieldy and result in superficial perspectives (p. 217). Collecting qualitative data and analyzing it takes considerable time, and the addition of each individual lengthen that time as well (Creswell, 2008). Interviews were voice-recorded with the iPhone App “Voice Memos”

and then transcribed. All transcripts and audio files were kept in a secure location and the files were on a password protected device.

In order to ensure all human subject regulation, I verified that participants are aware that this study evaluates the program and not individuals. Interviewees also signed a consent form (see Appendix D). Participants had the right to opt out of the study at any time by choosing not to be interviewed. One new teacher chose not to be interviewed and therefore I asked another new teacher, who was next on the list of random names. No names or any other identifiers were used. Three of the new teachers were male and two female. Two of the new teachers interviewed had prior teaching experience and three were new to the profession. The consent form included a statement that participation is voluntary and that there are no negative consequences should anyone decide not to participate. The consent form also included teacher's agreement to be audio-taped. As I am conducting this research as an insider, the school administration has been aware and supportive of the study.

The new teachers determined the best time and location for the interviews. The interviews were during their plan period, lunch, before and/or after school. The teachers used the location where they felt comfortable such as their classroom, the departmental office, or my office.

I used one-on-one, face to face semi-structured interviews with randomly selected new teachers to answer the third research question, "of the identified outcomes not being achieved as perceived by the new teachers, what suggestions they would give to increase the likelihood of these outcomes being achieved?" According to Creswell (2012), these

types of interviews are ideal for interviewing participants who are not hesitant to speak, are articulate and who can share ideas comfortably. This one-on-one semi-structured interview has open ended questions with the opportunity to probe and expand to collect the thoughts of interviewees, which permit me to explore reasons behind new teachers' thinking. The interview lasted up to 30 minutes and consisted of three parts. It started with three predetermined questions, followed by one question about the item, which was determined not being achieved after the survey results and concluded with a closing question.

After the three predetermined questions to start of the interview I addressed the short-term outcome, that was not achieved based on results from the new teacher survey. The survey determined that none of the items was "not achieved," but one of the items scored "neutral" and I determined that this item helped me evaluate the program at an even deeper level by asking new teachers for reasons why the workshop or an area of the workshop has not achieved its desired outcome (see Appendix B for Interview of New Teachers).

The question looked like this: "Based on the survey given to the new teachers during the lunch and learn session only one of the new teachers agrees with the following statement: 'A grade represents only what you know in the end.' Why do you think that is?" And is followed up by an additional question: "Based on the same item. Do you have any suggestions for improvement?" This interview helped me determine why teachers' understanding is not achieved and determine suggestions for achieving an understanding of quality instruction. The interview closed with the question: "Is there anything else that

you would like to add that this time?” This way each participant had a chance to add any information.

### **Quantitative Data Analysis Plan**

I entered the survey responses into a software program and the data analysis for this study is completed by using this statistical analysis software, called SPC Excel software. The five responses (strongly agree, agree, neutral, disagree, strongly disagree) were assigned a numeric values for analysis purposes. Negatively worded statements, such as: “I felt rushed during the workshops”, will be reverse coded for data entry.

This study explored whether or not the short-term outcomes have been achieved. The short-term outcome of the NTIP is that new teachers have an understanding of quality instruction at Barrington High school, which is defined by the Danielson Framework (2007) as well has the UbD Framework (2011) and Wormeli’s grading philosophy (2006). I define “achieved” with statements that earn a 5 or 4 (Strongly agree or agree) or on a negatively worded statement 2 or 1 (Strongly disagree or disagree).

Using the SPC Excel software I was able to determine the mean of the variation. Then I determined the “upper” and “lower” control limits of the variations and graphed out these points. The control limits are statistical measures of the upper and lower limits within which variation of individual events ranges (Wheeler & Chambers, 1992). I needed to use this SPC excel software to determine this and show me the items. I looked at the lowest outliers on the control chart and learned that one item did not achieve the short term outcome of my study. It item was on grading and assessment. I used this item on grading and assessment to form my question for the one-on-one interviews.

In my survey, question 2.7 was the lowest outlier, and therefore the interview followed up with a question in regards to this item. On the positive note, the control chart also showed me the areas in which the NTIP program is achieving its short-term outcome. I ran a control chart for the overall evaluation of the survey as well as a control chart for each area I am evaluating, relevance, depth, quality, impact and growth. I also created a table of data for each workshop and each question evaluation the categories. This way I was able to see if a particular workshop has not been achieving the short-term outcomes. The table also showed me if the presentation of the workshop was lacking and therefore the short-term outcome is not being achieved. In order to make suggestions for improvement I first looked at the individual workshops and determine if the different workshops have achieved the short term outcomes. Each workshop is set up based on a Domain of the Danielson Framework (2007) and the control chart was able to tell me if the workshop was successful, when the overall mean of the chart shows that the new teachers agree with the statements of the survey. The chart was also able to tell me if new teachers did not achieve specific areas taught during the NTIP workshops, when a particular question falls below the mean.

### **Qualitative Data Analysis Plan**

I first transcribed all interviews and immersed myself in the data so I could get a good sense of the interviews as a whole before I broke it into parts (Creswell, 2008). Then I identified units of data from the survey and code them to establish meaning from the data units (Merriam, 2009). The code was predetermined based on the Danielson

Framework (2007) as well as reasons why new teachers did not achieve understanding of quality instruction and a suggestion for improvement.

With the interview I could also ask new teachers for suggestions how the NTIP can be improved. Asking for reasons and suggestions helped me organize and code my data and therefore I established themes for my data coding. I analyzed the data until I reached the point of saturation. I then identified the major themes, which are based on the questions and the Danielson Framework (Creswell, 2008). Within the Planning and Preparation workshop specific questions about the UbD Framework (2011) are being asked on the survey. The survey also looks for teachers' agreement with the Wormeli philosophy of grading (2006) and the questions are embedded within the Instruction workshop survey questions.

To report my findings I used tables of the major themes. To interpret my findings I reflected about the meaning of the data. I used memos to explore my hunches, ideas, and thoughts while searching for broader explanation (Creswell, 2008). These memos were a work in progress and helped me highlight my own reflexive thoughts. New teachers' perception gave me some of reasons for why the NTIP has achieved the desired short-term outcome. The data also gave me suggestions for future improvements and possible future research.

## **CHAPTER IV: PRESENTATION AND ANALYSIS OF DATA**

The purpose of this action research study is to evaluate the New Teacher Induction Program (NTIP) at Barrington High School using the logic model. New teachers completed a survey to answer questions about the workshops of the NTIP and I followed up with an interview to gain a deeper understanding of any items that were not being achieved.

This study was designed to answer key questions that can provide data for the evaluation of the NTIP short-term outcome. The central research question was: Is the Barrington High School New Teacher Induction Program achieving its short-term outcomes?

The three sub-questions were:

Sub-question #1: What short-term outcomes of Barrington High School New Teacher Induction Program are being achieved according to the perceptions of new teachers?

Sub-question #2: What short-term outcomes of the Barrington High School New Teacher Induction Program are not being achieved according to the perceptions of new teachers?

Sub-question #3: Of the identified short-term outcomes not being achieved as perceived by the new teachers, what suggestions would they give to increase the likelihood of these outcomes being achieved?

After receiving approval from Concordia University Chicago Institutional Review Board (IRB) and my school administration, I contacted the 17 new teachers about the

research project through e-mail and extended an invitation for them to complete a survey during a Lunch and Learn session. Sixteen new teachers completed the survey. After analyzing the results I finalized my interview questions and invited five randomly selected teachers for an interview.

### **Quantitative Data**

Figure 4 shows the results of the survey questions. The x-axis shows the number of the questions 1.1-1.6, 2.1-2.9, 3.1-3.9 and 4.1- 4.9, and the y-axis shows the average score 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree and 1 = strongly disagree. For questions 1.4, 2.2, 3.2, 3.7, 4.2 and 4.7 the coding was reversed due to negatively worded questions. The control chart shows the upper control limit (UCL) at 4.6 and the lower control limit (LCL) at 3.6. The mean is at 4.1. I defined achieved as “agree” and “strongly agree” with the mean of 4. Based on the 36 question survey, new teachers agreed or strongly agreed with t35 questions of this survey. Barrington High School New Teacher Induction Program did achieve its short-term outcome. According to the perception of new teacher completing the survey, new teachers have an understanding of quality instruction based on the content taught in the NTIP workshops.

Noticeable are the three items above the UCL, questions 2.4, 2.5 and 3.2. In question 2.4 the new teachers strongly agreed with the statement “The presenters were knowledgeable about the content of the workshop.” In question 2.5, the new teachers strongly agree with the statement “I have a good understanding of what it means to have a positive and effective learning environment at Barrington High School,” and lastly they

strongly disagreed with the statement 3.2 “I needed additional help after the workshop to apply the presented material to my content area.” This question was reverse coded.

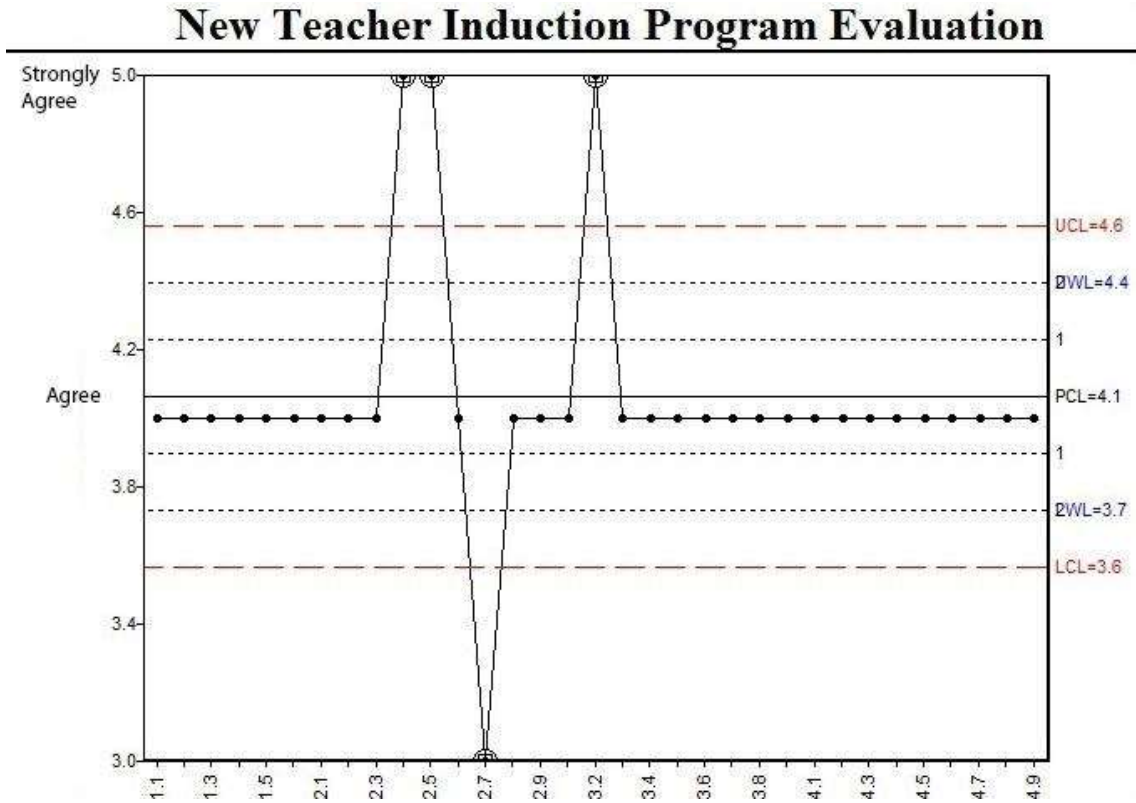


Figure 4. New Teacher Induction Survey Findings Using SPC Software

Question 2.7 falls below the LCL and is therefore this item is not considered an achieved short-term outcome of the New Teacher Induction Program at Barrington High School. Question 2.7 asked new teachers, if they agree with the statement “A grade represents only what you know in the end.” This item is being used in the interview to gain a deeper understanding of why this short-term outcome has not been considered achieved by the new teachers.

