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Survey says: an analysis of the degree of impact of the beginning teacher support and assessment program on classroom practices

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SURVEY SAYS: AN ANALYSIS OF THE DEGREE OF IMPACT OF THE BEGINNING TEACHER SUPPORT AND ASSESSMENT PROGRAM ON CLASSROOM PRACTICES

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DEDICATION

All praise and glory to God, without whom none of this would have been possible! It was God's guidance that lead me to the EDOL Program, His grace that kept me as I progressed through it and my completion of it is for His glory.

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ABSTRACT

Every year, thousands of teachers participate in California's Beginning Teacher Support and Assessment program in order to complete the requirements needed to obtain a clear teaching credential. Within this program lie various facets of support that serve the needs of beginning teachers and aid them in transitioning from university theory to classroom practice. Despite the long-standing existence of the BTSA program and the changes that have taken place since its development in 1992, the need exists for closer analysis of the programs effect on teaching practices and student achievement.

This quantitative study analyzes (a) the degree of impact on classroom practice experienced by participating teachers, (b) the components of the program reported to have high levels of strong/moderate impact on classroom practice, (c) the components of the program reported to have high levels of some/no impact on classroom practice and (d) the areas where additional support is desired in order to positively impact student achievement.

As a means to test the quality and impact of the BTSA program on teachers' classroom performances, results from the BTSA Program survey were used. The raw survey data was arranged into a usable format by creating a unified list of questions that aligned across the three survey years. After that, descriptive statistical techniques and data visualization methods were utilized to analyze the data. The study found that there is a year by year decline in average ratings with respect to classroom impact, teacher response for desired support topics, and responses for reasons to not continue teaching.

This study focuses on the impact of the BTSA Program on classroom practice and student achievement. The study provides credence in revealing the need for changes within the BTSA Program in order to positively affect classroom practices and student achievement. Although this

study is one perspective, it recognizes the need for the perpetual quality support of beginning teachers.

Chapter 1: Introduction

Overview

According to the National Education Association (NEA), the teaching profession has changed dramatically over the past 40 years with the majority of the nation's three million teachers possessing at least a master's degree (NEA, 2006). The acquisition of advanced degrees has produced individuals who are more educated and better trained than their counterparts have been in the past. Furthermore, teachers are entering classrooms with extensive knowledge of disparate curricula, classroom management methods, and pedagogical strategies that make them better equipped educators. Teachers are learning new skills and sharpening the ones they have, seeking out opportunities to acquire a diverse knowledge base on their own (NEA, 2006).

Coupled with the education and skills that they possess, teachers generally enjoy the work that they do, even when subjected to the many challenges associated with the job of educating, inspiring, and mentoring youth. Job satisfaction among teachers is high, particularly when compared to other professions, but they are second only to physicians when it comes to stress (National Commission on Teacher and America's Future, 2013). Such stress can facilitate an exodus from a profession where quality individuals are needed. Losing effective teachers is problematic because of the significant correlation that teacher quality has on student achievement (Darling-Hammond, 2000; Darling-Hammond &Youngs, 2002; Greenwald, Hedges, & Allington, 2003; Hanushek, Kain, & Rivkin, 2001; Laine, 1996; Sanders 1996). There is a need to take necessary measures to provide students with a substantive education by retaining qualified teachers. On their best days, teachers experience the deep rewards of making a lasting difference in a child's life, but all too often they must do it while struggling in schools that are not giving them the support, materials, or infrastructure they need to thrive (NCTAF, 2013).

It takes teachers five to seven years of teaching, which is approximately 7,000 hours of practice, to become experts (Berliner, 2001). Consequently, it is important to provide those who are new to the teaching profession ample support to increase the successes of both the educators and the students whom they educate. Having a supportive environment not only creates the likelihood that teachers will remain in the teaching profession (Andrews & Quinn, 2005; Feiman-Nemser, 1996), it also helps novice teachers to efficiently and effectively manage their classrooms (Wong & Wong, 2005). With such backing, educators can feel as though they have added a necessary tool to their teaching arsenal.

In an effort to provide such support, induction and mentoring programs were developed. Since the mid-1980s, these programs have become familiar fixtures on the realm of education (Feiman-Nemser, 2012). According to Bartell and Wagner (1991), induction programs were used as a method of easing a new teacher's transition to teaching during the first year and have existed as early as 1809. Local Educational Agencies (LEA) have implemented new teacher induction programs that provide extended support and learning opportunities for novice educators to assist them in developing and advancing their teaching skills. In the United States, almost half of the states require that new teachers participate in induction or mentoring programs during their initial years of teaching (Quality Counts, 2010). Such programs serve as a bridge between pre-service and full-time teaching. When new teachers participate in robust, comprehensive induction programs, they opt to stay in the profession longer (Darling-Hammond & Berry, 2006; Feiman-Nemser, 2003; Ingersoll & Kralik, 2004). Teachers who participate in high quality induction programs may have higher levels of student achievement (Glazerman et al., 2010). A comprehensive induction program is comprised of at least four elements: structured mentoring,

common planning time with mentors, intensive professional development, and standards-based assessment and evaluation (Alliance for Excellent Education, 2004, p. 11).

In California, the Beginning Teacher Support and Assessment (BTSA) Program was established to provide training and support to new teachers during the first two years of teaching, in an effort to aid educators in the transition from university coursework to classroom practice (BTSA, 2007). The BTSA Program is managed by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). Currently, there are over 150 BTSA induction programs that are organized into six clusters across the state of California (BTSA, 2007). Induction programs can be governed by individual school districts, various offices of education across different counties, or institutions of higher education.

Statement of the Problem

Over the years, the implementation of teacher induction programs throughout the nation and in California specifically have been both pursued with varying levels of success. The application of class size reduction throughout the state of California in the late 1980s and early 1990s prompted a need for additional teachers. A large portion of new teachers began in the profession via the issuance of Emergency Permits, with recruits having little or no formal preparation as teachers. As dissatisfaction among parents, students, and administrators arose in response to the influx of underprepared instructors, and as those educators encountered demoralization due to their limited experiences and support, the number of individuals leaving the profession increased. In an effort to address the unfortunate series of shifts that triggered an exodus of teachers from the field, California legislators passed regulations that created a two-tiered system for obtaining a Professional Clear Credential. Consequently, the completion of the

Beginning Teacher Support and Assessment (BTSA) Program became the induction program requirement for all teachers with Preliminary (SB2042) Credentials.

Currently, all California teachers who complete their preliminary teacher credentialing programs are required to complete the BTSA Program as well. Although there are a number of studies that explore the relationship between the BTSA Program and teacher retention; to date, there are none that analyze the participating teacher survey data in relation to the program's impact on teaching practices and student achievement. Therefore, the question arises as to whether the support provided is appropriately addressing specific areas of need. This study will utilize data analysis of participating teacher ratings to explore whether the California BTSA Program, in its current form, is properly supporting novice teachers.

Purpose of the Study

The purpose of this quantitative study is to examine components of the BTSA Program that former participating teachers rated as valuable to their professional development and procedural practices. In particular, the study will examine teachers' ratings of the BTSA Program's impact on their classroom practices as well as the specific components of the BTSA Program that were found to have the greatest and least impacts. Additionally, teachers' ratings of specific areas of the BTSA Program where they desire additional supports, that foster an impact on student achievement, will also be analyzed. The goal of this study is: to analyze teachers' ratings of the BTSA Program on their classroom practices and examine teachers' ratings of the program areas that impact student achievement where more support is preferred. This will provide an opportunity to examine additional factors that can be taken into consideration when designing and implementing teacher induction programs. Additionally, such changes might provide relevant support that proves to be helpful to teachers.

Research Questions

The information that will be gathered and examined will answer the following questions:

1. According to participating teachers, who completed the BTSA Program within the last three years, to what degree did the BTSA Program impact their classroom practice?
2. Of the BTSA induction program components, which did participating teachers rate as having the highest average impact on their classroom practices?
3. Of the BTSA induction program components, which did participating teachers rate as having the lowest average impact on their classroom practices?
4. According to participating teachers, who completed the BTSA Program within the last three years, how did they rate the areas of desired support in order to impact student learning?

Background

Decades of training teachers through formal education practices have gone by without providing instructors with the support and assistance needed once they enter the classroom. Leaving the support to which they were accustomed to in their training may shatter their personal and professional goals, diminish their enthusiasm and spirits, and destroy the self-confidence of first year teachers (Certo & Fox, 2002, p. 58). Despite the training received at colleges and universities, there are still expectations in the midst of actual in-class duties that overwhelm beginning teachers. These unforeseen contingencies include: managing various classroom behaviors, utilizing various instructional skills (sometimes jointly or collaboratively), teaching students with different and dissimilar learning styles, and balancing both professional and personal responsibilities (Adams & Krockover, 1997; Mundt & Connors, 1999; Veenman, 1984).With the changes that arise in transitioning from one facet of teaching (classroom theory)

to another (real world practice) and the added responsibilities that are presented thereafter, it is easy to recognize that help is needed. The challenges of beginning teaching have been documented for decades, making it clear that beginning teachers need support to ease their transition into full-time teaching (Feiman-Nemser, 2012).

Educator support. Providing support to beginning teachers is a humane response to the trials and tribulations associated with the first year of teaching (Andrews & Quinn, 2005). Challenges attributed to teaching are overloaded work schedules, negative classroom climates, school safety issues, lack of teacher autonomy and decision making, lack of (real and imagined) fairness or equanimity in the workplace, conflicting values between the teacher and the school site, and discrepancies between effort and reward (Brock & Grady, 2000). This begs the question: how do beginning teachers transition from classroom information to real-world practice and manage to produce the results that are required of them? Scherer (1999) suggests that knowing how to successfully get things done, along with having a nurturing mentor and a supportive principal are important elements in a new teacher's success. Additionally, by promoting observation and conversation about teaching, mentoring can help teachers develop tools for continuous improvement (Feiman-Nemser, 1996). This information can be used to foster long-lasting growth and sustained development in new teachers that can prove to be useful far beyond the early years of teaching.

Additionally, research findings from the U. S. Department of Education (2007) indicate that experienced teachers are usually more effective at raising test scores and providing a higher quality education. With higher academic demands being placed on students more than ever in the twenty-first century, teachers feel a heavy burden to shift classrooms from arenas in which simple content is provided and regurgitated robotically to forums where critical thinking and

conscientious debate are the norm. Consequently, support that anticipates challenges and provides assistance for such a sweeping institutional change is crucial during the first years of teaching.

Induction programs. A possible remedy to the issues of beginning teachers not receiving necessary support for the difficulties that arise from transitioning into the classroom setting are the induction programs that have been instituted in growing numbers of counties, school districts, schools, and universities nationwide. States have increasingly been involved in mandating and funding induction programs (Russell, 2006). Entry Year Assistance Program, Beginning Helping Program, Assistance/Assessment (ERIC Clearinghouse on Teacher Education, 1986), and Beginning Teacher Support and Assessment (BTSA) are just a few examples of mandated induction programs that provide beginning teachers with support during the formative years of teaching that typify the swelling efforts to enact sweeping institutional changes that assist teachers shifting from the theoretical to the practical.

Beginning Teacher Support and Assessment (BTSA). California's Beginning Teacher Support and Assessment (BTSA) program is an induction program that began in 1992 chiefly to retain California educators who might otherwise drift away from the profession. The program provides formative assessment, individualized support and advanced content for newly-credentialed beginning teachers, and it is the preferred pathway to a California Professional (Clear) Teaching Credential (BTSA, 2013). The BTSA Program is managed by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CTC). Currently, there are over 160 BTSA induction programs that are organized into six clusters across the state of California (BTSA, 2013). The clusters represent regions throughout

California and consist of multiple counties, as well as numerous Local Education Agencies (LEA).

The BTSA Program promotes collaboration between local school districts, county offices of education, and universities to enroll new teachers in the induction program. The two-year mandatory structured induction program provides support for the beginning teachers during their induction phases. It involves goal-setting, weekly interactions with an assigned support provider, classroom observations and maintenance of an electronic record of detailed school site information and individual data-driven tasks (BTSA, 2013). BTSA Programs are available for beginning teachers who have already completed their teacher training and have obtained their Preliminary Teaching Credentials. The BTSA Programs use the Formative Assessment for California Teachers (FACT), which utilizes performance-based, job-embedded modules to support participating teachers as they branch out into the classroom setting (BTSA, 2013). The induction programs may be offered by local school districts, county offices of education and/or universities. The funding for the induction programs is also available to those same educational organizations, but they must develop and implement teacher induction programs that meet the standards approved by the California Commission on Teacher Credentialing and the Superintendent of Public Instruction. The completion of this approved induction programs qualifies teachers with preliminary credentials to receive their Professional (Clear) Teaching Credentials (CTC, 2002).

The BTSA Program helps beginning teachers with classroom management and job-related personal assistance through a systemized support structure. In this structure, support providers are paired with one or more beginning teachers. The beginning teachers go through an induction system called a formative assessment program, which is organized by activities,

discussions, and questions. It correlates to the California Teaching Standards and is guided by their participating teachers. A formative assessment program includes collegial discussions, classroom observations, goal-setting, and in-services where the beginning teachers are provided with appropriate resources to effectively and efficiently govern their classrooms, both academically and behaviorally (BTSA, 2013).

Definitions

The working definitions of key terms used throughout this study are as follows, applicable websites are also included:

- Beginning teacher: A new teacher with a California preliminary credential. The terms *beginning teacher, novice teacher, participating teacher,* and *new teacher* may be used interchangeably.
- Beginning Teacher Support and Assessment Program: The California state mandated comprehensive induction program for teachers with preliminary credentials (BTSA). The website is http://www.btsa.ca.gov.
- California Department of Education (CDE): State agency that oversees education in the state. The website is http://www.cde.ca.gov.
- California Standards for the Teaching Profession (CSTP): The professional teaching standards for California teachers. The website is http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf.
- California Commission on Teacher Credentialing (CTC): State agency that oversees the credentialing of K-12 teachers. The website is http://www.ctc.ca.gov.

- Formative assessment: The ongoing, non-evaluative process of collecting, analyzing, and reflecting on data about an educational practice over time for the purpose of improving that practice.
- Formative Assessment for California Teachers (FACT): the current electronic monitoring system used by BTSA participating teachers and support providers
- Formative feedback: The ongoing, non-evaluative process of providing feedback to an educational practitioner about his or her practice for the purpose of improving practice.
- Induction program: A coordinated and articulated comprehensive program of support and formative assessment for newly credentialed teachers.
- Induction Program Standards: Standards that govern all California induction programs beginning in 2008. The website is http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf.
- In-service: the time period in which teachers assume full responsibilities of teaching with at least a preliminary credential.
- Institution of higher education (IHE): An institution with teacher preparation programs.
- Local Education Agency (LEA): An entity that operates local public primary and secondary schools; synonymous with school district.
- Mentor teacher: An experienced teacher who has taught for at least three years and works with a beginning teacher. The terms *mentor* and *support provider* may be used interchangeably.
- New teacher: A newly credentialed teacher in the first or second year of teaching with preliminary licensure. The terms *beginning teacher, novice teacher, entry level teacher*, and *new teacher* may be used interchangeably.

- Participating teacher: A California teacher, typically in the first or second year of teaching with a preliminary teaching credential, who participates in an induction program.
- A participating teacher may also be referred to as a candidate (i.e., candidate for the clear credential).
- Preliminary credential: A state issued provisional license to teach either elementary or high school that has requirements to clear (i.e., resulting in permanent licensure within the state).
- Pre-service: The time period in which a candidate prepares to become a teacher through coursework and student teaching experiences.
- Professional teaching standards: Refers to the either national or state standards describing what a professional teacher should know and be able to do.
- Program assessment: Updated version of the program documents submitted to gain initial approval to operate an educator preparation program, with course syllabi and documentation about assessment tools used by the institution to ensure that all candidates recommended for a credential have satisfied the appropriate knowledge and skill requirements (CTC, 2011). The website is http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html#PA.
- Program standards: Standards that describe or outline the protocol for a teacher induction program.
- Standards of Quality and Effectiveness for Professional Teacher Induction Programs: Jointly developed standards by the CTC and CDE that governed all California induction programs from 2002 to 2008.

- Support provider: An experienced teacher who has taught for at least three years and works with a beginning teacher in an induction program. The terms *support provider* and *mentor* may be used interchangeably.
- Technical skills: The knowledge and skills necessary to start up and manage a classroom of learners at a school site, but not necessarily directly related to teaching and learning (e.g., ordering books and supplies, creating a grade book, and developing homework policies).

Significance of the Study

Although the BTSA Program provides necessary support to beginning teachers, some elements of that support are structured in a way that may mimic teacher credentialing programs completed just prior to entering the profession. This poses a problematic issue in that portions of the BTSA experience facilitates redundancy by not serving the needs of beginning teachers.

Additionally, the results of this study provide important current information directly related to the California BTSA Program. The consortiums throughout the state can implement changes based on the findings of this study to accommodate the needs of new teachers in relation to the support they receive through the program. In turn, this will provide support for schools and, hopefully, promote the retention of qualified teachers.

Assumptions of the Study

This study assumes that there are areas of the BTSA Program that do not aid in significantly impacting classroom practice or lend enough support to teachers to assist in impacting student achievement. Beyond that, this study presumes that state lawmakers and BTSA state-level personnel have not analyzed the data in reference to the impact of the BTSA Program on classroom practice. Additionally, this study also accepts that the responses of the

participants are truthful and forthright. Finally, this study also contends that the survey instrument utilized in this study is reliable and valid, as it was obtained from a viable source, the California Commission on Teacher Credentialing (CTC).

Limitations

The limitations of this study are as follows:

1. The research is narrowed to teachers who completed the BTSA Program within the last three years. Consequently, teachers who completed the program prior to this time may have had different experiences than the participants in this study.
2. The examination of the BTSA Program will not explore the involvement of members of other induction programs outside of the state of California.
3. The results of this study rely on the honesty of the participants. The research explores the participants' perceptions and, despite the reality of given situations, it is the teachers' perceptions that ultimately guide their actions. Furthermore, the full disclosure of the participants is outside of the control of the researcher.
4. The use of the state survey as the only data gathering tool limits the information gathering process to a single instrument.

Positionality

The researcher possesses a unique outlook in relation to the BTSA program. Given that the researcher endured a negative experience while taking part in the BTSA program as a participating teacher, the investigation is focused on identifying areas of need based on the opinion of those who have also participated in the BTSA program. Furthermore, the researcher has also taken part in the BTSA program as a support provider and personally witnessed the

frustration of participating teachers with components of the program that did not serve as an aid to them during their formative years of teaching.

Chapter 2: Review of Literature

Introduction

A review of literature on the needs of novice teachers and the Beginning Teacher Support and Assessment Program is presented in this paper. To conduct the research, the researcher performed an intensive search of the California Commission on Teacher Credentialing (CTC), the Beginning Teacher Support and Assessment Induction and the California Department of Education websites. Literature reviews, books, articles, peer review journals, dissertations and local Beginning Teacher Support and Assessment Programs were also analyzed to gather pertinent information.

This chapter is comprised of six sections that contain a thorough literature review of both previous and current research. The areas explored include teacher education, the needs of educators during their formative years of teaching, information on beginning teacher induction programs, insight into the Beginning Teacher Support and Assessment (BTSA) Program in California, the impact of induction on teaching and student achievement and the components of a quality induction program at both international and national levels. Each of these sections combine to provide a theoretical basis by which to assess the research questions presented in Chapter 1.

The researcher seeks to analyze the responses of former participating teachers in regards to the impact they experienced in reference to their classroom practices as they progressed through and completed the Beginning Teacher Support and Assessment program. It is the desire of the researcher that the information contained in this paper will lead to the dissertation, Survey Says: An Analysis of the Degree of Impact of the Beginning Teacher Support and Assessment Program on Classroom Practices as Experienced by Participating Teachers, and address the problem as to

whether or not the current format of the California BTSA Program is appropriately meeting the needs of novice teachers. To do so, the following research questions will be answered:

1. According to participating teachers, who completed the BTSA Program within the last three years, to what degree did the BTSA Program impact their classroom practice?
2. Of the BTSA induction program components, which did participating teachers rate as having the highest average impact on their classroom practices?
3. Of the BTSA induction program components, which did participating teachers rate as having the lowest average impact on their classroom practices?
4. According to participating teachers, who completed the BTSA Program within the last three years, how did they rate the areas of desired support in order to impact student learning?

Teacher Education

The history of teacher education in the United States can be described as both evolutionary and cyclical. While the development of new methods of educating teacher candidates is consistent, more tenured methods that were thought to be obsolete have resurfaced. Various periods throughout the time of formally educating teachers have examined and reexamined the methods in which teachers are successfully developed. The types of teacher certification in America have also evolved. Alternative programs have become prevalent throughout the United States as a viable method of obtaining a teaching credential without having to complete training via the traditional training pathway (Tissington & Grow, 2007). While the traditional university-based path to certification remains an acceptable method, other types of certification such as field-based university programs and alternative certification programs are gaining popularity (Paige, 2004; Tissington & Grow, 2007).