The mean of the chart is at 4.1, which shows that the teachers agree with the statements. New teachers consider that Barrington High School did achieve its short-term outcomes and do have an understanding of quality instruction. The only item 2.7, which is about grading and assessment, falls below the mean and was used as part of the interviews to gain deeper understanding why new teachers scored the statement “A grade only represents what you know in the end” so low.

### **Overall New Teacher Induction Program Evaluation**

Table 4 shows the frequency distribution of the first part of the survey. The first six questions of the survey asked new teachers about their overall opinion of the NTIP workshops and their set up in regards to length, time and topics. Question 1.1 asked if the NTIP added to a new teachers’ knowledge as an educator and 15 out of 16 participants agreed or strongly agreed. Question 1.2 and 1.3 asked if the length of workshops and the number of workshops was appropriate and the only 6% (n=1) disagreed with these statements. Question 1.4 was a negatively worded question and needed to be reverse coded for the evaluation. It asked if new teachers felt rushed during the workshops and only 6% (n=1) did feel rushed. During the afternoons new teachers could work professionally, either on their own, with their mentor teacher or with other new teachers to implement the newly learned material into their classroom. This time was indented to give the teachers time to create lessons, which can be taught the next day. Question 1.5 ask about the allotted time to work professional after the workshop has been concluded and 75% (n=12) of the new teachers agree or strongly agree with this statement while

25% (n=4) remain neutral. The last question asked if the new teacher find it beneficial to observe other colleagues and 81% (n=13) teachers agree with this statement.

Table 4

*Frequency Distribution of the NTIP Overall Evaluation*

	strongly agree	agree	neutral	disagree	strongly disagree
1.1	3	12	1	0	0
1.2	4	8	3	1	0
1.3	4	10	1	1	0
1.4*	4	11	0	1	0
1.5	2	10	4	0	0
1.6	8	5	1	2	0
Total number of responses	25	56	10	5	0

\*reverse-coded question

The overall figure indicates clear patterns in responses. The majority of new teachers agrees or strongly agrees with all the questions and therefore the overall evaluation of the NTIP is positive.

**Learning Environment Workshop**

Table 5 shows the frequency distribution of the second part of the survey. Question 2 asked if the teacher attended the workshop and 73% (n=11) attended the workshop while 31% (n=5) of the new teachers were unable to attend the summer NTIP workshop with the topic of “Learning Environment.” Question 2.1 asked if the topic of the workshop was relevant to them and all 100% (n=11) of the new teacher either agreed or strongly agreed to this statement. Question 2.2 was a negatively worded question and needed to be reverse-coded for the evaluation. It asked if teachers needed additional help

after the workshop to implement the presented material to their content area and 27% (n=3) strongly disagreed, 36% (n=4) disagreed with this statement, while 9% (n=1) remained neutral and 27% (n=3) agreed with the statement. Question 2.3 asked if new teachers were able to apply the learned material to their content area on their own and 81% (n=9) agreed while 18% (n=2) remained neutral. Question 2.4 asked if the presenters of the workshop were knowledgeable about the content presented and all 100% (n=11) teachers either agreed or strongly agreed with this statement. Question 2.5 asked if new teachers have a good understanding of what it means to have a positive and effective learning environment at Barrington High School and all 100% (n=11) of the new teachers surveyed agreed or strongly agreed with this statement. Question 2.6 asked if they are applying the techniques, which they learned in the workshop to manage their students' behavior and 18% (n=2) strongly agreed, 36% (n=4) agreed and 45% (n=5) remained neutral to this statement.

Table 5

*Frequency Distribution of the NTIP Learning Environment Workshop in August 2012*

	strongly agree	agree	neutral	Disagree	strongly disagree
2.1	5	6	0	0	0
2.2*	3	4	1	4	0
2.3	0	9	2	0	0
2.4	8	3	0	0	0
2.5	9	2	0	0	0
2.6	2	4	5	0	0
2.7	0	1	7	3	0
2.8	0	5	1	1	0
2.9	2	7	1	1	0
Total number of responses	29	41	17	9	0

\*reverse-coded for evaluation of question

Question 2.7 scored the lowest. The question was if new teachers agreed with the statement “A grade represent only what you know in the end” and 27% (n=3) disagreed with this statement, 63% (n=7) remained neutral and only 9% (n=1) new teacher agreed. Question 2.8 asked new teacher, if the classroom examples, which were provided at the workshop were helpful and only 19% (n=1) teacher disagreed, 18% (n=2) remained neutral, 45% (n=5) agreed and 27% (n=3) strongly agreed with this statement. Question 2.9 asked new teachers about their growth by asking if they had a better understanding of the topic after completing this workshop and only 9% (n=1) of the new teachers disagreed with this statement. As the reader noticed, question 2.7 stands out since only one new teacher agreed with this statement. This question will be used as a follow up question for the interview since it measured low.

### **Planning and Preparation Workshop**

Table 6 shows the frequency distribution of the third part of the survey, which covered the Planning and Preparation workshop. Question 3.0 asked if the teacher attended the workshop and all surveyed new teachers 100% (n=16) attended the workshop “Planning and Preparation” in September 2012. Question 3.1 asked if the topic of the workshop was relevant to them and 87% (n=14) of the new teacher either agreed or strongly agreed to this statement, while 12% (n=2) remained neutral. Question 3.2 was a negatively worded question and needed to be reverse-coded for the evaluation. It asked if teachers needed additional help after the workshop to implement the presented material to their content area and 31% (n=5) strongly disagreed, 43% (n=7) disagreed with this statement, while 12% (n=2) remained neutral and 12% (n=2) agreed with the statement.

Question 3.3 asked if new teachers were able to apply the learned material to their content area on their own and 18% (n=3) strongly agreed, 62% (n=10) agreed while 18% (n=3) remained neutral. Question 3.4 asked if the presenters of the workshop were knowledgeable about the content presented and 100% (n=16) teachers either agreed or strongly agreed with this statement. Question 3.5 asked if new teachers have a good understanding of Understanding by Design and 15 (93%) of the new teachers surveyed agreed or strongly agreed with this statement, while 6% (n=1) teacher disagreed. Question 3.6 asked if new teachers are communicating the “essential questions” as defined by Wiggins to the students daily and 25% (n=4) strongly agreed, 56% (n=9) agreed, 12% (n=2) remained neutral to this statement and 6% (n=1) new teacher surveyed does not communicate the essential question daily.

Table 6

*Frequency Distribution of the NTIP Planning and Preparation Workshop in September 2012*

	strongly agree	Agree	Neutral	disagree	strongly disagree
3.1	7	7	2	0	0
3.2*	5	7	2	2	0
3.3	3	10	3	0	0
3.4	9	6	0	0	0
3.5	7	8	0	1	0
3.6	4	9	2	1	0
3.7*	4	8	0	2	2
3.8	2	11	2	1	0
3.9	2	12	1	1	0
Total number of responses	43	78	19	8	2

\*reverse-coded for evaluation of question

Question 3.7 was a negatively worded question and needed to be reverse-coded for the evaluation. It asked if new teachers are uncertain of how to apply Understanding by Design in their content area at Barrington High School and 75% (n=12) of the surveyed new teachers disagree with this statement while 25% (n=4) agree or strongly agree. Question 3.8 asked new teacher, if the classroom examples, which were provided at the workshop were helpful and only 6% (n=1) teacher disagreed, 12% (n=2) remained neutral, 68% (n=11) agreed and 12% (n=2) strongly agreed with this statement. Question 3.9 asked new teachers about their growth by asking if they had a better understanding of the topic after completing this workshop and only 6% (n=1) of the new teachers disagreed with this statement, while 6% (n=1) remained neutral and 87% (n=14) agreed or strongly agreed with this statement.

I would like to draw the reader's attention to questions 3.4 and 3.5. The perception of the survey respondents revealed that the presenter knowledgeable. The perception of the new teachers was that they walked away from the workshop with a good understanding of Understanding by Design (UbD). UbD is an essential part of teaching at Barrington High School and defines quality instruction. The perception of the new teacher was also that the presenters of the workshop were effective and the new teachers achieved the short-term outcome of the NTIP since they had a good understanding of quality instruction in this case UbD.

## **Instruction Workshop**

Table 7 shows the frequency distribution of the last part of the survey. Question 4.0 asked if the teacher attended the workshop and 93% (n=15) surveyed new teachers attended the workshop “Instruction” in November 2012, while 6% (n=1) was unable to attend. Question 4.1 asked if the topic of the workshop was relevant to them and 93% (n=14) of the new teacher either agreed or strongly agreed to this statement, while 6% (n=1) remained neutral. Question 4.2 was a negatively worded question and needed to be reverse coded for the evaluation. The survey asked if teachers needed additional help after the workshop to implement the presented material to their content area and 26% (n=4) strongly disagreed, 60% (n=9) disagreed with this statement, while 6% (n=1) remained neutral and 6% (n=1) agreed with the statement. Question 4.3 asked if new teachers were able to apply the learned material to their content area on their own and 13% (n=2) strongly agreed, 73% (n=11) agreed while 13% (n=2) remained neutral. Question 4.4 asked if the presenters of the workshop were knowledgeable about the content presented and 100% (n=15) teachers either agreed or strongly agreed with this statement. Question 4.5 asked if the workshop provided them with good ideas of how to plan engaging lessons using technology and 13% (n=2) strongly agree, 60% (n=9) agreed, 20% (n=3) remained neutral and 6% (n=1) disagreed with this statement. Question 4.6 asked if new teachers were able to implement some technology tools, which they were introduced to or reminded about at the workshop into their everyday instruction and 13% (n=2) strongly agreed, 66% (n=10) agreed, 13% (n=2) remained

neutral to this statement and 6% (n=1) new teacher surveyed was not able to implement some technology into the everyday instruction.

Table 7

*Frequency Distribution of the NTIP Instruction Workshop in November 2012*

	strongly agree	agree	neutral	disagree	strongly disagree
4.1	6	8	1	0	0
4.2*	4	8	1	1	0
4.3	2	11	2	0	0
4.4	7	8	0	0	0
4.5	2	9	3	1	0
4.6	2	10	2	1	0
4.7*	3	10	1	0	1
4.8	2	13	0	0	0
4.9	2	12	1	0	0
Total number of responses	31	89	11	3	1

\*reverse coded for evaluation of question

Question 4.7 was a negatively worded question and needed to be reverse-coded for the evaluation. It asked if new teachers are unclear of how to apply student-centered technology and 20% (n=3) of the surveyed new teachers strongly disagree with this statement, 66% (n=10) disagreed, while 6% (n=1) remained neutral and 6% (n=1) surveyed new teacher is unclear about how to apply student-centered technology by strongly agreeing with the statement. Question 4.8 asked new teacher, if the classroom examples, which were provided at the workshop were helpful and 100% (n=15) of the surveyed new teachers agreed or strongly agreed with this statement. Question 4.9 asked new teachers about their growth by asking if they had a better understanding of the topic

after completing this workshop and only 6% (n=1) of the new teachers remained neutral with this statement, while 93% (n=14) surveyed new teachers agreed or strongly agreed with this statement.