Teacher certification programs. One of the most damaging myths prevailing in American education is that good teachers are born not made (Darling-Hammond, 2012). Through teacher preparation programs, valuable training and resources can be acquired to develop good teachers. Consequently, we find teacher education engaged in the most profound changes in forty years; besides lengthening the preparation time for teachers, a major reorganization linked to both content and curriculum in schools is occurring (Wideen, 1995). With these changes, teacher preparation programs are becoming more aligned to meeting the needs of the future teachers who complete their study through them.

Teaching is a complex and multidimensional process that requires deep knowledge of and understanding in a wide range of areas; as well as the ability to synthesize, integrate, and apply this knowledge in different situations, under varying conditions, and with a wide diversity of groups and individuals (Hollins, 2011). Knowing this, it is imperative that teachers are provided the tools and skills they need to be successful educators. This section explores both the traditional and alternative methods of teacher preparation utilized to prepare educators for real world application.

Teacher certification history. Historically, education and teacher preparation programs are able to trace their roots through private tutors in ancient civilizations to the creation of more formalized schools of pedagogy that related to religious training and were influenced by those philosophers that figure more prominently in today's educational foundations texts (Hailman, 1873). Teacher preparation programs traditionally focused on preparing teachers through a mixture of pedagogy, theory, apprenticeship and practicum experiences (Ackerman, 2004). The development of these ideas for teacher education programs in America can be traced to the development of the normal schools of the early 1800s, and more specifically to the French École

Normale Supèrieure established in Paris in 1794 (Helton, 2008; Normal school, 2010). Normal schools were primarily responsible for the education and training of elementary school teachers and followed the teachings of Johann Pestalozzi – a student of Jean-Jacques Rousseau – who formulated the idea that learning involves the development of the child's own senses rather than the imposition of the teacher's knowledge (Coble, Edelfelt, & Kettlewell, 2004). With more students becoming educated, a need for the proper tutelage of teachers at a higher level became essential, prompting the idea of normal school to expand to universities.

By 1873, the influence of education pioneers like John Dewey became more prevalent as normal schools began their transformation into teacher colleges (Helton, 2008). With this transition, potential teachers were required to prove to have extensive knowledge about a wide range of subjects. For example, in order to hold the required certificate to teach, they had to pass a series of tests on classroom management, content-specific ideas, and ideas about educational philosophy (Bohan & Null, 2007; Pyle, 2009).

To provide the necessary training normal schools shifted and became incorporated as universities. For example, the Normal School of Los Angeles became what is now known as the University of California at Los Angeles [UCLA] (Bohan & Null, 2007). This sparked the debate between those who viewed teaching as an art and those who viewed the profession as a science by facilitating the emergence of schools that provided an opportunity for students to experiment with classroom management and lesson plans (Bohan & Null, 2007; Helton, 2008).

The twentieth century sparked the emergence of standardization for the education of future teachers. Many of the accreditation programs that presently regulate the broad field of education today, such as the National Council for the Accreditation of Teacher Education, were developed during the 1940s and 1950s (Finn, 2009). With these agencies striving to find more

effective means of educating teachers, the notion of the importance of practical experience in the classroom continued to gain popularity, becoming a common practice in the 1970s (Finn, 2009).

As time progressed, the United States government began to discuss ways in which federal regulations could be used to standardize schools and learning. In 1980, the government initiated the development of the Department of Education as a federal entity focusing on the development of education in the United States (Feistritzer & Haar, n.d.). The federal report, *A Nation at Risk*, published in 1983 brought the public's attention to the lack of quality schools throughout the nation. After the release of this report, teacher preparation programs across the country began to reflect the national interest in education reform (Finn, 2009). In turn, the acceptance of alternative education programs increased, providing another route to licensure as teachers earned a salary while completing preparation programs. The requirements for entrance into the program were often greater than traditional teacher preparation programs, and interested individuals were able to skip what was viewed as a tedious process and learn the skills and knowledge that were directly linked and vital to classroom instruction (Murnane, Singer, Willett, Kemple, & Olsen, 1991).

Traditional programs. Traditional university-based teacher certification programs "are generally offered through a college of education as a four-year undergraduate degree" (U.S. Department of Education, 2006, p. 5). Teacher preparation programs traditionally focused on preparing teachers through a mixture of pedagogy, theory, and practicum experiences (Ackerman, 2004). Typically, students enroll in this type of program and complete two years of core curriculum before they begin coursework pertaining to the education field, with some field-based education taking place, once students are in their last two years of coursework. This is done in the form of pre-service teachers entering into the student teaching phase of their

program. Student teaching is perceived to be the capstone or final course in undergraduate preparation before entering the profession of being a teacher (Ediger, 2009). This phase varies according to specific university frameworks. Some teaching candidates spend eight to ten weeks student teaching while others spend up to a semester doing so. The top three teacher-producing states (New York, California, and Texas) require a minimum period of supervised classroom teaching time for potential teacher candidates, although the time and supervisory levels are subject to the individual programs (United States Department of Education, 2006). Boyd, Grossman, Lankford, Loeb, and Wyckoff (2008) believe that without intentional linkage, pre-service teachers may come to feel that what they learn during student teaching contradicts what they have learned in university courses.

Field-based programs. Many of the programs for teacher education have extended beyond the structure of the traditional university-based certification program. Field-based teacher preparation programs were introduce through the efforts of the Holmes Group and the National Network for Educational Renewal (Darling-Hammond, 2000). In field-based teacher preparation programs there is an intentional effort to connect course objectives and outcomes to actual classroom settings where teaching candidates spend greater amounts of time in classrooms while they are taking courses. Although programs vary in the way they organize field experience and the type of guidance they give to pre-service teachers, they share two assumptions: exposure to examples of teaching creates learning opportunities and the use of field experience allows pre-service teachers meld memory into practice (Santagata, Zannoni & Stigler, 2007). Jacobson (1999) pointed out that a compelling reason for taking any teacher preparation course into the field is to expose students to real world situations where they can actually see content connect

with pedagogy in a real sense rather than to vicariously imagine scenarios through reading textbooks, viewing videos, listening to lectures, or participating in class discussions.

Students in field-based programs typically have longer 'student teaching' phases than students in traditional programs. Some students are required to complete up to one school year or more worth of training. A benefit of these types of programs is that the individuals receive real-life practical experience (Robertson & Singleton, 2010). During the first semester of student teaching, some teachers are involved in an observation phase, where they are in the field two to three days a week while continuing to take courses designed to complement the observation phase. During the second semester of student teaching, candidates take on a more extensive role in the classroom and become responsible for teaching duties. Typically, during this phase, candidates are in the school setting four or five days a week. Darling-Hammond (2000) stated that graduates of these programs are not only more pleased with the preparation they received, their colleagues, principals, and cooperating teachers also consider them well prepared and as effective with students as are more experienced teachers. Additionally, participants in field-based programs noted greater impact on their knowledge and beliefs concerning instruction (Sampson, Linek, Raine & Szabo, 2013).

In some field-based preparation programs, universities are incorporating inquiry-based learning in which teaching candidates learn through case studies of children. Darling-Hammond (2000) found that case studies help teaching candidates to better comprehend the thought processes of children and help to make connections between theoretical principles and real classroom issues. In turn, field-based programs provide a high level of understanding that allows participants to be more in tune with those they teach. This is important since innovative practices are often described in abstract terms during participation in teacher education courses and

without linking them to concrete images of practices, pre-service teachers may misinterpret what they observe during field experiences (Santagata, Zannoni & Stigler, 2007).

Alternative programs. Originally, alternative certification was a stopgap to fill a vacancy with an unqualified individual when no certified teacher could be found (Baines, 2010). They simply served to fill spaces as potential teachers complete programs of study towards certification. This shortage was driven in part by the costs of preparing to teach through a traditional route, coupled with modest salaries as compared with other professions, and the possibility of poor working conditions–each a barrier for those who would otherwise want to teach (Johnson & Liu, 2004). In the mid-1980s, emergency teacher certification permits were one of the first types of alternative certification. Today, alternative certification is no longer alternative; it is mainstream and the number of alternatively certified teachers is soaring (Baines, 2010). These programs are proving to be more prevalent throughout the country. For example, 20% to 30% of new teachers in the United States are drawn from alternative certification (AC) programs (National Research Council, 2010). Furthermore, 46 states and the District of Columbia reported having some type of alternative route for certification in 2003 (Tissington & Grow, 2007).

Alternative teacher certification comes in many different forms. Boe and Shin (2007) noted that alternative programs are inconsistent in the amount of instruction provided in preparation and pedagogy. Coincidentally, alternative programs can range from a six week crash course in classroom management to a two year guided internship with additional courses (Quigney, 2010; Scribner & Heinen, 2009). Each state, functioning under its own certification guidelines, operates its alternative programs with diverse models and incongruent standards (Feistritzer, 2005). Generally, alternatively licensed teachers first obtain teaching positions, and

then build upon teaching experience with additional licensure coursework, rather than the reverse that is found in traditional teaching licensure programs (Finn, 2009).

To do so, these types of programs are designed specifically with the intent to recruit, train and license individuals who have already earned a bachelor's degree. Candidates must go through a thorough screening process before entering the program and good programs have tightly supervised internships in the classroom of expert teachers and offer corresponding coursework in teaching and assessment strategies (Berry, 2001). The most successful programs tend to have high entrance standards; provides extensive mentoring and supervision; engage participants in pedagogical training in instruction, management, curriculum and working with students from diverse backgrounds; and offers practice in lesson planning (Allen, 2003).

Some alternative certification programs are composed of short courses that focus specifically on teaching candidates how to teach. For example, in truncated programs, candidates often get four to eight weeks of training in classroom management, simplified instruction on developing lesson plans and an introduction to the complex world of teaching (Berry, 2001). Still, other programs partner with universities to provide more extensive coursework. Tissington and Grow (2007) described some basic differences between university-based and unaffiliated alternative certification programs:

- Students enrolled in university-based alternative certification programs are required to have taken the Graduate Record Exam (GRE) in addition to holding a bachelor's degree.
- University-based alternative certification program afford students the opportunity to earn graduate credits for coursework
- Students enrolled in unaffiliated programs typically do not earn course credit toward a graduate degree.

- Students involved in the university-based alternative preparation program usually earn teaching certificates upon graduation
- Unaffiliated programs provide students with either an eligibility certificate, an emergency license, or a teaching certificate.