I would like to draw the reader's attention to question 4.4. It shows that all the surveyed new teachers agreed or strongly agreed with the statement that the presenters were knowledgeable about the content of the workshop. This is the second workshop in which all new teachers agreed that the presenters were knowledgeable about the content of the workshop. New teachers also agreed that the classroom examples provided for this workshop were helpful. Overall the workshop on Instruction with a focus on technology achieved its short-term outcome of new teachers understanding quality instruction at Barrington High School.

Figure 5 shows the results of the survey questions based on the evaluation categories of relevance, depth, appropriateness, quality, impact and growth. The x-axis shows the number of questions within these categories and the y-axis shows the average score 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree and 1 = strongly disagree. For questions 1.4, 2.2, 3.2, 3.7, 4.2 and 4.7 the coding was reversed due to negatively worded questions. The control chart shows the upper control limit (UCL) at 4.7 and the lower control limit (LCL) at 3.4. The mean is at 4.1.

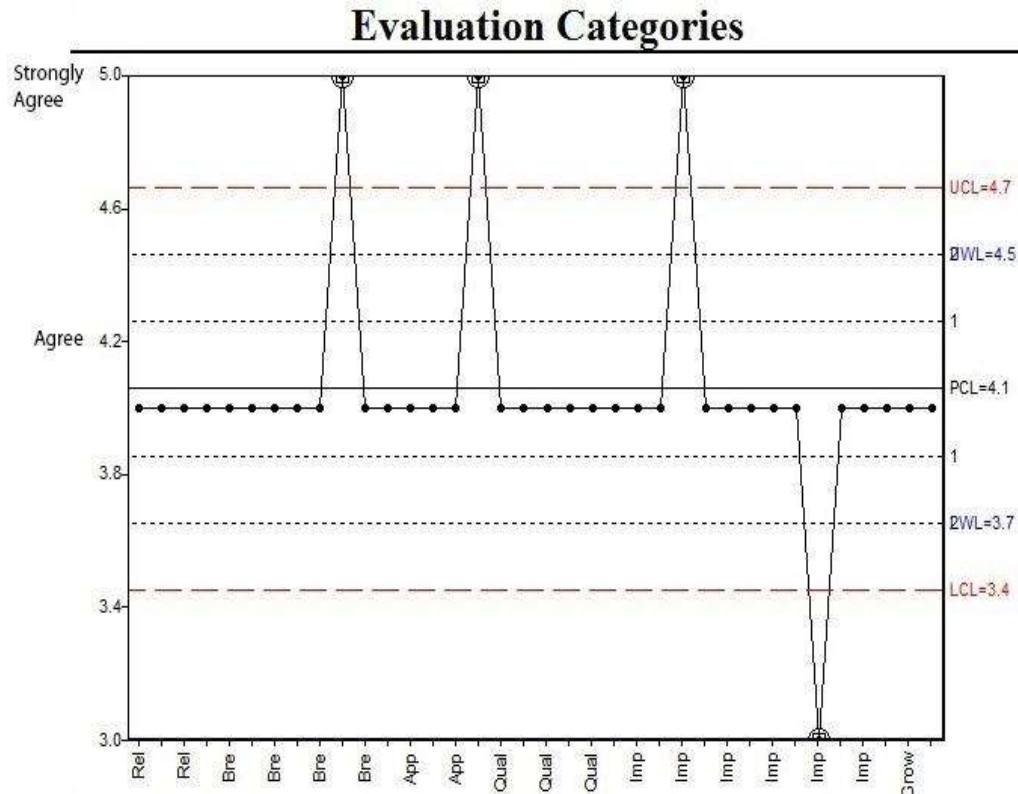


Figure 5. Evaluation Categories of Relevance, Depth, Appropriateness, Quality, Impact and Growth

Noticeable are the three items above the UCL, in the categories: depth, quality and impact, which related to questions 2.4, 2.5 and 3.2. Question 2.4 asked new teachers, if they agreed with the statement that the presenter were knowledgeable about the content of the workshop and question 2.5 asked if they have a good understanding of what it meant to have a positive and effective learning environment at Barrington High School. The last questions which score above the UCL was 3.2 which asked new teachers if they needed additional help with the implementation of the presented material to their content area after the Planning and Preparation workshop, which focused on UbD. This question was reverse-coded.

In the categories “relevance” all items are being achieved with the mean of 4.1 in the category “depth” all items are being achieved and one is on the UCL. In the category “appropriateness” all items are being achieved. In the category “quality” all items are being achieved and one item is above the UCL. In the category “impact” one item is in the UCL, one item is in the LCL and all others are in the mean. The last category is “growth” which is being achieved.

I would like to draw the reader’s attention to the “impact” category. One question falls below the LCL, and measures low. Question 2.7 asked new teachers, if they agree with the statement “A grade represents only what you know in the end”. This item scored low and is being used in the interview to gain a deeper understanding.

### **Quantitative Data Overview**

I used the logic model to evaluate the short-term outcomes of the NTIP at BHS, shown in Figure 6 below. Based on the 36 question survey, new teachers agree or strongly agree with 35 questions of the survey. Barrington High School’s NTIP achieved its short-term outcome. According to the perception of the new teachers completing the survey, new teachers are knowledgeable about quality instruction as defined by the NTIP workshops.

Each new teacher workshop at Barrington High School addressed a different one of Danielson’s four domains (2007): planning and preparation, learning environment, instruction, and professional responsibilities. At Barrington High School we wanted to give our staff and new teachers more specific examples for planning and preparing for

their units and lessons by using the Understanding by Design (UbD) Framework from Wiggins and McTighe (2011) to define quality instruction.

New Teacher Induction Program Evaluation			
Input	➔ Output		➔ Outcome
Resources	Activities	Participation	Short-term
-Time -Money -Planning -Facility -Equipment	-6 full-day workshops -7 lunch & learn	-17 new classroom teachers to Barrington High School	-Understanding of quality instruction based on the content taught in the NTIP

Figure 6. Logic Model Used for NTIP Evaluation at BHS

The average score of the Learning Environment workshop is 4.1, where 4.0 means that new teachers agree with the statements. The average score of the Planning and Preparation Workshop is also 4.1 and the average score of the Instruction workshop is 4.0. This shows that all workshops have been equally fulfilling the short term outcome of the NTIP of helping new teachers understand the meaning of quality instruction at Barrington High School. In addition all figures have shown that the Barrington High School NTIP is achieving its short-term outcome and new teachers have an understanding of quality instruction. Overall the presenters were knowledgeable and were able to help new teachers better understand what quality instruction at Barrington High School looks like. Understanding and agreeing with a new concept is one thing, but to be able to apply the new learning material shows true understanding of a newly learned concept. Figure 1, 6 and 3 show that one item (2.7), with which new teachers disagree. The question asked

if new teacher agree with the statement that a grade represents only what a student knows in the end. Since new teachers disagreed with this item, it became part of the interview questions so I can gain a deeper understanding of why new teachers disagree with the statement “A grade represent only what you know in the end”, which is one of Rick Wormeli’s (2006) philosophies, which the school adopted.

### **Qualitative Data**

After the completion of the survey and analyzing the data, I contacted five randomly selected new teachers, who participated in the NTIP. The interview consisted of five questions, which helped me deepen my understanding of why so many new teachers disagree or remained neutral about the statement “A grade represents only what you know in the end.” I interviewed two female and three male new teachers. Three of them were new to the profession and two of them were new to district, but have previously taught at other districts.

All five new teachers established the time, day and location for the interview and I accommodated their needs to meet. Before the interview I reminded them of their rights and explained the audio recording to them. After working with all new teachers for multiple months, they felt comfortable sharing their thoughts about the program with me and the new teachers started sharing their thoughts and opinions with ease. I used the app Voice Memos on my iPhone to record the interview and it is stored on my locked iPhone as well as on my locked computer. After completing all interviews I transcribed them and typed them into a Word document. Then I read the documents multiple times to discover themes and subthemes. I winnowed the theme to a manageable few and built hierarchies of these themes. I used open coding to discover these themes and I read through the texts

and used different color highlighter to mark them up. I looked for repetition to identify the themes. I also looked for similarities and differences.

After the initial reading and marking of the texts I established three themes with a total of seven sub themes. I highlighted quotes in three different colors to make them stand out on the paper and then I labeled each quote 1 through 7 to identify which sub theme the quote would support.

Table 8 shows the three themes I identified. They are agreement, value and a critique on alignment. The sub themes for agreement are agreement with UbD and agreement with Wormeli’s Grading Philosophy. The sub themes for value are observations and mentor program. And lastly the sub themes for the critique on alignment are time, material and mentor’s expertise and availability.

Table 8

*Identified Themes After the Collection of Qualitative Data*

Themes	Agreement	Value	Critique on alignment
Subtheme	-agreement with UbD -agreement with Wormeli’s Grading Philosophy	-observation -mentor program	-time -material -mentor’s expertise and availability

Quality instruction at Barrington High School is defined with the Danielson Framework and it gives concrete example of Wiggins and McTighe UbD Framework (2011) and Wormeli’s Grading Philosophy (2006). New teacher are expected to plan a unit or a lesson using the UbD Framework, which entails backward design when planning

a lesson. New teachers are in agreement with this method of teaching and therefore have a good understanding of quality instruction at Barrington High School. One new teacher praised the NTIP Planning and Preparation workshop by stating that he got “a whole picture of UbD” (Participant 2), the teacher agreed with the method of how to plan a lesson, but after the workshop was able to appreciate the history of implementing the UbD framework at Barrington High School. Another teacher also enjoyed this workshop and stated that starting with a workshop on UbD gets “new teachers acclimated to what Barrington does” (Participant 3). New teachers agree with the UbD as a teaching method and one teacher shows the appreciation and comfort level using UbD in the classroom.

Of the new teachers I talked to, the ones who went to U of I, they do not even call it UbD that is the way you teach. Like UbD, working backwards, test first, use your end goals, all that kind of stuff that was complete comfort; that is the way that we learned it, that is the way we were taught to teach. That is nice to go over in a sense to understand what Barrington High School’s take on UBD is, but at the same time, we did not have to spend that much time on it, because that is how we do did (Participant 5).

New teachers used the words “beneficial” and “valuable” when they referred to the NTIP workshop about Planning and Preparation with a focus on UbD. A new teacher stated:

I thought you guys did a nice job of introducing the idea of UbD, for those who were not really familiar with it and I think that the placement was good, it was the first one we did, at the beginning of the year when we were all at the planning

mode. It was very valuable in term of looking at the end result to see what we wanted to achieve and going backwards from that point and learning how we can get to that place. I know that specifically the use of essential question has been very valuable in my classes this year, I feel like, if for nothing else, it organizes my thought process for the day. It gives me a place to start at the beginning at the period and to come back at the end of the period. It helps organize the day better (Participant 1).

New teachers are in agreement with the UbD Framework and see “value” in this way of teaching. New teachers do understand the concept behind his Wormeli’s grading philosophy. One new teacher states that “homework is just practicing the concepts you learned in class and we do not want to penalize our students for practice” (Participant 2) another new teacher states that she also agree with the Wormeli grading philosophy and stated: “I agree 100% that assessment should be more than anything else” (Participant 5).

The second theme I identified was value. New teachers saw value in the NTIP. They valued the classroom observations, their mentor teacher and they also valued receiving classroom examples from the experienced teachers during the NTIP workshops. New teachers are assigned a mentor at the beginning of the year, who is a go-to person in the department for the new teachers. During the NTIP workshop days, new teachers have time to observe their mentor teacher and/or a teacher from their department during the first two periods. A new teacher expressed the value of observing other teachers, by stating that is was the most important part of the NTIP.

Number 1 thing would be observing other teachers in your area, just because I think, from a new teacher standpoint, you might not implement all the ideas or might be able to implement all the ideas, it is an idea gathering game, to see what works for you and seeing other teacher provokes this though (Participant 1).