These alternative routes afford individuals the opportunity to work as a teacher of record while obtaining certification. With the enactment of the No Child Left Behind Act of 2001 and the mandate that highly qualified teachers may not have certification requirements waived on an emergency basis, alternative certification programs adjusted their methods of certification (Center on Education Policy, 2003). Alternative certification programs provide candidates with coursework or experiences in conjunction with teaching in actual classroom settings; it is required that candidates work closely with mentor teachers, and they must meet high standards for completion of the program. They have been developed differently than traditional teacher education programs to successfully prepare both special education and general education teachers (Forlin, Loreman, Sharma, & Earle, 2009). To keep up with the pace of the expanding workforce in education, new routes to certify teachers are necessary (Paige, 2004).

Educator Needs

Learning to teach is a developmental skill (Berliner, 1988, 2001; Feiman-Nemser, 1983; Wang & Odell, 2002). The initial training needed to successfully navigate through the teaching profession is provided during pre-service preparation and those educators who are new to the teaching profession need support in order to be successful instructors and promote success within students. Having a supportive environment not only creates the likelihood of teachers remaining in the teaching professions (Andrews & Quinn, 2005; Feiman-Nemser, 1996; Schlichte et al., 2005), it also helps novice teachers to efficiently and effectively manage their classrooms (Wong

& Wong, 2005). With such backing, educators can feel as though they have added a necessary tool to their teaching arsenal.

Beginning teachers. Although beginning teachers acquired many skills in pre-service training, they struggle to survive from one day to the next (Taylor, 2009). Research in the area of first year teacher experiences is focused on two overarching categories: the social factors that affect first year teachers and the challenges that first year teachers often experience (Hebert & Worthy, 2000). To combat these dilemmas, schools must become institutions that nurture new teachers in order to sustain both teachers and the teaching profession. Mentoring can help teachers develop tools for continuous improvement by promoting observation and conversation about teaching (Feiman-Nemser, 1996). This information can be used to foster long lasting growth and sustained development in new teachers; while also proving to be useful far beyond the early years of teaching by decreasing the effects of the challenges faced and increasing the success they experience.

Emotional stress. Beginning teachers experience a high degree of stress from various components of the profession during the first few years of teaching. Aspiring teachers enter the profession with an unrealistic optimism, having the tendency to believe that the problems that plague others won't happen to them (Weinstein, 1988). They operate according to a skewed reality and therefore are not prepared to endure the emotional intensity brought about by the teaching profession.

Many new teachers grapple with the roller coaster emotional intensity of teaching (Moir, 1999; Veenman, 1984). Liston et al. (2006) noted four distinct areas of responsibility that cause new teachers emotional stress (a) the multi-tiered workload that spans preparing lessons with new curricula, assessing student work, parent conferencing, conferring with colleagues, and

adjunct duties that take up evenings or weekends such as attending Parent Teacher Association (PTA) meetings or chaperoning at school dances; (b) the constant decision making, "managing dilemmas and making hundreds of small decisions each day" (p. 353), of which novice teacher have no prior experience by which to govern their actions; (c) the divergence between novices' idealism and the realities of the classroom, which cause novices to feel that teaching is a hopeless endeavor and (d) the bruising politics of education, "where the sting of conflicts with students, colleagues, or parents often catches new teachers off-guard" (p. 354). Such a wide array of responsibilities, challenges and ideologies takes a daunting toll on new teachers.

During the first year of teaching the new teacher is also challenged by characteristics inherent in a career change: changes in definition of oneself, in experiencing new situations, and in navigating a new interpersonal support network (Brock & Grady, 1997). All of these situations exist along with the expectation that novice teachers perform their daily classroom duties and responsibilities at optimal levels. Beginning teachers are learning about their new roles in the school as they struggle to understand and exercise power within the framework of the school culture (Schempp, Sparkes, & Templin, 1993). This places novice teachers in a difficult position where the requirements to readily adjust to a new environment and thrive must be met.

Responsibilities. Within a school, there is not much difference between the responsibilities given to new teachers and those demanded of more experienced counterparts. New teachers are expected to perform the same duties, effectively manage a classroom, and have the same responsibilities as battle-tested veteran teachers (Bartell, 1995; Robinson, 1998; Scott, 1995). Inherent in their new role and designation, beginning teachers have a difficult work setting (Kestner, 1994). According to Wong and Wong (1998), teaching is the only career in

which teachers must at the start perform a complete set of duties while they are trying to determine what the duties are and how to do them.

Gordon and Maxey (2000) described six environmental challenges that novice teachers encounter in the school culture. They maintain that if these environmental challenges are not addressed, the novice teacher may experience negative emotional, physical, attitudinal, and behavioral problems;

1. New teachers have difficult work assignments.
2. Schools have both formal and informal rules and procedures that often present unclear expectations to the beginning teacher.
3. New teachers often have inadequate resources and materials for instruction.
4. Beginning teachers suffer from emotional, social, and professional isolation due to the school's physical and social structure.
5. Role conflict is experienced by novice teachers as they struggle to differentiate themselves between being a teaching and being a young adult
6. When beginning teachers undergo reality shock, they react to the reality of their current situation in contrast to the idealistic expectations that they have.

Development. Berliner (1988) defines competent teachers as those teachers who "make conscious decisions about what they are going to do… [They are able to discern] while enacting their skill, what is important and not important" (p. 4). Given that novice teachers bring with them a large degree of variance between their theoretical background and the application to teaching, there exists a steep learning curve. While there remains a persistent, popular belief that there are so-called natural born teachers, mastery in teaching develops after thousands of hours of practice (Berliner, 2001). Even the most eager, ambitious, and well-meaning additions to the

academic ranks must supplement their noble intentions with concrete instruction, apprenticeship, fieldwork, and a sort of trial-by-fire initiation to the teaching profession. Therefore, true competence may not begin to be demonstrated until the third or fourth year of teaching.

Berliner (2001, 2004) explores the work of Glaser (1996), in the field of cognitive psychology, to describe the three stages in the development of teacher expertise: external, transitional, and self-regulatory. In the external stage, novices work on developing their skills through a myriad of supports from teachers, coaches, and family. In the transitional stage, practitioners acquire and practice self-monitoring techniques for further skill development and rely less on external support. In the self-regulatory phase, emerging experts purposely select their learning experiences, based on self-identified needs, and then collaborate with peers.

From the research, it can be concluded that educators who are new to the teaching profession are in need of support; that provides a remedy to various challenges they face during their formative years of teaching. The issue of supporting new teachers has generated significant interest in induction and mentoring support for new teachers (Achenstein & Athanases, 2006). It is believed that mentoring teachers at the beginning of their careers has the potential for long-term benefits not only in teacher effectiveness but also student achievement and teacher retention (Wagaman, 2009). Consequently, the effects of having support carry over to produce long term effects that prove to be beneficial to the educational system as a whole.

Beginning Teacher Induction Programs

Theoretical Framework. Teacher induction refers to structured, planned, short-term assistance programs for beginning teachers (Lawson, 1992). Gordon and Maxey (2000) define a beginning teacher assistance program as a formal systematic method of providing ongoing assistance to new teachers during the induction period. In turn, these programs are well thought

out and focus on providing beginning teachers with appropriate support based on their fundamental needs (Veenman, 1984). Robinson (1998) described three evolutionary stages of induction: preparation, orientation, and practice. Preparation involves the training that the teacher undergoes in preparation for entering into the profession. Orientation is the pre-service phase that occurs once a new teacher is hired by a Local Education Agency (LEA) and remains in until they begin their first day of teaching. Practice involves the application of the knowledge and skills of the beginning teacher in the actual learning environment.

The goals of beginning teacher induction evident in more recent programs are to provide beginning teachers with guidance and support from mentor teachers, to promote the professional development of teachers, and to retain beginning teachers (Odell, 1990). Overall the purpose of every teacher induction program is to improve teaching performance (Durbin, 1991). Huling-Austin (1988) suggested common goals of new teacher induction programs:

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

Debolt (1992) described four principles in the development of teacher induction programs:

1. Teacher competence is the basis of teacher performance.
2. Teacher performance is the basis of teacher effectiveness.
3. Though teacher competence grounds teacher performance, it does not guarantee teacher performance.

4. Though teacher performance grounds teacher effectiveness, it does not guarantee teacher effectiveness.

After exploring these theoretical frameworks, it is apparent that the tenets of Veenman (1984), Lawson (1992), Gordon and Maxey (2000), Robinson (1998), Odell (1990), Durbin (1991), Huling-Austin (1988) and Debolt (1992) all align to provide a comprehensive view of the goals and components of a viable beginning teacher induction program. To summarize the basis of their theories, a beginning teacher assistance program is not: (a) only orientation to the school and the community, (b) merely the assignment of a buddy, (c) an evaluation program, nor (d) a "cure-all" for incompetent professionals (Gordon, 1991). It is important that beginning teacher programs be supportive in nature so that they exist beyond the above mentioned areas. Furthermore, trust-building, nurturing, and support are core principles of these programs.

Induction program history. Induction programs began as a method to remedy apparent challenges beginning teachers faced as they transitioned from the classroom theory to real world practice. As one of the pioneers in induction research, Veenman (1984) focused on addressing the problems as perceived by beginning teachers and the alterations that took place in response to those perceptions. The objective was to assist beginning teachers by providing data-driven recommendations to aid educators' transition to teaching through induction programs (Veeman, 1984). The basis for these programs included the use of common objectives and goals that were established through the research done and the data received from that research. This type of forward thinking played a key role in propelling induction programs to a place of necessity in modern education.

From the beginning of induction programs, numerous recommendations regarding their structure and implementation; some at the academic and institutional levels, others at the

grassroots level via input by battle-tested teachers. With various researchers providing different ideas in reference to how this task should be accomplished, confusion surfaced. The top three debated ideas included: extending pre-service terms to five years, introducing internships, and establishing induction programs for the first one-to-three years of teaching (ERIC Clearinghouse on Teacher Education, 1986). As a result Kern (2004) explained that a common and widely accepted definition of induction was not apparent. He simply used the term to describe the first year of teaching (Kern, 2004). Prior to that, Joest (2003) explained induction as new teacher orientations, in-service trainings, support meetings and mentoring.