In addition to the observations new teachers also valued their mentor teachers and presenter during the NTIP workshops. Working with an experienced teacher allowed them to get “feedback” from a “go-to person” according to the Participant 2. New teachers have established close relationships with their mentors and feel that they can ask a question “whenever” and seek help about “whatever” (Participant 5). I also asked mentor teachers and experienced teachers, who were recommended by their department chair to be part of the NTIP sub-committee at the high school and to be presenters at the NTIP workshops. New teachers valued “hearing from experienced teachers” and learning from their classroom examples. One new teacher stated:

Just to see the way other teachers are using technology are using in their classrooms and how it might fit into our classroom was very valuable. For example I did not know to use a Smart board and I am more comfortable using one (Participant 1).

Another new teacher echoes the value of having experienced teachers present at NTIP by stating:

Hearing from experienced teachers is another benefit to the NTIP. Just hearing what they doing in their classrooms, hearing their examples, how to use technology or planning different ways, or how to plan lessons and end lessons and

then seeing what is working for them, seeing actual lessons, which are working in their classrooms (Participant 4).

In addition to the themes of agreement and value I also found a third theme, critique on alignment. New teachers responded very positively to the first two themes and praised the NTIP; the third theme has three sub theme and new teachers asking for improvement in the alignment of time, material and the mentor's expertise and availability.

The NTIP offers two workshops in August before school starts and four workshops throughout the year, about one workshop per quarter. Each workshop addresses a different topic, which is based on the Danielson Framework for Teaching (2007), starting with Learning Environment, Planning and Preparation, Instruction and lastly Professional Responsibilities. We offer two workshops on the topics of Planning and Preparation as well as Instruction. New teachers critiqued the alignment of timing for the workshop. New teachers were asking for more time before the school starts. One teacher stated:

... it would be nice to be paired up with someone who has taught this class before and meet earlier than the week before school. Run the NTIP in July therefore you can go through that process and are not hit with your classes right away. A lot of the information is getting lost, you spend the whole week thinking this is great, I try this, I try this, but the first day of school happens and you are on the treadmill. So #1 have that one-on-one connection with someone who has taught the class

and #2 NITP in the summer needs to be earlier than the week before school, to digest what you learned (Participant 1).

Besides having more time before the school starts new teachers also were looking for better alignment of the workshops based on the sequence of workshops. What they meant by that is to move the Instruction workshop with a focus on grading and assessment earlier. A suggestion was made to have this workshop on grading and assessment before school start. New teachers were looking for better timing of the workshops as well. Instead of having one workshop per quarter, they asked for having the “meetings closer together” (Participant 2). A suggestion was made to have all workshops during first semester.

In addition to the six NTIP workshops we also offer seven Lunch and Learn sessions. The Lunch and Learn session are touch base sessions with the principal during 6<sup>th</sup> hour lunch. Each session has a different topic, which the sub-committee decided would be important to address to new teachers, such as parent teacher conference, homecoming, Stop Pranks--Urge Responsible Spirit (SPURS) etc. The new teachers mentioned that the alignment of the Lunch and Learn session could be better. They critiqued the timing and material of the Lunch and Learn sessions. Right now it is during 6th hour and a new teacher suggested that we should be “rotating the Lunch and Learn sessions between lunch hours” (Participant 3)

New teachers are not only asking for a better alignment in the timing of the workshops but they are also critique the material and suggested to differentiate the material. The NTIP is offered to all teachers new to the school and does not differentiate

between experienced teachers and inexperienced teachers and it also does not differentiate between the subject areas a new teacher is teaching. New teachers ask for a differentiation of the Lunch and Learn sessions as well as the NTIP workshops. A new teacher states that:

This is my 4th school, but most of the topics I get, I am hands on and I am flexible. I believe the Lunch and Learns are beneficial to teachers, who are brand new and have never done anything like this. They might be afraid, when conference come up, from that standpoint, maybe differentiate between the two (Participant 3).

New teachers ask for differentiation of the NTIP workshops to better serve their individual needs. A new teacher talked about the challenges new teacher have experienced during a workshop, when the workshop was not differentiated. The new teachers critique the NTIP and are asking for better alignment of material to fit each teacher's need.

There are only 2 math teachers in the NTIP, since there so many different new teachers in the program it would be better if the workshops would be broken up or more specific, specific to us, specific to what you are teaching, that would help out.

UbD planning is very difficult in the math classroom and as much as I and the other new math teacher tried to do that it does not work as well as it would in a social studies classroom. And the examples which we got were from social studies and world language and it was good to see, but I saw the exact same

examples all through college in our general education courses and all the math people even in there were like “Hey that is great, but it just doesn’t work for us!”, so maybe more specific lessons for each department or each teacher (Participant 4).

This type of “individual plan” would be key according to a new teacher, Participant 3. One teacher also suggested how to differentiate the workshops by using a survey to check for understanding of a particular topic beforehand. The new teacher stated:

One other thing, what I like is that there was a survey given beforehand and some things we are doing things in the workshop as a department and the survey gives you more input of what we are already doing and take it from there, modify it. We met with our mentor teacher over the summer and now I feel like we already did this (with our mentor teacher). So maybe get a grasp of how everybody is doing and then modifying it based in the teacher’s needs (Participant 2).

When looking at individual needs of new teacher they also asked for better alignment of the mentor’s expertise and availability. According to Ingersoll (2012) mentor teachers are most effective when they have the same plan period and teach the same class as their mentee. And new teacher ask for their mentor teachers to be teaching the “same things” (Participant 3) they teach, to help them with the curriculum. A new teacher was looking for someone who has “first hand-knowledge” (Participant 5), “someone who has been in that class” (Participant 1) and “knows how to organize the class” (Participant 1). According to Participant 3 it is challenging when the mentor is not

in the same department as well and the new teacher feels that they are “physically disconnected” (Participant 3). New teachers need to guidance and support of mentor teachers and are looking for guidance. Another challenge was for new teachers to connect with their mentor teacher. Some mentor teachers may have been working at the school for over twenty years and new teachers felt they were unable to relate to the issues and challenges new teachers face. New teachers felt that teachers with over twenty years of experiences cannot remember the challenges a new teacher is going through and therefore have a difficult time to relate to their situation. A new teacher stated:

I think that younger mentors would be better. My mentor has been here for a really long time. I found myself asking a teacher, who just got tenure way more questions, because he just went through what we are going through. So it would be better to set up the mentor program with younger mentor (Participant 5).

New teachers are asking for better alignment in timing of the workshops and Lunch and Learns as well as material and the mentor program. Interviewing the five new teachers helped me gain an in depth view and deepened my data.

During the qualitative data analysis three themes emerged: agreement, value and critique on alignment. New teachers spoke positively about the NTIP and also had suggestions for improvement. While they were in agreement with the UbD Framework (2011) and Wormeli’s grading philosophy (2006), they valued the observations and the interaction with experienced teachers they also criticized the alignment of time, material and the mentor program.

Through my qualitative research I learned that new teachers are struggling with this concept, like salmon swimming against the current. They tried to understand Wormeli's grading philosophy (2006), but it was an upstream battle. They knew that they must complete this journey of understanding the grading philosophy to be understanding what quality instruction means at Barrington High School, but like the salmon they had multiple obstacles to overcome. By using the mixed method analysis I was able to elaborate on this topic and new teachers shared with me that they were "struggling" (Participant 5) and "wrestling" (Participant 1) with this idea and that it is a "really hard concept to digest" (Participant 1).

### **Mixed Method Data**

I chose mixed methods of data for my action research study to have stronger data. Mixed methods was a "very powerful mix" (Miles & Huberman, 1994, p. 42) of information gathered for the evaluation of the new teacher induction program. I used two tools to collect my data: a cross-sectional survey to collect data at one point in time and one-on-one face to face semi-structured interviews to extract more information and to better evaluate the NTIP. By mixing the method I was able to triangulate the data and compare my finding from my qualitative data with the finding of my quantitative data. Mixing the methods also allowed me to enhance my finding and elaborate. Using sequential mixed analysis helped me also to build stronger data. I conducted the quantitative analysis phase first, which then informed the subsequent qualitative analysis phase. I gave each strand equal status.

Using mixed methods of data I was able to compare my findings and learned that there were similarities in the results of the survey regarding the NTIP workshop for Planning and Preparation and the theme of Agreement with UbD, which I established during the interviews with the new teachers. The workshop on Planning and Preparation scored an overall score of 4.1, which means that all teachers had an understanding of quality instruction in the domain of planning and preparation. 100% (n=16) of new teachers also agreed or strongly agreed that they had a good understanding of Understanding by Design at the end of the workshop and 87% (n=14) had a better understanding of the topic after completing the workshop of Planning and Preparation. The same data was found in the qualitative data analysis where new teachers agreed with UbD and found it “beneficial” and “valuable”.

The qualitative data also showed that new teachers appreciated the quality of the workshops. The survey asked new teachers about the presenters and classroom examples and 100% (n=41) agreed or strongly agreed in the survey that the presenters of all workshops were knowledgeable about the content of the workshop. Ninety percent (n=37) of new teachers also agreed or strongly agreed that the classroom examples provided in all workshops were helpful. The qualitative analysis showed me that the new teachers valued the experienced teachers. A new teacher stated “the other benefit is being able to work with an experienced teacher and they give you feedback on things and vice versa” (Participant 2).

The survey showed that there is one item, which scored low on the survey. Only 9% (n=1) of new teachers agreed with the statement “A grade only represents what you

know in the end.” Using mixed method, I learned why new teachers are struggling with this new concept and I was able to investigate further and asked for suggestions. The reasons why new teachers were struggling with Wormeli’s grading philosophy (2006) was because of it concept, which is completely new to teachers. It is a concept, which is “completely different” (Participant 3) from the way they were taught. “It was not about what you know in the end, it was about what you know today” (Participant 5).

The survey showed that the new teachers disagreed with the statement, that a grade only reflects what a student knows in the end and in this interview another new teacher supports the finding of the survey with his statement in the interview. The new teacher (Participant 4) stated that students’ mind have to shift as well as teachers. The new teacher expressed concern that students only study for the next test and not for long-term understanding and retention of the material. The teacher stated that “students aren’t learning for understanding, they are learning for an assessment and then forgetting it and then learning it for the final and then forgetting it again” (Participant 4). Wormeli’s grading philosophy (2006) of “Fair isn’t always equal” (p. 1) is not only new to students and veteran teachers, but it also provides an additional challenge for new teachers. Through the interview I discovered that new teachers are having a difficult time implementing this philosophy while they are still trying to implement routines and good classroom management. They are scared of giving up the “control piece” (Participant 1) to hand the responsibility of learning to the students. One teacher stated:

Two pieces: first of all it is a completely new idea for teachers even young teachers, who have recently been students. It is completely the opposite of the

way that they were taught or assessment when they were going through school. I think that for example, my personal experience, when I go back to my school experience, the biggest thing what I have taken away from high school, what I have learned is that “I should always do my homework!” and that is no longer the focus, know you need to achieve these learning objectives that is different for all of us to comprehend. The second piece is the control piece, you are giving up a certain amount of control since you are handing the responsibility to kids, which is good, but you are also giving up the control (Participant 1).

Based on the survey results and the enhancing interview results new teachers also gave suggestions for improvement. In order to achieve the desired outcome of the NTIP to give all new teachers an understanding of quality instruction, which entails Wormeli’s grading philosophy (2006) a new teacher suggested that there needs to be “a clear directive from the school.” to ensure that all staff members, new teachers and veteran teachers follow this new philosophy and move from a philosophy to a “directive” (Participant 1). Another teacher suggested that the presenter should give classroom examples to demonstrate how Wormeli’s grading philosophy is being implemented successfully in their classes (Participant 2). The teachers stated:

During a NTIP give examples of how other teachers are implementing the Wormeli philosophy, like the technology day, where a bunch of teachers gave examples that were useful to see what they are doing. That would be helpful (Participant 2).