Beyond nebulous terminological divergence and in spite of the actual explanation of what induction is; there are still additional areas where consensus, regarding the induction processes, has not been reached. These differences exist in the areas of duration and intensity of the induction programs which can vary from a single meeting at the beginning of the school year to a highly structured program that involves multiple activities and frequent meetings over a period of a number of years (Smith & Ingersoll, 2004). Consequently, modern induction programs also differ depending on the number of beginning teachers they serve; some schools only offer the induction programs to teachers who are new to the teaching profession while others offer the induction programs to all teachers who are new to a particular school (Smith & Ingersoll, 2004). Without a clear explanation and established standard guidelines, the research suggests that there was no way to truly develop an effective program that would serve the true needs of beginning teachers.

In recent years, some scholars and researchers have proposed a more accurate definition of the term induction. One such explanation states, “Induction includes all the activities that train and support new teachers; it acculturates them to the mission and philosophy of their school and

district" (Wong, 2002). After two years, the definition of induction was further developed to explain it as a system-wide, coherent, comprehensive training and support process that continues for two to three years then seamlessly becomes a part of the lifelong professional development program of the district that keeps new teachers teaching and improving towards increasing effectiveness (Wong, 2004). Furthermore, induction programs do not fall into the category of additional training for all employees, but are designed to help beginning teachers who have already completed their basic training and are in transition into teaching profession. The induction programs can be seen as a bridge between *student of teaching* to *teacher of students* (Smith & Ingersoll, 2004).

For the past 20 years, various teacher induction programs have been created across America to find ways to support novice teachers' transition into the teaching profession (Chang-Miller, 2009). With this evolution, teacher mentoring programs have become one of the most dominant sources of the teacher induction curriculum (Fideler & Haselkorn, 1999). Mentoring programs provide beginning teachers with insight from experienced teachers to allow for a more "real-world" teaching perspective. In many cases, induction programs and mentor programs are not only used in conjunction with one another but they are also used interchangeably (Smith & Ingersoll, 2004). That is, they can be collaborative and symbiotic, but also mutually exclusive and adaptable, depending on what objectives are sought.

The California BTSA Program

Program history. California's Beginning Teacher Support and Assessment (BTSA) program is an induction program that began in 1992 with a focus on retention of teachers in California as a primary purpose. The program provides formative assessment, individualized support and advanced content for newly-credentialed, beginning teachers, and is the preferred

pathway to a California Professional (Clear) Teaching Credential (BTSA, 2013). The BTSA Program is managed by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CTC). Currently, there are over 160 BTSA induction programs that are organized into six clusters across the state of California (BTSA, 2013).

Like any new programs that needs evaluation, Senator Marian Bergeson, the author of the Senate Bill 1422, asked for a complete and comprehensive review of the California teacher credentialing program during the initiation process of the BTSA Program. Senate Bill 1422 authorized the BTSA Program and created a panel to review teacher credentialing in California (BTSA, 2013). The legislation provided four million dollars which funded 29 programs and served 7% of the novice teachers (EdSource, 1998). Frameworks were being developed and implemented to reflect the need for new teacher support, such as the Framework of Knowledge; Skills and Abilities for Beginning Teachers; the Standards of Quality and Effectiveness of New Teacher Support and Assessment Programs; and the new formative performance assessment of teaching (Olebe, 2001).

In 1998, Senate Bill 2042 established a two-year system featuring advanced study and support leading to a clear teaching credential (BTSA Induction).The passage of Assembly Bill 2010 in 2004 established BTSA Induction as the required route to obtain a clear credential (BTSA, 2013). The Beginning Teacher Support and Assessment (BTSA) program and California teacher credentialing process was re-restructured under Senate Bill 2042. The major reforms included:

1. The creation of multiple, standards-based routes into teaching, including blended programs of undergraduate teacher preparation;

2. Alignment of teacher preparation standards with state adopted academic content and performance standards for students;
3. A new requirement that teachers pass a teaching performance assessment embedded in their preparation program prior to earning a preliminary teaching credential; and
4. A new requirement that teachers complete a two-year induction program of support and a formative assessment during the first two years of teaching as a requirement for earning a professional teaching credential

Later, in 2004, the passing of Assembly Bill 2210 established BTSA as the required route for teachers to obtain a clear teaching credential (BTSA, 2013). The requirements were both clear and uniform, leaving nothing left up to individual interpretation. Finally, in 2007, Senate Bill 1209 was passed and eliminated duplicative requirements for teachers holding a preliminary credential and allowed charter school teachers to be eligible for funding through the BTSA Induction program (BTSA, 2013).

Current structure. The BTSA Program promotes local school districts, county offices of education, and universities to work together in providing new teacher induction programs. It is a two-year structured induction program that provides support for the beginning teachers during their induction phases. It involves goal-setting, weekly interactions with an assigned support provider, classroom observations and maintaining an electronic record of detailed school site information and individual data driven tasks (BTSA, 2013). BTSA Programs are available for beginning teachers who have already completed their teacher training and have obtained their Preliminary Teaching Credentials. The BTSA Programs use the Formative Assessment for California Teachers (FACT), which utilizes performance-based, job-embedded modules to support participating teachers as they teach (BTSA, 2013). The funding for the induction

programs is also available to those education organizations, but they must develop and implement teacher induction programs that meet the standards approved by the California Commission on Teacher Credentialing and the Superintendent of Public Instruction. The completion of these approved induction programs position teachers with preliminary credentials to receive their Professional (Clear) Teaching Credentials (CTC, 2002).

The BTSA Program helps the beginning teachers with classroom management and job-related personal assistance through a systemized support structure. In this structure, support providers are paired with one or more beginning teachers. The beginning teachers go through an induction system called a formative assessment program. A formative assessment program is organized by activities, discussions and questions. It correlates to the California Teaching Standards and is guided by their participating teachers. A formative assessment program includes collegial discussions, classroom observations, goal-setting, and in-services where the beginning teachers are provided with appropriate resources to effectively and efficiently govern their classrooms both academically and behaviorally (BTSA, 2013).

Induction Impact on Teaching and Student Achievement

Research confirms the important role that consistently knowing what and how to teach plays in student achievement (Darling-Hammond, 1997; Kaplan & Owings, 2004). Consequently, there are uncertainties surrounding the quality of teachers are that exist today: new teacher attrition; an absence of effective induction programs that help beginning teachers translate theory to practice; the lack of standards for mentors and preparation for mentors that will provide the knowledge and skills needed to move novice teachers to the next level of teaching and learning; and dwindling resources to resolve these problems in today's economic crisis. With the *No Child Left Behind* act describing an effective teacher as one who was

considered highly qualified, legislation went on to describe highly qualified teachers as those who have earned a bachelor's degree, obtained state licensure, and proven subject matter competency in reference to the subjects they teach (most often by taking a test or a pre-determined number of content courses). As a result, many policymakers narrowly define teacher quality in terms of teachers' academic abilities (Brown, Morehead, & Smith, 2008), even though there is little evidence that educational level or degree makes a difference in teaching practice or student achievement (Rockoff, 2004). In an attempt to support new teachers, many districts are providing induction programs to ensure effective practices are being implemented to increase student achievement and to help maintain the retention of new teachers (Gonzales & Vodicka, 2008).

Induction and teaching practices. While new teacher retention is an essential goal of a comprehensive induction program, new teacher effectiveness must also be a top priority (Knight, 2007; Liston, Borko, & Whitcomb, 2008; Odell & Ferraro, 1992). As highlighted, previously, a study conducted by Britton, Paine, Pimm, and Raizen (2003) reviewed new teacher induction programs in five different countries including New Zealand, Japan, Shanghai China, Switzerland, and France. Not only did the induction programs in the five countries studied provide funding and full support systems to all new teachers through a variety of systems, they also lasted for at least two or more years. Wong, Britton, and Ganser (2005) stated “an effective teacher is perhaps the most important factor in producing consistently high levels of student achievement” (p. 379) and concluded that the teaching profession must take the steps necessary to ensure that teachers are continually learning best the practices throughout their entire careers, beginning with first year teachers. Upon review of the international study conducted by Britton et al. (2003), Wong et al. (2005) concluded that there were components of those programs that

could greatly benefit induction programs in the United States. One of the benefits, according to Wong et al. (2005), was that "in each of the countries, their respective induction approaches are highly structured, comprehensive, rigorous, and seriously monitored" (p. 46). The next benefit taken from the study was that "the induction programs focus on the professional learning development of their teachers." Furthermore, each country holds the belief that the induction program is one component to the process of life-long learning (Wong et al., 2005). The last benefit from the study was that the use of collaborative group work facilitates, nurtures, and develops the life-long learning process.

In some cases, a number of new teachers in the United States are given a mentor for support and no more making mentoring the sole source of support for beginning teachers. The study by Britton et al. (2003) provided evidence that induction programs not only help to reduce teacher attrition, but can also help improve teaching practices; as such, new teacher induction programs can positively influence teacher practices by increasing standards and expectations while simultaneously providing realistic methods and measures for achievement and successes.. Breaux and Wong (2003) studied 30 new teacher induction programs across the United States and corroborated the findings of the Britton et al. (2003) international study. According to the authors, successful United States new teacher induction programs are "structured, sustained, intensive professional development programs that allow new teachers to observe others, to be observed by others, and to take part of networks or study groups in which all teachers share with one another" (Wong, Britton, & Ganser, 2005, p. 384).

Induction and student achievement. With increased emphasis being placed on student performance and closing achievement gaps, teachers are being held accountable for their

students' achievement rather than merely the delivery of instruction (Dedman, 2014). However**,** **t**he number of research studies that exist in reference to the impact of induction programs on student achievement, pales in comparison to studies performed in other areas. A report by the National Commission on Teaching and America's Future (2004) provided insight as to how the inadequate induction of beginning teachers in public schools causes a weakness in their ability to improve teaching and, in turn, boost student achievement. Davis and Higdon's (2005) study compared ten first-year teachers of kindergarten through third-grade students who were graduates of the Teacher Fellows program to a group of teachers who did not participate in the program. Each participant had obtained a teaching degree from both the same university and the same teacher education preparation program. Each teacher had been assigned a mentor with varying degrees of mentor training. The difference lied in the time spent with the mentor. For the Teacher Fellows program participants, collaboration with the mentor was done on a weekly basis, in addition to mandatory attendance at weekly training sessions. The comparison group of teachers only met with the mentors when needed, as they were full-time teachers. The focus of the study examined the impact of mentoring on classroom teaching practices, including the achievement of students, the duration and type of induction provided for both groups, and the impact of mentoring on teacher retention. The data was collected by using teacher observations and teacher interviews as the primary sources of information. Additionally, follow-up data was collected on each participant the following year after the study. The data from both groups was compared using the Mann-Whitney test (Harlin, 2008). The results of the study displayed a positive relationship between teachers who participated in an induction program and indicated improvements in student achievement. The follow-up data revealed that all of the participants were still teaching.

In another study Thompson, Paek, Goe, and Ponte (2005) used a quasi-experimental research design to explore the effects of the California Formative Assessment and Support System for Teachers (CFASST), a component of the Beginning Teacher Support and Assessment (BTSA), on teachers' classroom practices and student achievement. The comparison was done between first year teacher participants in the two year CFASST program and teachers who had minimal or no participation in the program. Student test scores were collected in reading, language, spelling, and math from six STAR tests (Thompson et al., 2005). The study results provide no significant statistical differences in test scores between students of teachers who were actively involved in the CFASST rigorous program and students of teachers who had minimal or no involvement in the program. The test results did lend themselves to the conclusion that "the consistency of the direction of the results across all tests is suggestive that BTSA/CFASST has a positive impact on student scores" (Thompson et al., 2005, p. 9). The mean scores of the students from the actively engaged CFASST teachers were consistently higher than the students of the teacher who had little to no engagement in the program.

While research studies lack in the area of teacher induction programs and student achievement, Villar, Fletcher, and Strong (2008) focused their study on the relationship between first year teachers, their mentoring program, and noted changes in student achievement. This study examined four first year teacher induction programs implemented in four different school environments to explore student achievement changes in reading and math. Student data was obtained from Stanford Achievement Test 9th Edition (SAT9) test result for 1998-2002. The study resulted in three out of the four districts yielding positive and significant gains in the reading scores of students taught by first year teachers. In one out of the four districts, the results showed positive and significant gains in math, with no gains in reading. Villar et al. concluded

"The results of these studies suggest first that a generalized model of new teacher support at the elementary level may not have equal impact across all subject areas" (p. 20).

Although studies have shown that new teacher induction programs play a major role in reducing teacher attrition, improving teacher retention, and increasing effective teaching practices, studies investigating the impact of new teacher induction and student achievement are not as prevalent. Villar et al. (2008) agreed and stated, "research on new teacher support is starting to answer questions about the logistics of induction, but additional work is needed if policy makers are to be able to make fully informed decisions based on this research, particularly with regard to potential effects on student learning and achievement" (p. 6). Few research studies have explored the impact of induction programs on student achievement and according to Bodie (2009), "while there are no peer-reviewed studies that directly link induction programs with student achievement, there are many studies which have established a positive correlation between teacher self-efficacy and student achievement" (p. 51). The National Center for Education Evaluation and Regional Assistance, within the United States Department of Education's Institute of Education Sciences, joined with Mathematica Policy Research, Inc. (Glazerman, et al., 2008) to analyze the impact of a comprehensive induction program on five areas of concern. Included in the five areas that were addressed was the impact the induction program had on student achievement. The experimental design study was made up of participants who were employed by 17 school districts that spanned across 13 different states; it began in 2004 and concluded in 2006. Those school districts included 418 schools and 1,009 teachers who met the disparate requirements to participate in the study. Next, the schools were randomly assigned to a control group or treatment group, to receive services for an induction program from Educational Testing Services of Princeton, New Jersey or the New Teacher Center

at the University of California Santa Cruz. The final sample populations included nine Educational Testing Services districts with 100 treatment schools and 103 control schools and eight New Teacher Center districts with 110 treatment schools and 105 control schools.

A variety of sources were used to collect data for the study. Teacher observation data was collected using the Vermont Classroom Observation Tool (Glazerman et al., 2008) which measures effective teaching practices that have shown growth in student achievement. Another source of data was collected from students' pretest scores during the 2005 school year and the posttest scores during the 2006 school year. The teachers in the treatment group received comprehensive induction services that were intensive and focused on weekly meetings with mentor teachers, observation opportunities in veteran teacher's classrooms, mentor observations, curriculum activities, and monthly support group meetings provided by Educational Testing Services and New Teacher Center. At the end of the school year, all treatment group teachers participated in a culmination celebration. The control group teachers received normal induction services and support from within the school district.

The study concluded that there was found to be no statistical impact on students' pretest and posttest scores for the first year (Glazerman, et al., 2008). The study reported outcomes for one school year and Glazerman et al. (2008) suggested in order to see long-term effects of the comprehensive induction programs on student achievement, additional long term studies could provide additional evidence to inform educators about the impact of comprehensive induction programs on student achievement. Lastly, Strong (2006) pointed out that an investigation into the possible link between new teacher induction support and student achievement is difficult and complex to perform, thereby providing explanation as to why very few studies such as this exist.

A study performed by Rockoff (2008) used standardized test scores to compare New York City fourth through eighth grade beginning teachers who spent more time with their mentors with novices who received less time. This study found evidence that novices who spent more time with effective mentors had greater student gains as measured by performance on achievement tests in both mathematics and reading than those who spent less time working with their mentors. The extent of these effects is great, with student achievement increasing by 0.10 standard deviations in mathematics and 0.06 standard deviations in reading with just 10 additional hours of mentoring.

A two-year investigation conducted by Fletcher, Strong, and Villar (2008) also reviewed the effects of varying models of mentor support to student achievement data in mathematics and reading of beginning teachers. Three models were explored– beginning teachers who were assigned:

- Full-release mentors for two years (15:1 ratio)
- Full-release mentors for year one (15:1); full-release mentors for year two with higher caseloads (35:1)
- Full-release mentors for year one (15:1); onsite mentors with no release time for year two.

Using regression analysis on the class-level value-added test score data, the authors determined that students in the classrooms of teachers supported by full-release mentors for two years showed greater gains as measured by performance on standardized tests than students in classrooms of teachers who had full-release mentors (15:1 ratio) for only one year. These results suggest that there is a positive relationship between the amount of mentor contact time and student achievement scores (Fletcher, et al., 2008).

It is clear from the research that teachers can make a difference and do impact the learning of the students in their classrooms. African American children, according to a study by Sanders and Rivers (1996), were found to make gains almost three times as large as Caucasian students if they were assigned to an effective teacher (as measured by student achievement on state standardized tests). Additionally, Nye, Konstantopoulos, and Hedges (2004) reported that in Dallas in the mid-1990s, children scored an average of 49 percentile points greater on a standardized reading assessment if they were placed with effective teachers three years in a row than did children who spent three years in a row in the classrooms of ineffective teachers. The findings in these reports indicate that student performance is influenced more by teacher quality than race, class, or school and the quality of the teacher is even more important for disadvantaged children than for advantaged children, accounting for more than 90 percent of the variation in student achievement (Clotfelter, Ladd, & Vigdor, 2007; Wong, 2003).

To meet the need for quality teachers who foster student achievement, researchers have explored and devised standards that can be utilized to structure induction programs. Furthermore, induction has become a significant part of education as a growing numbers of counties, school districts, schools, and universities have instituted these programs as a method to support beginning teachers. Additionally, many state legislatures have mandated induction programs to be included as teachers begin their teaching assignment. Reviews of the components that comprise a quality induction program, as well as both an international and national view of current induction programs, provides insight into the development of teacher induction.

Quality Induction Programs

The theory behind induction holds that teaching is complex work; it posits that pre-employment teacher preparation is rarely sufficient to provide all of the knowledge and skills

necessary to foster successful teaching, and that a significant portion can be acquired only while on the job (Feiman-Nemser, 2001; Ganser, 2002; Gold, 1999; Hegstad, 1999).There are a number of studies that explore the components that a quality teacher induction program should possess (Bartell, 2005; Moir & Gless, 2001; Perez, Swain, & Hartsough, 1997; Porter, 2005; Wong, Sterling & Rowland, 2004). In some form, each of these studies gives some necessary component that promotes the development of successful induction programs. The study by Moir & Gless, in addition to Bartell's study, provides comprehensive overall views of essential components of a quality induction program. Moir and Gless (2001) lists five quality components as key factors of quality induction programs. They are program vision, instructional commitment and support, quality mentoring, professional standards, and classroom-based teacher learning. Additionally, Bartell (2005) provides a list of twelve characteristics of an effective induction program. They characteristics are: (a) program purpose; (b) induction program leadership; (c) collaboration in induction services; (d) support site administrators; (e) university linkages; (f) attention to context; (g) experienced teachers as support providers; (h) time to work together; (i) professional development for new teachers; (j) follow-up by experienced educators; (k) feedback to beginning teachers and (l) evaluation of the program. Within the observations from these researchers exists the themes of a comprehensive induction program focus, applicable support, significant and appropriate mentoring, the facilitation and assessment of teacher learning and quality teacher development.

Program focus. The focus of the most effective induction programs extends beyond merely operating in a supportive role to address teachers' day-to-day crises and providing general teaching tips to helping teachers learn skills necessary to survive in the profession (Britton, et al., 2000). Therefore, induction program focus contains a concise, clearly stated

vision, or goals, to promote a high quality induction program formulates. They provide the criteria and common language by which programs can develop, improve and be held accountable (Goldrick, Osta, Barlin, & Burn, 2012). In short, it is comprised of the goals and objectives that drive the induction program. The program focus clearly defines the induction program as a whole and establishes pertinent expectations of the roles for those involved (Bartell, 2005).

Support. There is a necessary role for schools and school districts in providing an environment where novices are able to learn the craft and survive and succeed as teachers (Ingersoll & Strong, 2011). This multifaceted component incorporates various types of support from multiple groups of induction program advocates. Here, the need for supportive leadership that spans from the district level to the site level is displayed.

In order for roles and responsibilities to be properly established within induction programs, administrative structure and leadership are imperative. The school district must provide resources, time and professional development within the induction program to promote active participation and success of the induction program and, in turn, the teachers (Moir & Gless, 2001). By implementing policies that support induction, the school districts' display a commitment to guiding new teachers through the induction process.

At the site level, collaboration with experienced personnel plays an integral role in providing beginning teachers with readily available resources and assistance. This integration of professional cultures benefit novices and veterans alike; in that new teachers get support and guidance while experienced teachers get recognition and renewal, allowing everyone to focus on student learning and school improvement (Feiman-Nemser, 2012). This utilization of the expertise of existing personnel allows for the implementation of a successful induction program.

Collaboration is also a dominant theme in research by the Project on the Next Generation of Teachers (Johnson, Berg, & Donaldson, 2005).

Additionally, the support for both the new teacher and the mentoring teacher by the site administrator adds another integral component to the supportive efforts necessary for induction. Because of the manner in which the "sink or swim" mentality has been previously utilized to govern new teachers' entrance into the filed, this act of support requires a fundamental shift from teaching as an independent practice to teaching as an interdependent practice (Feiman-Nemser, 2012). This shift, therefore, provides an opportunity for active engagement at multiple levels, forming a cohesive environment that is geared toward the working cooperatively.