Mixing methods allowed me to enhance my knowledge and really dig deeper into understanding why new teachers did not agree with the grading and assessment statement on the survey. Through the interviews I was able to learn that this is a concept they are “struggling” (Participant 1) with, since it is completely different from the way they were taught and they are fearful to hand over control of learning to the students. I also learned that through showing them classroom examples, which work, their way upstream might become a little easier.

Using mixed method also showed me a discrepancy in my data. The survey showed that new teachers agreed or strongly agreed with the overall program and the length of workshops, number of workshops and time allotted for workshops. The overall program evaluation score was 4.1, which showed that teachers agreed with the depth of the workshops. After analyzing the interviews I learned that new teachers asked for better alignment in the timing of the workshops. If I would have not mixed my methods, I would have not learned about the issue of timing of the workshops, which seemed important to all the interviewed new teachers.

Another discrepancy I found in the quality of the workshops. 90% (n=37) of new teachers agreed or strongly agreed that the classroom examples provided in all workshops were helpful. Yet in the qualitative data analysis new teachers asked for better alignment of the material by differentiating the instruction. Even though 90% of the new teacher liked the classroom examples, new teachers asked for more specific examples for their subject area during the interviews.

I was able to triangulate my data to compare the results, and I also got a chance to enhance my data and I was able to dig deeper and gain a better understanding. It was very valuable to first analyze the quantitative data to use the results to enhance my finding using the qualitative data. Without the interviews I would have not gained the information and might have gotten the wrong impression about the alignment of workshops based on timing and material. Using mixed methods also validated my findings in the area of UbD, presenters and the struggle with Wormeli's grading philosophy (2006). The new teachers had good suggestions for improvement and recommendations for growth of the NTIP, which will be address in Chapter V.

## **CHAPTER V: CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS**

### **Introduction**

During the 2011-2012 school year, I was assigned to support the principal with professional development of new teachers as part of the New Teacher Induction Program (NTIP). The administrators who directed the program before me moved to different positions without leaving a detailed outline of the program. I worked with district and school wide committees to create a program for new teachers to ensure that they have an understanding of quality instruction as defined by District 220. The New Teacher Induction Program (NTIP) at Barrington High School is a four-year program to improve the quality of instruction for all teachers new to the district. We created six full-day workshops and 7 Lunch and Learn session for the first year teachers enrolled in the NTIP program during the school year 2012-13. Each workshop focused on a different domain, based on Danielson's Framework for Teaching (2007). This study brings the school into compliance with Standard 9 of the Illinois Induction Program Standard (ISBE, 2010).

With this action research study I used the logic model to evaluate the short-term outcomes of the NTIP. The short-term outcome was for new teachers to develop an understanding of quality instruction as defined by the workshops. Overall we achieved this short-term outcome new teachers have a good understanding of quality instruction, defined by Danielson's Framework for Teaching (2007). At Barrington High School we give our staff and new teachers, specific examples for planning and preparing their units and lessons by using the Understanding by Design (UbD) Framework from Wiggins and

McTighe (2011) to define quality instruction as well as Wormeli's grading philosophy (2006).

I first surveyed 16 new teachers about the NTIP and then followed up by interviewing five teachers individually. This mixed method strengthened the data and revealed similarities and differences in the data.

### **Conclusions, Related Research and Implications**

#### **Induction Program**

The Barrington High School NTIP has achieved its short term outcomes, based on the high scores of the survey with a mean of 4.1 and the positive feedback on the survey. Based on the perception of the new teachers, they have an understanding of quality instruction at Barrington High School based on the content demonstrated in the NTIP workshops.

Previous research shows that a NTIP, which entails mentoring, supportive administrators and workshops (Danielson 1999; Ingersoll, 2012; Wong, 2004) supports new teachers in their profession. My study confirms these results with regard to Barrington High School. Danielson (1999) states, that there is a significant cost for new teacher attrition. Well-conceived induction programs not only decrease the rate attrition, but these programs also significantly improve teachers' classroom skills and confidence. Based on my survey results, 85% (n=35) applied the newly learned material to their content area on their own, which can be interpreted as an improvement on teachers' skills and their confidence.

At BHS the NTIP will continue in its current format and therefore hopefully continually achieve its short-term outcome of supporting new teachers in gaining an understanding of quality instruction. Based on the new evaluation system at Barrington High School, which is based on the Danielson Framework for Teaching (2007) new teachers continue to build their confidences and skills throughout the NTIP. It is important for new teachers to quickly understand the importance of quality instruction. This research study found that the NTIP at Barrington High School provides new teachers with an understanding of quality instruction and the program setup can be transferred to other schools with ease, if the educational leaders wish to copy it.

Survey results indicate that the overall NTIP is successful. The new teachers agreed with the number and length of the workshops. Teachers also agreed with the allotted time to work professionally at the end of each workshop and they did not feel rushed during the workshops. I concluded that the overall setup of the NTIP workshop days was successful.

Based on previous research by Wong (2004), elements of a successful induction program should include:

- (1) a 4-5 day workshop before school starts,
- (2) professional development over 2-3 years,
- (3) a study group in which new teachers can network,
- (4) a strong sentence of administrative support,
- (5) a mentoring component,
- (6) a structure for modeling effective teaching and

(7) opportunities for inductees to visit demonstration classrooms.

The NTIP at Barrington High School does entail all these components and new teacher teachers agreed that the NTIP added to their knowledge as an educator.

The time and length of the NTIP workshops was successful and with permission of the Assistant Superintendent and the principal, I hope to continue the setup of a full day NTIP workshop, where teacher have time to observe, work professionally or with their mentor and have a workshop. Two periods are being spent observing, three periods are used to present workshop material to new teachers and two periods at the end of the day can be spent to work with their mentor teachers to implement the newly learned material into their classrooms. As a district we will allow new teachers to take four full days to participant in the NTIP and four days in the summer to prepare them for the school year, which includes two days for NTIP workshops. We will also continue with the allowed time for Lunch and Learn sessions during the school year. New teachers will continue to benefit from this setup and appreciate the time provided to them for further develop their skills as a teacher. As a district, we need to continue to release teachers from their duties to participant in the full-day workshops, but as research shows the NTIP are essential for new teachers.

Barrington High School will continue with the set-up of the NTIP in its current state and new teachers will continue to achieve the short-term goal and will have time to observe experienced teachers as well be provided with time to work professionally to implement the newly learned material into their content area. Other district may copy the setup of the NTIP workshop day. They may also allow their new teachers to observe

others, partake in a workshop and utilize time in the afternoon to work with a mentor teacher to implement the newly learned material into their classroom.

### **Danielson**

The survey data also revealed that the topics were relevant to the new teachers. Since the workshops are based on the Danielson Framework for Teaching (2007), which is tied to our evaluation system, new teachers saw the importance in the topics. All topics Planning and Preparation, Learning Environment, Instruction and Professional Responsibilities are part of a teacher's daily routine.

Danielson (2007) originally designed the framework to guide new teachers and create roadmap for improvement of teaching. It is sometimes difficult to articulate what good teaching is, but using the Danielson Framework (2007) has given the new teachers a good framework for quality instruction.

The topics of the NTIP should not change since they were relevant to the teachers and did help them understand quality instruction as well as the new setup of the evaluation system, which is based on Danielson's Framework (2007). PERA and Senate Bill 7 (ISBE, 2013) have been an essential part of restructuring the teachers' evaluation system in Illinois. The stated used the Danielson Framework (2007) as a guide to communicate good teaching in the classroom. BHS will continue to use these topics as part of their NTIP and new teachers will benefit from these topics as they become more familiar with them to define good teaching and a teacher evaluation system. Other districts will benefit from this finding to guide the topics of their NTIP. They will see that the diverse group of surveyed new teachers at BHS found the topics relevant. The data is

important to other district since BHS's NTIP has experienced teachers as well as teachers in their program.

### **UbD Framework**

Based on my qualitative and quantitative data new teacher agreed with the quality instruction of Wormeli (2006) and Wiggins and McTighe (2011), 93% of new teachers stated that they have a good understanding of UbD and based on the interviews new teachers agreed with the UbD framework.

The UbD Framework was designed by Wiggins and McTighe (2011) and when implemented intends to deepen students' understanding of the content knowledge. In backward design, the teacher starts with classroom outcomes, plans the curriculum, and chooses activities and materials to gauge student ability and foster student learning. This type of teaching is considered best practice at Barrington High School. Through the teacher interviews I learned new teacher are learning this approach of lesson planning in college as part of their methodology classes.

This study also confirms Marzano's (2001) research of "Classroom instruction that work." UbD is to use backward design, but it also means that a teacher needs to set objects for lesson and units. Wormeli (2006) shares the importance of formative assessment and the necessity to provide students with feedback. Wormeli states that a student can learn without receiving a grade, but is unable to learn without any feedback. Setting objectives and providing feedback are essential components in a lesson. According to Marzano's research (2001) objectives and feedback foster student achievement. New teachers should be aware of the research-based strategies for

improving student achievement. This study shows that new teachers have an understanding of research-based strategies of setting objects and giving formative assessment.

As part of Barrington High School's understanding of quality instruction, the UbD Framework will remain an essential part of lesson planning. The Wormeli grading philosophy (2006) will also continue to play an essential part of the schools understanding of quality instruction. As a school we will continue to implement the UbD framework and Wormeli's grading philosophy into our lessons and assessments. Helping new teachers to understand these topics and to show them the history of UbD and Wormeli at BHS is an important part of the NTIP. Both Wiggins and Wormeli have presented their research and framework to the BHS staff in 2010 and 2012. Unfortunately only Grant Wiggins was present at the presentation at BHS and not McTighe. These frameworks are an essential part of the NTIP. New teachers will also benefit, when the UbD framework continues to be a part of the NTIP's Planning and Preparation workshop. They will continue to learn about the history of the implementation of UbD and Wormeli's grading philosophy at BHS. The framework continues to define quality instruction and will be incorporated into the NTIP workshops. New teachers will continue to have an understanding of the history of implementing UbD and Wormeli's grading philosophy at BHS and have a clear guideline to plan lesson and to assess students.

Through this research I have learned that one university also teaches the backward design in their methodology classes. Other schools and universities can look at this

research and see the positive effects UbD has for new teachers. Maybe more universities copy this setup of unit and lesson planning and prepare new teachers early on for successful designs of units.

### **Grading Philosophy**

New teachers understand the importance of Wormeli's grading philosophy (2006) but struggle to implement this new concept. The survey and the interview both revealed that new teachers did not fully understand and implement Wormeli's grading philosophy. Based on the interviews new teachers were struggling with that concept, like a salmon swimming upstream and state this was a "completely new concept" and greatly differs from the way they learned. They struggled with the idea of standard-based grading and would like to reward effort as well as knowledge.

We have to consider that only a single question was asked about the Wormeli's grading philosophy (2006) on the survey. This one questions scored low. Using only one question to measure a concept was certainly a flaw in the survey design. If the survey included more questions about the grading philosophy, it would have given a more complete picture, of the new teachers understanding of Wormeli's concept. I also believe that if the same survey had been given after the completion of all the first-year NTIP workshops, the results may have differed as well.

I imply that new teachers had a difficult time with this concept. As a school we need to focus on more this topic to ensure that new teachers achieve this outcome. As NTIP committee we need to address this issue and look at the recommendations of this study to change. Teachers did not achieve understanding of the grading philosophy,

which BHS has adopted and the NTIP committee needs to make sure that new teachers have a better understanding of grading and assessment and are able to implement this philosophy into their classroom. Educational leaders need to be aware that lone survey questions should not be used to measure achievement of such a large concept. Leaders will also see that change in a school is not always easy to implement and that clear directives, good examples and a continued communication need to be established in order to help new teachers understand the new grading philosophy. When implementing a new concept for teachers it is important to connect new knowledge with existing knowledge. Connecting the UbD Framework with Wormeli's grading philosophy helps new teachers in looking at their essential questions and assesses only the essential material.

### **Instructional Leadership**

I concluded that the workshop instruction was valuable to new teacher. Survey data supports that as well as the qualitative data. New teachers appreciated and valued the interaction with experienced teachers. They also valued the observations in which experienced teachers showed them first hand examples of good instructions which worked for students. I suggest that we continue presenting classroom examples to new teachers during the NTIP workshops. I also concluded that we continue to let new teachers observe experienced teachers in order to see good quality instruction.

During this study instructional leader and experienced teachers modeled instruction during the NTIP workshops. Research supports this observation and shows that modeling is a powerful tool, and the principal or the instructional leader have a chance during a new teacher induction workshop to influence a teacher's behavior, which

could affect students achievement and set the tone for the entire building (Mullican & Ainsworth, 2001).

New teachers enjoyed seeing and experiencing good instruction. The “art” of teaching becomes rapidly the “science” of teaching (Marzano, 2001) and we should continue to demonstrate good instruction to new teachers, by providing them with examples and allowing them to observe seasoned professionals. Experienced teachers should take the role of instructional leaders and provide examples of instruction. The instructional leaders are familiar with the student population and new teachers can copy their “science” of teaching and apply it in their classrooms. Barrington High School will continue to utilize its experienced teachers as experts, not only for observations but also as presenters at the NTIP workshops. This permits BHS to meet a state requirement of allowing new teachers to observe to observe experienced teachers. They can then discuss aspects of teaching practice with these teachers or to participate in workshops, conferences or similar events or trainings to increase the teacher’s skills relative to the Illinois Professional Teaching Standards or their area of certification or assignment (ISBE, 2010). New teachers will continue to see what good teaching looks like and have a better understanding of quality instruction. Other educational leaders will see another research study, which shows the importance of modeling instruction and the power of observation. Educational leaders also need to reconsider hiring outside speakers for NTIP workshops. We have experts on staff that are aware of the students’ needs and able to answer questions that arise after the workshop as well. A hired speaker makes an impact for one day, but might not have a long-term impact on instruction. It is more likely that

experienced teachers, who work at the school, can show new teachers the “science” of teaching. They share the same student population and are able to model best practice for the target group.

### **Adult Learning Theory**

Based on the survey results and the interviews, new teachers valued learning from experienced teachers. The survey showed that all new teachers agreed or strongly agreed with the statement “The presenters were knowledgeable about the content of the workshop” and the interviews mirrored the positive feedback for presenters and mentors. I conclude that experienced teachers are playing an essential part in the NTIP to support new teachers either as a mentor or as a presenter. Many teachers leave the profession early in their careers Barrington High School provided leadership to keep their teachers. The presenters of each worked met for multiple hours prior to the workshop to discuss ways on how to best teach the topic to the new teachers. The presenters needed to be knowledgeable about how adults learn to successfully implement staff development. I concluded that new teachers valued the mentor teachers and observations. The survey also showed that the classroom examples were helpful to many new teachers. It is important that new teachers receive the guidance during their first year.

Knowles research in 1975 also found that administrators cannot expect new teachers to become self-directed learners immediately. Therefore, Knowles recommends providing an open, self-directed learning activity during an orientation session. The presenter and mentors are aware of the adult learning theory, as it is being taught at the

mentor training and therefore are able to impact adult learning. This is a requirement from the ISBE (2010).

Experienced teachers will continue to support new teachers during their first years of teaching at BHS. We will utilize mentor teachers and other experienced teachers to continuously support the new staff, so our new teachers will receive opportunities to learn from experts. Expert teachers will be utilized as part of the mentoring program and as presenters of the NTIP workshops. Barrington High School will continue modeling instruction and classroom observation. Utilizing the experience as part of the NTIP will also stay part of the program. New teachers will continue to benefit from seeing what quality instruction tailored to our student population. Other school leaders learn from this research that it is important to use their expert teachers, who are already in the building. These teachers have already worked with the student population at hand and have tried out lesson, assessment and strategies, which work and are successful. Other educational leaders hopefully will utilize their own experienced teachers more. This research showed that they have a positive effect on new teachers and they are much easier to employ than a hired speaker, who comes for one day.

### **Mentors**

This research found that new teacher's value having a mentor teacher, but also criticized the alignment of the mentor's expertise and availability. First I discussed the positive effects of the mentor. New teachers valued the observations of an experienced teachers as well as the mentor program according to the interviews I conducted and the surveys. Mentoring is part of the induction program. Researchers, like Wong (2004) and

Darling-Hammond (1997) found that mentoring is fundamental in supporting a new teacher. According to Danielson (1999), a good induction program includes adequate training for the mentors and orientation for the site administrators, which is also required by the State of Illinois (ISBE, 2010). Mentoring is a dominant part of a NTIP, but it is not the only part of the induction program. Mentor teachers support the new teacher in their daily work and support the work and lesson, which have been provided to the new teachers at the NTIP workshops.

Consistent with other research, this study found that support provided to the participants by their mentors or by the presentation of the experienced teachers was valued in the NTIP. This supported by Darling-Hammond (2006), who found that mentors help pave the way for beginning teachers. According to Ingersoll (2012) about 80% of new teachers received guidance and feedback from a mentor teacher. At Barrington High School 100% of new teachers had mentor teachers for their first year of teaching.

The mentor program is a valued part of the NTIP at Barrington High School. The school will continue its mentoring program, because of the positive effects it has on the new teacher. Legally the school is also required to offer a mentor to the new teachers. New teachers will continue to benefit for the expertise of an experienced teacher and learn from them. This research supports the positive effects on mentoring.

On the flip side, this research study found that new teachers asked for better alignment of the mentor's expertise and availability. My research showed that new teachers valued the mentors and presenters but also showed that there is room for

improvement. New teachers critiqued the alignment of mentor's expertise and availability with their own. This is supported by Wong's (2004) which demonstrated that many mentoring programs lack structure and rely greatly on the willingness of the veteran teacher and new teacher to seek out one another.

At Barrington High School we need to be very selective about our mentor teachers and utilize Ingersoll's research (2012) by pairing new teachers with a mentor teacher, who has the same planning period and classroom preparation. As a school we need to revisit our mentor selection process and during the creation of the master schedule accommodate mentor teachers' schedules to fit with their mentees'. BHS will continue its mentoring program and new teachers will benefit from having experienced teachers, who will guide them through the first two years of their teaching career at BHS.

New teachers should be paired with a mentor teacher, who is an experienced and respected teacher from the same department. I am looking for paired content expertise. I suggest that the NTIP at Barrington High School was relying in parts on veteran teachers willingness to support new teachers instead of selecting them purposefully by looking at the new teacher's and mentors teacher's schedule. Barrington High School needs to change its mentoring selection process so new teachers have a mentor, who is knowledgeable of the subject they are teaching and available to their mentee.

Other school leaders will see that this research study supports the importance of having a mentoring program, and also urges the importance of mentor's expertise and availability. Education leaders will learn from this study that mentoring programs are

important to new teachers, but the mentors need to be available and knowledgeable to the content, then they are the most effective.

### **Lunch and Learn**

Based on the interviews new teachers did not like the setup and material of the Lunch and Learn session. The interviews revealed that the sessions were ill timed because they were offered only during sixth hour, even though the school has four hours dedicated as lunch hours. The material was not differentiated so only teachers new to the profession benefited from the Lunch and Learn sessions according to the perception of the new teachers interviewed. These sessions were run by the principal of the school and are part of the first year NTIP.

Lunch and Learn session have increased attendance of teachers for professional development according to research from Soong and Hu (2005). Yet no research was found of NTIP and Lunch and Learn sessions. Other researchers agree that Lunch and Learn session are an effective part of staff development.

The NTIP committee at BHS needs to meet with the principal, share this research's data with the principal and make changes to its current state. New teachers will continue attending the Lunch and Learn session as they are a mandatory part of the NTIP. Other educational leaders can judge for themselves if they believe the Lunch and Learn sessions are an important part of the NTIP or not.

## **Recommendations from the Study**

The survey and interview data confirm that the workshop on Planning and Preparation was a success. New teachers had an understanding of UbD, essential questions and appreciated the activities, which were used during the workshop to demonstrate backward design. I concluded that we will continue using the strategies and teaching techniques we used in the Planning and Preparation workshop in the future. I recommend that we keep doing what's working and continue with the presentation of the Planning and Preparation workshop as is.

Even though new teachers agreed with Wormeli's grading philosophy (2006) the implementation, as I learned from my interviews, but they were struggling to implement this philosophy. The majority of new teachers disagreed with the statement "a grade only represents what you know in the end." The NTIP needs to help new teachers understand quality instruction with a focus on grading and assessment; I base this conclusion on the survey results and interview data. With that in mind, I also need to consider that only one question referred to grading and assessment and one question is not enough to measure a huge concept like the grading philosophy. New teachers mentioned that the reason for scoring the question so low was that this concept of grading is completely new to new teachers and that is has not been the way they have learned in college or they were taught in school. In order to have a better understanding of the Wormeli grading philosophy new teachers made three suggestions for improvement: (1) have the workshop on grading before school starts so new teachers can set up the grade book and classroom expectations based on this philosophy, (2) ensure that experienced teachers give

classroom examples of how they implement the grading philosophy into their classes, and (3) to show new teachers that UbD and the grading philosophy complement each other and that they should only assess what is defined by their team as truly “essential.” I will take these suggestions forward to the principal and NTIP committee and make not only changes in the setup of the workshops, but also about the instructional tools used for the workshop. I suggest that the workshop on grading and assessment will be taught during the summer workshops. I will also speak to the presenters to ensure that good classroom examples will be used. Presenters need to help new teachers understand that UbD and the grading philosophy complement each other. I recommend these changes to the school, but I also need to consider that the one question on the survey may not have been the best representation of teacher’s perception on grading.

This recommendation is also valuable to other schools, since they show that it is extremely important to set up new teachers for success before school starts. Helping them with the setup of the grade book and explaining the schools grading philosophy is essential for teachers to know. It is challenging to change grading policies in a classroom mid-way through the school year after new teachers create a routine with their students. I recommend that all NTIP have a workshop before school starts on essential grading policies or philosophies.

Through the interviews I also learned that the Lunch and Learns were not as successful as I had hoped. We offer seven Lunch and Learns throughout the year, which allow new teachers to touch base with the principal , shared experiences in a relaxed atmosphere and get input about important upcoming events, such as Homecoming,

Parent-Teacher conferences etc. New teachers asked for better alignment in time and differentiation. My recommendation for next year would be to eliminate two Lunch and Learn sessions and rotate the remaining sessions between the lunch hours. The sessions are taking the teachers out of their classrooms and away from the students. I recommend consolidating some of the information and instead of using seven sessions, we can deliver the information in five Lunch and Learn sessions. For next year the first Lunch and Learn would be during fourth period, the second during fifth period and so forth. I also would like to condense the topics to be able to eliminate two topics, so we have a total of five Lunch and Learn sessions. In order to differentiate the sessions, we can look at new teachers with experience and without experience. If a teacher has conducted a Parent-Teacher conference before, that teacher might not need additional training on that. A survey should be given out before hand to evaluate if a new staff member needs additional training during a Lunch and Learn session.