Beyond that, the formulation of school-university partnerships bring "something different" to the induction program; it is important for the partners to recognize and make use of the strengths that each brings (Bartell, 2005). It allows for a smoother transition into full-time teaching as novice teachers become acclimated to the school culture and determine how they fit into it. Decades of research confirm that the power of the school's context significantly shapes what teachers do and what they learn (Bryk & Schneider, 2002; McLaughlin & Talbert, 2001; Rosenholtz, 1989).

Mentoring. In recent decades, teacher mentoring programs have become a dominant form of teacher induction (Britton et al., 2003; Fideler & Haselkorn, 1999; Hobson, Ashby, Malderez, & Tomlinson, 2009; Strong, 2009). The overall objective of teacher mentoring is to give newcomers a local guide in a less than familiar arena (Ingersoll & Strong, 2011). This displays the need for those who have been and continue to be successful in the teaching profession to take an active role in fostering the success of new teachers. A mentor must help a new teacher develop competency while he/she negotiates one new experience after another

(Scherer, 1999). However, this is not void of understanding the individual needs of novice teachers and using this information to facilitate an appropriate mentor pairing. Therefore, the assignment of mentors using well-defined criteria consistent with the provider's assigned responsibilities in the program and the needs of the beginning teacher provides the basis for a high function relationship between the beginning teacher and the mentor (Goldrick et al., 2012).

They must be cognizant of the content standards, knowledgeable of research-based strategies, well versed effective use of assessment tools results and able to effectively transfer information in a way that novice teachers can readily understand (Moir & Gless, 2001). The mentors must be highly qualified and trained because they are the centerpieces of the induction program, possess interpersonal communication skills in order to provide constructive supportive feedback. Effective mentors are at the heart of every high-quality induction program and by providing support with explicitly defined roles, they can work collaboratively with new teachers (Goldrick et al., 2012).

For this to occur, the support provider and the new teacher must be afforded the opportunity to schedule the appropriate time needed to work collaboratively. Currently, reduced workloads for new teachers are basically nonexistent (Shields et al., 2003). In fact, new teachers are more likely to get larger classes, more students with special needs or behavioral problems, extracurricular duties, and classrooms with fewer textbooks and equipment (Feiman-Nemser, 2012). Teachers have also stated that needy students and non-instructional duties sometimes kept them from meeting with their mentors (Isenberg, Glazerman, Johnson, Dolfin, & Bleeker, 2010). By changing this aspect of current teaching practices, the development and growth of novice teachers can occur because they are afforded the opportunity to learn from those who have traveled the same road.

Professional development. In order to successfully navigate through the formative years of teaching, the new teacher should accept that the induction program is a two to three years learning process that is imperative to having a successful career (Moir & Gless, 2001). Through the professional development process, the cultivation and practice of good teaching practices takes place as beginning teachers adhere to and successfully develop in their application of professional standards. More effective programs identify these professional basic skills and proactively help new teachers to learn how to effectively carry them out (Britton, et al, 2000). Beyond that, clearly-articulated standards of professional practice are essential in helping both the novice teacher and their mentor communicate effectively and remain focused on high quality teaching and increased student learning (Moir & Gless, 2001).

Furthermore, the teaching standards define a set of expectations and a common language for talking about excellence in teaching, serve as a basis for reflection, and specify what all teachers need to know and be able to do to enhance student learning (Bartell, 2005). This provides teachers with guideline that they are aware of and by which they can be governed by. Keeping in mind that that new teachers are still learning to teach and are not likely to develop effective practice on their own, professional development is crucial for all new teachers (Feiman-Nemser, 2012).

Teacher learning. As a response to the diverse needs that arise in a classroom setting, successful induction programs provided opportunities for teacher enhancement by embedding into the daily lives of beginning teachers (Moir & Gless, 2001). Consequently, this time of novice/veteran interaction can provide the opportunity for active assessment and feedback during participation in the induction program. Developing teachers want feedback that is specific to their own needs and focuses on their readiness as educators (Bartell, 2005).This process allows

beginning teachers to not develop as educators but it also affords them the opportunity to receive feedback from skilled mentors.

Moreover, induction programs also need to examine their practices and program outcomes on a regular basis (Bartell, 2005). This allows for feedback, regarding the program, to be obtained from novice teacher regarding in reference to their likes, dislikes and overall experiences. When an accountability systems allow for an honest analysis of program strengths and challenges, and enables opportunities for rich feedback and discussion (as opposed to compliance-only systems), it provides a platform for enabling all programs throughout the state to improve (Goldrick, et al., 2012). This, in turn, can assist programs in determining whether or not they are effective in meeting their goals; providing an opportunity to make necessary changes, maintain components that prove to be successful and continue to build programs to appropriately suit the needs that present themselves.

According to Moir and Gless (2001), these components must be in place to effectively help new teachers achieve success in the classroom and improve student achievement. These elements display the intricacies involved in developing and maintaining quality induction programs that provide necessary support to novice teachers. All in all, both the induction program components presented by Bartell (2005) and those of Moir and Gless (2001) align to provide a comprehensive view of a successful teacher induction program. Although the components of Moir and Gless are clear and concise, those of Bartell to allow for a more in depth view of intricacies involved in providing teachers with ample and appropriate support during their formative years as educators. Table 1 is a visual representation of how the components of the two studies relate to one another.

Table 1

Comparison of Quality Induction Program Components

Essential Components of a Quality Induction Program (Moir & Gless, 2001)	Characteristics of an Effective Induction Program (Bartell, 2005)
1. Program Vision	(Program Vision) 1. Program Purpose
2. Institutional Commitment and Support	(Institutional Commitment and Support) 2. Induction Program Leadership 3. Collaboration for Induction Services 4. Support Site Administrators 5. University Linkages 6. Attention to Context
3. Quality Mentoring	(Quality Mentoring) 7. Experience Teachers as Support Providers 8. Time to Work Together
4. Implementing Professional Standards	(Implementing Professional Standards) 9. Professional Development
5. Classroom Based Teacher Learning	(Classroom Based Teacher Learning) 10. Follow-Up By Experienced Educators 11. Feedback to Beginning Teachers 12. Evaluation of the Program

International induction programs. Countries can vary a great deal when it comes to beginning teacher induction programs and post-certification development (Bracey, 2003).

Studies of comprehensive induction programs in other countries programs provide evidence as to the shared concepts and practices that exist between them. The induction programs of the countries studied were comprised of one or more if the following features: a reduction in teaching loads, additional learning opportunities, mentoring, a team environment and peer support. (Bracey, 2003; Britton, et al., 2000; Howe, 2006; Wong et al., 2005). These key concepts display a high level of involvement in assisting new teachers with their transition to classroom practice.

Reduced teaching load. Relieving new teachers of having the same responsibilities as their veteran counterpart can prove to be an effective way to ease the transition into the classroom. Perhaps the most significant feature of New Zealand's teacher induction is the provision of 20% release time for new teachers and mentors to participate in support activities (Howe, 2006). To allow time within the school day can offer developmental opportunities that otherwise may not be available. Additionally, beginning teachers in China are provided half-day training sessions at colleges of education and in schools for most weeks for the year (Wong et al., 2005). Such a strategic method of learning can advance the ability of new teachers to provide a more comprehensive education to the students they teach. Furthermore, teaching in Japan is regarded as a high-status occupation and new teachers receive a reduced teaching loading order to continue in their development through in service programs (Howe, 2006).

Additional learning opportunities. Teachers need a gradual acculturation into the profession (Howe, 2006). To meet this need, the Swiss system promotes novice teachers to attend district-level workshops and courses that will aid them in various classroom practices (Britton et al., 2000). Furthermore, all new teachers are required to attend sessions several days per week at the nearest IUFM (Institut Universitaire de Formation des Maîtres), an institution

created in 1991 specifically to handle teacher education and development and perform the main goal of increasing both the intellectual status of teacher education and the professionalism of teachers (Wong et al., 2005). To add to the body of learning new teachers need, Germany (legendary for outstanding apprenticeships in industry, renowned with the most efficient occupational training in the world) provides all new teachers with a comprehensive two-year internship in which they are specially and specifically trained to meets the needs at all of the various levels of secondary school (Howe, 2006).

Mentoring. Mentors are an essential component of an induction program (Bartell, 2005). In New Zealand, each school appoints an "Advice and Guidance" coordinator who convenes first- and second-year teachers biweekly on site to provide added support, guidance and insight to novice teachers (Wong et al., 2005). Rather than working in isolation, Japan's teachers recognize the power of collaboration and expert mentorship through the use of guiding teachers who provide new teachers with feedback when they conduct both "study teaching" lessons for practice and "live" lessons in the classroom (Howe, 2006).

Team environment. Having an atmosphere where work is completed through collaborative efforts can prove to be both rewarding and effective. The teaching culture in Japan is one in which an entire teaching staff will occupy one large room with individual desks and the accompanying supplies and equipment; therefore allowing a new teacher to receive help from many teachers, given that most veteran teachers believe it is their responsibility to help new teachers to become successful (Howe, 2006). In New Zealand, the Advice and Guidance (AG) program utilizes the assistance and expertise of teachers and school-level administrators to train, develop and support beginning teachers (Wong et al., 2005).

Peer support. Although mentoring has been proven to be an important component of new teacher success, there is also value in new teachers interacting with one another. Participants found that meeting with peers from other schools made them free to be more candid about difficulties at their own school (Britton et al., 2000). In Switzerland, new teachers are involved in practice groups, where they network to learn effective problem solving (Howe, 2006). Additionally, Shanghai offers new teachers the opportunity to become a part of teaching research groups and formulate a culture in which all teachers learn to engage in joint work to support their teaching and their personal learning (Wong et al., 2005). Having a place of comfort to collaborate and share can promote increased openness that can provide healthy dialogue and support to beginning teachers.

Although teacher inductions vary in the services provided to beginning teachers, there are commonalities that exist. To use a metaphor, effective teacher induction is like a chemical reaction that requires certain ingredients to take place (Howe, 2006). The international teacher induction programs explored here include opportunities for expert and novice teachers to learn together in a supportive environment promoting time for collaboration, reflection and a gradual acculturation into the profession of teaching. For teachers to participate in building a new professional culture, they must be introduced early on to the skills of inquiry and given many opportunities to develop the habits of critical colleagueship (Feinman-Nemser, 2001). These induction programs included comprehensive in-service training, extended internship programs, mentoring and reduced teaching assignments for beginning teachers; all of which the research has shown to be necessary components needed to aid in the development of the type of teachers that are needed.