I learned that the NTIP needs to work hand-in-hand with the mentoring program. I recommend for all department chairs to start their search for a mentor when the search for a new teacher starts. At this time the administrator can setup the schedule of the new teacher and the mentor teachers and ensure that they have a common time to talk and can teach the same subject. Even though the timeframe and setup of the day for each NTIP workshop was well received, I am also recommending aligning the time of the NTIP workshop day better with the mentor program. I suggested that during two periods the new teachers can observe their mentors and a different mentor. This year new teachers had a choice of working individually, with another new teacher, or with their mentor

teacher during the afternoon of a full-day NTIP workshop. I suggest that new teachers have to work with their mentor to implement the newly learned material from the NTIP workshop. The time is given to the new teachers and the mentors during the full-day NTIP workshop. While the new teachers attend the NTIP workshop the mentor teacher attend professional development as well. The State of Illinois has rigorous requirement for mentor programs and during this professional development the mentors will receive training on: content knowledge and pedagogy, adult learning theory, verbal and non-verbal communication skills, attributes and styles of positive critiques, classroom observation skills related to assessment of performance, strategies for providing constructive feedback and social support, problem-solving skills, and formative assessment and self-assessment (ISBE, 2010).

After the completion of the training for mentor teacher, Barrington High School is compliant with the law as well. After the training I suggest that the mentors should receive an overview of what was discussed during the NTIP workshop and I recommend that mentor teachers and new teachers spend the afternoon to work together to implement the new learned material from the NTIP workshop into their classroom, their lessons and their assessments. The mentor teachers need to have paired content expertise.

### **Strength and Limitations of the Study**

This study was an action research study to evaluate an existing program using the Logic Model. The strength of my study was that it was an action research study, which allowed me as an insider to research a program at my school and use the data to make improvements to the program, which will benefit new teachers at BHS. As an insider I

also had the opportunity to oversee this research project from start to finish and new teachers had a person with whom they could associate the program consistent person they could associate the program and evaluation. The principal, subcommittee and I have created the time-frame of the workshops as well as the content. Using this action research project validated the hard work we have put into this program and allows us to continually improve. Action research also allowed participants to have an input into the program. The school and school district also benefited from this study, since I completed standard 9 of the Illinois Induction Program Standards (ISBE, 2010). I entered this study by evaluating the short term outcomes of the NTIP. I will make suggestions for the improvement of the design of the program.

Another strength of the study was my data collection methodology of using the mixed method data. I first collected quantitative data and then followed up with qualitative data. In many cases it showed that there were similarities in the data, but in some it showed differences, which I explored further through the interviews.

A strength of this study may have been a limitation. My positionality in this study may have affected the participants. There is also the fear of consequence of not participating (Hammack, 1997), especially since I dealt with new teachers, who may fear losing their job if they choose not to participate. Personally I did not feel that new teachers were holding back, especially during the interview process, but it showed during the survey. The survey results differed from the interviews since some new teachers first agreed with the timing and alignment of the workshops as well as the material presented, but in the interview they revealed that they do not agree with this. During the survey new

teacher might have wanted to please me, since my positionality as a supervisor may have intimidated some participants. I tried not to cross traditional hierarchical lines and purposefully omitted the teacher's name during the random interview sampling. Action research was "collaborative in nature" (Anderson & Herr, 2005, p. 123) and I did not want to benefit from this research at the "expense of the powerless" (p. 36). New teachers might have felt pressured to participate in the action research project because of fear of consequences or of the lack of participation reflecting poorly on their evaluation. Hence, my belief was that the new teachers should be ensured that this study is an evaluation of the NTIP and not the new teachers at Barrington High School. I believe that showed in the interviews, because new teachers did not hesitate to share with me their likes and dislikes of the program, since I have been with them for many months working as part of the NTIP, I have built trust.

Another limitation was the survey. I gave the survey during a Lunch and Learn session and new teachers might have not read all the questions carefully and were distracted by the food and their conversations with their co-workers. New teachers took the survey in the same room and at the table, where they were seated during the Lunch and Learn session. I left the room during the time of the survey, so new teachers did not feel uncomfortable, but all other new teachers were still in the room to complete the survey. They might have been biased and wanted to score the program high, as a possible personal favor to me.

The action research study only focused on new teachers and cannot be expanded to a larger audience. Therefore, it has a narrow focus and only pertains to a small

percentage of educators. I only focused on new teachers in their first year at BHS, even though the NTIP stretches over four years. Due to time constraints, the research only covered the first year of the NTIP and only evaluated four out of the six workshops presented to new teachers in their first year at Barrington High School.

Although the induction committee was a district-wide committee, all of the surveys and interviews I conducted were at the high school level at one school in Illinois. The issues new teachers face at Barrington High School might differ from those of a new teacher in a small rural school. Lastly, this action research study stayed within the limits of District 220 and I did not collect data from other districts.

Even though I used qualitative and quantitative data I only collected data from the new teachers and did not cross reference that data with other data, such as feedback from supervising administrators or new teacher's mentors. Therefore I got a limited view on the NTIP.

### **Recommendations for Future Study**

The findings support the need for further study of Barrington High School NTIP with the current focus on achieving the short-term outcome. There are multiple themes which I would recommend for further explanation: a longitudinal study using a cohort of new teachers at BHS, a correlational study and a study, which triangulates different perspectives from more than one sample group and lastly to conduct a study using a control group and comparing it to a different group.

As part of the longitudinal study I recommend that the researcher survey new teachers again after the completion of all six workshops and seven Lunch and Learns. My

limitation was conclude the study after four workshops and it would be interesting to see how this group of new teachers would rate the NTIP after completing all workshops during the first year in which they are new to BHS. A second suggestion for a longitudinal study would also to continue working with this sample group of participants and follow them through the four year of the NTIP. Barrington High School's NTIP is a four year program and it covers a total of thirteen workshops throughout a new teacher's first four years at BHS.

As a third recommendation for a longitudinal study a researcher could also conduct the same data collection process next year after I have implemented the suggestion and changes of new teachers. I will make changes based on the recommendation of this year's new teachers and it would be interesting to see if the changes have a positive effect on the new teachers and on the NTIP.

In additional to a longitudinal research study a researcher may also conduct correlational research and look at the long term effects of the NTIP I suggest looking at the long-term outcomes of the program, which include teacher retention and student achievement. Based on other research, NTIP have increase teacher retention, but there were different opinions on students achievement in conjunction with a NTIP. Following teachers through their first four year at BHS and collecting data on students achievement based on individual students ACT scores, GPA and Propensity scores sounds like a very interesting study. In 2016, when the study data piece becomes part of a teachers evaluation that might be good research project to start. This research could use the logic-model as well and look the long-term outcomes as shown in Figure 7.

New Teacher Induction Program Evaluation				
Input	Output		Outcome	
Resources	Activities	Participation	Short-term	Long-term
-Time -Money -Planning -Facility -Equipment	-6 full-day workshops -7 lunch & learn	-17 new classroom teachers to Barrington High School	-Understanding of quality instruction based on the content taught in the NTIP	-Higher teacher retention - Higher student achievement

Figure 7. Logic Model for Program Evaluation

A study which triangulates different perspectives would also be valuable for future research. In this study only the perceptions of new teachers were part of the data collection. I recommend collecting data from administrators as well as the mentoring teachers supervising the new teachers. In this manner, the researcher could see if the perception of the new teachers' understanding of quality design transfers to their classrooms.

District 220 requires all staff new to the district to complete the NTIP. All new teachers, counselors, nurses, social workers, psychologist etc. need to complete the four year NTIP. The district does also not differentiate between a new staff member to the profession and a new staff member new to the district. It would be beneficial to conduct additional research and triangulate the perspective of experienced teachers, who are new to the district and new teachers, who are new to the profession. The researcher can further elaborate on the department the new staff member is working.

The researcher could also use the new teachers at BHS as control group. All schools in Illinois are required to have an induction program. It would be beneficial to

compare the impact of going through BHS NTIP to the impact of a new teacher's experienced not going through BHS NTIP and as a third group to collect data from new teachers outside of Illinois, who do not have any form of induction program.

The researcher could use the new teachers at BHS again as a control group and compare the short- and long-term outcomes of the NTIP to a different school in IL, which also have a NTIP. The logic model as shown in Figure 6 could be used to evaluate the short-term and long-term outcomes.

### **Personal Reflection from the Study**

I have grown as a school leader through this study. I have become the expert in the building on new teacher induction program. As a department chair, I am currently teaching two freshmen level classes and through this study I learned that I enjoyed working with adults learners so much, that I am now emotionally ready to leave the classroom of high school students. I learned through the research section of the study the different needs adult learners have and learned about the importance of modeling good instruction, challenging thinking and getting it right the first time. As a teacher, we can go back and reteach the next day or the next week. When teaching adults I have learned through this study that we have a limited time to see them and to make an impact.

Using different types of data also made me a more aware school leader. I learned to look at research with caution. While creating the survey and interview questions I had to constantly remind myself to keep the questions unbiased and to the point. When I reflect on surveys prior to this research, I often ignored these essential guidelines and I

wish I could go back in time to redo them. I learned the importance of research before implementing any changes.

I learned through administering a survey and an interview the value of both data collection tools. In the future I will look at my survey questions more carefully and follow up with interviews when appropriate. Using multiple tools for data collection will provide me with stronger data in the future and will also help me understand my staff better. The interviews were more personal yet time consuming while the survey was a very fast way to gather data.

I also believe that this research will benefit other schools. The State of Illinois requires all schools to have an induction program, but leaves the schools the freedom to design it. This research will show other schools a successful NTIP. This research study showed that the setup of the program is successful and other school may copy the setup. The study also showed that new teachers value the observations and mentoring program and other schools may add this to their program. The state of Illinois has also requires all schools to have a new evaluation system and rating. This NTIP is based on the Danielson Framework, which the state of Illinois used as a framework for their evaluation system as well. Other districts might be able to copy this idea and help new teachers to better understand quality instruction. I would be happy to attend workshops and share this study with others.

The biggest impact this study had on me was to create a vision for my future career. Through this study I have learned more about NTIP and the needs of a new teacher. I have self-discovered my passion of working with adult learner and I can see

myself working at the university level to support becoming teachers on their journey by teaching methodology and education classes. I would like to teach undergraduate and graduate educational classes in the area of development, instruction, methodology, mentoring and about New Teacher Induction Programs.

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## APPENDIX A: SURVEY FOR NEW TEACHERS

Dear New Teacher

Thank you participating in our New Teacher Induction Program. I am interested in evaluating our program. Your responses to the following items will assist me in adjusting our future New Teacher Induction workshops and topics, so that they will meet the needs of educators new to our school.

strongly agree      agree      neutral      disagree      strongly disagree

In thinking about the ALL the New Teacher Induction Program workshops please circle your response.

### 1. Overall Program Evaluation:

1.1. The new teacher induction program added to my knowledge as an educator.

strongly agree      agree      neutral      disagree      strongly disagree

1.2. The number of workshops during the year is appropriate.

strongly agree      agree      neutral      disagree      strongly disagree

1.3. The length of the workshops was appropriate.

strongly agree      agree      neutral      disagree      strongly disagree

1.4. I felt rushed during the workshops.

strongly agree      agree      neutral      disagree      strongly disagree

1.5. The time allotted to work professionally was appropriate.

strongly agree      agree      neutral      disagree      strongly disagree

1.6. Observing other colleagues was beneficial.

strongly agree      agree      neutral      disagree      strongly disagree

**In thinking about the Learning Environment Workshop in the summer please circle your response.**

2.0. Did you attend the Learning Environment workshop? Yes No

If yes, continues to next question If no, skip to question 3.0

2.1. The topic “Learning Environment” is relevant to me as a new teacher.

strongly agree      agree      neutral      disagree      strongly disagree

2.2. I needed additional help after the workshops to apply the presented material to my content area.

strongly agree      agree      neutral      disagree      strongly disagree

2.3. After participating in this workshop, I was able to apply the learned material to my content area on my own.

strongly agree      agree      neutral      disagree      strongly disagree

2.4. The presenters were knowledgeable about the content of the workshop.

strongly agree      agree      neutral      disagree      strongly disagree

2.5. I have a good understanding of what it means to have a positive and effective learning environment at Barrington High School.

strongly agree      agree      neutral      disagree      strongly disagree

2.6. I am applying the techniques I learned in the summer workshop to manage my students’ behavior.

strongly agree      agree      neutral      disagree      strongly disagree

2.7. I agree with the statement “A grade represents only what you know in the end”.

strongly agree      agree      neutral      disagree      strongly disagree

2.8. The classroom examples provided for learning environment were helpful.

strongly agree      agree      neutral      disagree      strongly disagree

2.9. After completing the workshop “Learning Environment” I had a better understanding of the topic than before the workshop.

strongly agree      agree      neutral      disagree      strongly disagree

**In thinking about the Planning and Preparation Workshop in September please circle your response.**

3.0. Did you attend the Planning and Preparation workshop?      Yes      No

If yes, continues to next question If no, skip to question 4.0

3.1. The topic “Planning and Preparation” is relevant to me as a new teacher.

strongly agree      agree      neutral      disagree      strongly disagree

3.2. I needed additional help after the workshops to apply the presented material to my content area.

strongly agree      agree      neutral      disagree      strongly disagree

3.3. After participating in the workshop, I was able to apply the learned material to my content on my own.

strongly agree      agree      neutral      disagree      strongly disagree

3.4. The presenters were knowledgeable about the content of the workshop.

strongly agree      agree      neutral      disagree      strongly disagree

3.5. I have a good understanding of Understanding by Design.

strongly agree      agree      neutral      disagree      strongly disagree

3.6. I am communicating the “essential question” as defined by Wiggins to the students daily.

strongly agree      agree      neutral      disagree      strongly disagree

3.7. I am uncertain of how to apply Understanding by Design in my content area at Barrington High School.

strongly agree      agree      neutral      disagree      strongly disagree

3.8. The classroom examples provided for planning and preparation were helpful.

strongly agree      agree      neutral      disagree      strongly disagree

3.9. After completing the workshop “Planning and Preparation” I had a better understanding of the topic than before the workshop.

strongly agree      agree      neutral      disagree      strongly disagree

**In thinking about the Instruction Workshop in November please circle your response.**

4.0. Did you attend the Instruction workshop? Yes No

If yes, continues to next question If no, this conclude the survey.

4.1. The topic “Instruction” is relevant to me as a new teacher.

strongly agree      agree      neutral      disagree      strongly disagree

4.2. I needed additional help after the workshops to apply the presented material to my content area.

strongly agree      agree      neutral      disagree      strongly disagree

4.3. After participating in the workshop, I was able to apply the learned material to my content area on my own.

strongly agree      agree      neutral      disagree      strongly disagree

4.4. The presenters were knowledgeable about the content of the workshop.

strongly agree      agree      neutral      disagree      strongly disagree

4.5. The workshop has given me good ideas of how to plan engaging lessons for my students using technology.

strongly agree      agree      neutral      disagree      strongly disagree

4.6. I was able to implement some technology tools I was exposed to at the workshops into my everyday instruction.

strongly agree      agree      neutral      disagree      strongly disagree

4.7. I am unclear on how to apply student-centered technology.

strongly agree      agree      neutral      disagree      strongly disagree

4.8. The classroom examples provided for using technology as an instructional tool were helpful.

strongly agree      agree      neutral      disagree      strongly disagree

4.9. After completing the workshop “Instruction” I had a better understanding of the topic than before the workshop.

strongly agree      agree      neutral      disagree      strongly disagree

## **APPENDIX B: INTERVIEW FOR NEW TEACHERS**

1. What are the top two things you believe offer the biggest benefit in the NTIP? Why?
2. What are two things that you would like to see changed about the NTIP? Please tell me why you would like to see them change and make any suggestions for improvement.
3. We have been using the UbD Framework to plan our units and lessons and have also adopted a grading philosophy from Wormeli to assess our students. What key concepts of these frameworks should new teachers learn in the NTIP?
4. Based on the survey given to during the lunch and learn session only one of the new teachers agree with the following statement: ‘A grade represents only what you know in the end.’ Why do you think that is?”
5. Based on the same item. Do you have any suggestions for improvement?
6. Is there anything else that you would like to add that this time?

## APPENDIX C: CONSENT FORM FOR NEW TEACHERS – SURVEY

Dear Participant,

You are invited to participate in an action research project conducted by Ninja Nagel, a doctoral student at Concordia University Chicago located in River Forest, Illinois. The purpose of the evaluation is to determine if the short-term outcomes of the New Teacher Induction Program are being achieved. The study is being conducted under the supervision of Dr. Ronald P. Warwick, Chair of my committee, and is a member of the Educational Leadership Department at Concordia University Chicago, 7400 Augusta St., River Forest, Illinois, 60305-1402. Phone: 708-771-8300. Email: Ronald.warwick@cuchicago.edu. Stephen McWilliams, principal at Barrington High School has also approved this study.

This study is entitled, New Teacher Induction: An Evaluation of the New Teacher Induction Program at Barrington High School. This study will evaluate the New Teacher Induction Program and explore whether or not the Barrington High School New Teacher Induction Program is achieving its short-term outcomes. You will be asked to complete a 36 question survey during the next Lunch and Learn session.

Your participation is voluntary. Your decision whether or not to participate will not affect your relationship with Barrington High School or Concordia University Chicago. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. You will continue to participate in the New Teacher Induction Program regardless of whether or not you participate in this research.

There are **no known risks** to participation beyond those encountered in everyday life. There are no direct **benefits** to you for participating in this survey. However, results of this project might help other teachers, school administrators, and researchers learn more about the short-term outcomes of the New Teacher Induction Program.

You will be asked to complete a paper survey. All data will be received by the researcher and will be kept **confidential**. Data from this research will be reported only as a collective combined total. No one other than researchers will see individual answers to this survey. Individual answers to the survey do not contain identifying information, so please do not write your name on the survey.

If you agree to participate in this project, please answer the 36 question paper survey as best you can. It should take approximately **10 minutes** to complete. The researcher will not be present in the room where you are taking the survey, so please return the survey to the volunteer, who will deliver the surveys to the researcher's mailbox.

If you have any questions about this study, please contact Ninja Nagel via phone at 847-702-1715 or 847-842-3223 or via email at crf\_nagelnm@cuchicago.edu If you have any

questions about your rights as a research participant, please contact Dr. Amanda Maddocks, Director of Concordia University Chicago Institutional Review Board by phone at 708-209-3159 or by email at [irb@cuchicago.edu](mailto:irb@cuchicago.edu).

Thank you for your assistance in this important evaluation.

Ninja Nagel

**Consent**

**By opening this e-mail I acknowledge that I have read the consent form and by taking the survey during the Lunch and Learn session I agree to participate in the research project entitled, “New Teacher Induction” conducted by Ninja Nagel.**

## APPENDIX D: CONSENT FORM FOR NEW TEACHERS – INTERVIEW

Dear Participant,

You are invited to participate in an action research project conducted by Ninja Nagel, a doctoral student at Concordia University Chicago located in River Forest, Illinois. The purpose of the evaluation is to determine if the short-term outcomes of the New Teacher Induction Program are being achieved. The study is being conducted under the supervision of Dr. Ronald P. Warwick, Chair of Ninja Nagel's committee, who is a member of the Educational Leadership Department at Concordia University Chicago, 7400 Augusta St., River Forest, Illinois, 60305-1402. Phone: 708-771-8300. Email: Ronald.warwick@cuchicago.edu. Stephen McWilliams, principal at Barrington High School has also approved and supports this study.

The study, developed by Ninja Nagel, "New Teacher Induction: An Evaluation of the New Teacher Induction Program at Barrington High School" will evaluate the New Teacher Induction Program and explores whether or not Barrington High School New Teacher Induction Program achieved its short-term outcomes.

The purpose of this letter is to explain the INDIVIDUAL INTERVIEW research process and explain your potential participation in the interview process.

### **RESEARCH PROCESS:**

**You have been randomly selected as a new teachers enrolled in the 1st year program of the BHS's New Teacher Induction Program for this interview. Your participation means you agree to:**

- one individual **face-to-face** interview with Ninja Nagel, lasting approximately 30 to 45 minutes
- answering approximately 8 questions

### **Anonymity:**

Participants' names or other identifying information will be coded such that anonymity is ensured in all notes, any documentation, or any possible publication resulting from this research.

### **Benefits and Risks:**

A potential direct benefit to you for participating in this research project is that the New Teacher Induction Program will be re-evaluated after the study and possibly improved for new teacher. In this way, program improvements you may help to bring, benefit current and future new teachers and their experiences.

There is little or no risk to you when participating in this project. However, if you become uncomfortable or stressed when being interviewed by the researcher, let the research know and the interview will be stopped immediately. In ANY case, you can

withdraw from the interview processes without negative consequences from any BHS leaders or Concordia researchers.

**Confidentiality and Privacy:**

During this research project, all data from the interviews will be kept in a secure location. Only the researcher will have access to a secure file cabinet in which all transcripts, taped recordings and field notes from the interview in which you participated will be kept. All digital files (for example, the audio recordings and transcribed notes) will be password protected on the researcher's computer. Be advised that, legally authorized agencies, including the Concordia University Chicago Institutional Review Board, do have the right to review research records. When reporting the results of this research project, however, the researcher will not use your name or any other information, that could identify you. Please contact the researcher at the number listed near the end of this consent form, should you like a copy of the final report.

**Voluntary Participation:**

Your participation is voluntary. Your decision whether or not to participate will not affect your relationship with Barrington High School or Concordia University Chicago. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. In addition, at any point during this project, you can withdraw by contacting the researcher. In general, you can stop participating in this study at any time without any penalty or impact on your relationship with BHS. .

**Questions:**

If you have any questions about this study, please contact Ninja Nagel via phone at 847-702-1715 or 847-842-3223 or via email at [crf\\_nagelnm@cuchicago.edu](mailto:crf_nagelnm@cuchicago.edu). If you have any questions about your rights as a research participant, please contact Dr. Amanda Maddocks, Director of Concordia University Chicago Institutional Review Board by phone at 708-209-3159 or by email at [irb@cuchicago.edu](mailto:irb@cuchicago.edu).

**Return this page to the researcher.**  
Keep the other pages for your records.

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**Teacher Consent Form for Participation in the Study “New  
Teacher Induction Program”**

Teacher Name (Print): \_\_\_\_\_

**PLEASE INITIAL:**

\_\_\_ I AGREE to participate in the New Teacher Induction Program Interview

Teacher’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PLEASE INITIAL:**

\_\_\_ I AGREE to be audiotaped during this interview

\_\_\_ I DO NOT AGREE to be audiotaped during this interview.

Teacher’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX E: TABLE OF SURVEY QUESTIONS FOR  
EVOLUTION CATEGORIES**

Question	Relevance	Depth	Appropriateness	Quality	Impact	Growth
1.1	X					
1.2		X				
1.3		X				
1.4		X				
1.5		X				
1.6			X			
2.1, 3.1, 4.1	X					
2.2, 3.2, 4.2		X				
2.3, 3.3, 4.3			X		X	
2.4, 3.4, 4.4				X		
2.5, 3.5, 4.5					X	
2.6, 3.6, 4.6					X	
2.7, 3.7, 4.7					X	
2.8, 3.8, 4.8				X		
2.9, 3.9, 4.9						X