National induction programs. In a number of states throughout the U.S., the educational reform process begin in the mid to late 1980s. One component of reform presented itself in the form of beginning teacher induction programs. Teacher induction programs have grown considerably in the last 20 years (Hill-Jackson, Lewis, & McLaren, 2010). In 1998 it was reported that 27 states had formally approved, adopted or implemented some type of state supported induction program for beginning teachers (Recruiting New Teachers, 1999). However, only nineteen states mandate that districts offer the induction program to all beginning teachers and only ten states provide funding for state-wide programs (Olson, 2000). The major components of state induction programs include assessment and feedback relating to teacher performance, professional development, support from an experienced teacher

***Assessment and feedback*.** Many states include a joint assessment and feedback component in their teacher induction programs. To do so, Connecticut's Beginning Educator Support and Training (BEST) developed goals to promote the linkage of teaching standards to certification requirements to build the capacity of teachers through reflective practices (Rearick, 1997). Additionally, Washington State School Improvement Act of 1993 established a new teacher professional development program designed to assist teachers in demonstrating performance standards in effective teaching, professional development, and leadership by requiring new teacher to maintain a professional certificate portfolio that serves as a professional growth document, not part of the evaluation process (Murphy, 1997). To provide assistance to first year new teachers and those with less than two years of experience, The Kentucky Teacher Internship Program (KTTP) also utilizes the development of a portfolio to govern reflection process for beginning teachers (Kentucky State Department of Education, 2000)..

Professional development. Another integral component of state induction programs is the professional development aspect. To support this, North Carolina's teacher induction program utilizes theory, practical applications to the classroom, and feedback from mentors to provide novice teacher with opportunities to grow as professionals (Schaffer, Stringfield, & Wolfe, 1992). They are supported as classroom teachers and given necessary tools to successfully progress as educators. The year-long Beginning Teacher Program (BTP) in Florida provides opportunities for growth within the teaching profession by delivering training in (a) classroom-management skills, (b) presentation of subject matter, (c) instructional strategies, (d) communication skills, (e) testing skills, and (f) skills in planning instruction (Villeme, Hall, Burley, & Brockmeier, 1992). These components combine to provide beginning teachers with valuable support services during the formative years of teaching

Support. Furthermore, providing support by pairing new teachers with an experienced teacher is another way in which state induction programs invest in the success of teachers. A critical element of North Carolina's teacher induction program is the mentor-new teacher relationship; which makes the mentors responsible for observing, providing feedback to and develop a strong collegial relationship with beginning teachers to provide them with confidentiality as they develop their teaching skills (Gratch, 1998). The State of Texas has worked on the issue of teacher induction programs by funding an induction program that includes a two-year period of support, assignment to a trained mentor, weekly contact with mentor, release time, and formative assessment by a mentor (Texas State Board for Educators Certification Panel, 1998).

Summary

The latest research on staff development indicates that teachers need to be provided opportunities to construct their own knowledge, share it with colleagues, and apply the new learning immediately in their classrooms (Moir & Stobbe, 1995). Principles of adult learning including connecting the teacher's background, coaching, dialogue and demonstration are incorporated into the programs. Scott (1995) refers to the Adult Cognitive Development Model with three stages of development. In the first stage, awareness/comprehension, teachers make an effort to understand their actions. The second stage, enactment, promotes teachers to act on what they are attempting to do. A mentor teacher can assist the beginning teacher in this stage reflect and act upon the enactment. The final stage, confirmation, allows for beginning teachers to perform an analysis and reflect upon their effectiveness as teachers. Furthermore, this stage also provides an opportunity for beginning teachers to problem solve in areas of need

Effective teacher induction programs reduce feelings of isolation and encourage exchange of dialogue on good teaching among new teachers and more experienced teachers (Kestner, 1994). Robinson (1998) states that every effort must be made to develop great teachers throughout the United States, if we are to successfully survive as a nation and continue to lead the world. Through appropriately designed induction programs, this goal can be accomplished.

Today more teachers are involved in some type of formal new teacher induction program and mentoring than ever before, however, the type and extent of programs offered is typically different (Ingersoll, 2004). At this time there are 28 states and growing with new teacher induction programs in place that incorporate various elements of reform (Hirsch, Koppich, & Knapp, 1998). Such opportunities allow for teachers to increase their skill levels and, therefore

foster more successful schools that become increasingly capable at advancing in learning (Sergiovanni, 2000).

In K-12 education, mentoring and induction programs have become standard practice in states across the nation, largely due to the increased retention rates among beginning teachers (Fideler & Haselkorn, 1999). Likeswise, outstanding international programs have become popular due to their noteworthy practices (Howe, 2006). Although induction programs differ from state to state and from country to country, they do share some commonalities. At the national and international levels, each indicates some form of mentoring as a critical part of the program. Additionally, there are teacher standards for the mentor teachers to utilize when doing the assessment of the new teacher's skills. Darling-Hammond (1997) believes that these professional standards are the most important lever for improving teaching and learning because they reflect the essence of teaching. This type of reflective feedback provides an opportunity for the new teacher to grow in confidence and instructional skills.

Consequently, the differences that exist display a gap between U.S. induction programs and those of other countries. One such practice that is unique to the majority of international programs is the amount and frequency of release to that new teachers receive for professional development training and collaboration with both peers and mentor. Additionally, international countries are implementing year-ling internships that provide additional practical training (Howe, 2006). Besides that, the funding provided for induction programs supersedes that of U.S. programs (Wong et al., 2005) international induction programs. Based on the research the differences that exist between national and international programs makes a substantial difference as to the level and type of support and training that beginning teachers receive. International

programs are placing more money, time and resources into teachers and, in turn, reap the benefits from their efforts.

Chapter 3: Methodology

Introduction

Chapter three presents the methodology that was used for this study. Included in this chapter will be a restatement of the problem, the purpose of the study and the research questions; along with a description of the research design, information regarding the data that was collected, an explanation of the instrumentation that was utilized to conduct the study, details as to the reliability and validity of the instrument, a description of the data collection procedures, explanation of the role of the researcher, identification of the population, and data analysis for this study. To conclude the chapter, a summary will be provided.

Research previously documented in the literature review strongly indicates that beginning teacher need support. Those who are new to the teaching profession need support in order to be successful as educators and promote success within students. Having a supportive environment not only creates the likelihood that teachers will remain in the teaching professions (Andrews & Quinn, 2005; Feiman-Nemser, 1996; Schlichte et al., 2005), it also helps novice teachers to efficiently and effectively manage their classrooms (Wong & Wong, 2005). Regardless of the credentialing program from which they graduate or the experiences they have had, entering a classroom and teaching today's students is a journey that is difficult to take alone.

Problem, Purpose and Research Questions

Creswell (1998) stated that "all research takes place in, is addressed to, and serves the purposes of the community in which it was carried out" (p. 196). This study occurred within the statewide community of the BTSA Program and explored the impact of various components of the program on classroom practices of participating teachers. The study examined the components of the BTSA Program that former participating teachers rated as valuable to their

professional development and procedural practices. An intended outcome of this study was to provide the BTSA community with empirical data as to those elements of the program that are perceived to be most useful to the classroom practices of new teachers. In turn, further study into the matter will be supported by this research to encourage the use of the most necessary techniques to support new teachers.

What elements of the BTSA Program do former participating teacher perceive as necessary or unnecessary? To answer this question, the following research questions were explored:

1. According to participating teachers, who completed the BTSA Program within the last three years, to what degree did the BTSA Program impact their classroom practice?
2. Of the BTSA induction program components, which did participating teachers rate as having the highest average impact on their classroom practices?
3. Of the BTSA induction program components, which did participating teachers rate as having the lowest average impact on their classroom practices?
4. According to participating teachers, who completed the BTSA Program within the last three years, how did they rate the areas of desired support in order to impact student learning?

Research Design

The BTSA participating teacher survey is jointly developed by the California Commission on Teacher Credentialing and the California Department of Education. The survey is administered at the end of the program year to all participating teachers who are enrolled in the BTSA Program during the school year for which the survey is given. Completion of the survey is required in order for participating teaching to receive credit for taking part in the BTSA Program.

The survey data is available for analysis by statewide agencies, LEA's, private corporations and individuals; providing the opportunity for in depth research into the various information about the BTSA Program.

Research design involves the intersection of philosophy, strategies of inquiry and specific methods (Creswell, 2009). This simple quantitative study utilized prior research regarding induction as a basis to examine the perceptions of former BTSA Program participating teachers to gain an understanding as to the impact of specific components of the program on classroom practice. Furthermore, an observation of those areas in which former participating teachers recognize the need for additional support in reference to student achievement was also done. Closed-ended quantitative data was obtained to gather information regarding the classroom impact and student achievement support phenomenon of the BTSA Program. This was done through the use of electronic survey data.

Data Collection

The researcher obtained statewide survey data from the CTC. The data obtained were the responses given by BTSA Program participating teachers from across the state of California. Data from two questions, and the respective sub-questions, within the survey was utilized. The questions will be:

1. How much impact did your overall BTSA Induction experience have on your classroom practice from the following program components? (Consider your work with your Support provider, your formative assessment inquiry experiences, and professional development over the course of this year.)
2. In which areas do you desire more support from your BTSA Induction Program to impact student learning? (Mark all that apply).

Instrumentation

The instrument utilized for data collection examined specific components of the BTSA Program related to teaching practices and student learning. These elements are essential to the program itself in that teachers receive appropriate guidance and training. They are a part of California Induction Program Standards 1, 4 and 5:

1. California Induction Program Standard 1: Program Rationale and Design

   The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher's needs, and is consistent with Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation. The program design provides systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the *California Standards for the Teaching Profession*. The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts. (California Commission on Teacher Credentialing, 2013, p. 6)

2. California Induction Program Standard 4: Formative Assessment System

The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning. The program's inquiry-based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on *The California Standards for the Teaching Profession* (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program. Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating. (CTC, 2013, p. 7)

3. California Induction Program Standard 5: Pedagogy

   Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment. Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-dominant English, and advanced learners). To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol. Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety. (CTC, 2013, p. 8)

The researcher utilized existing statewide electronic survey data from former participating teachers in the BTSA Program. In an effort to examine the previously mentioned components; only data from selected questions, and the corresponding sub questions, will be utilized for the years 2011-2012(see Appendix A), 2012-2013(see Appendix B) and 2013-2014 (see Appendix C). The first question and the corresponding subcategories address classroom practice. The focus surrounds the level of impact experienced by participating teachers during different phases of the BTSA Program. The following Likert scale was used to obtain a measurement: No impact (1), Some impact (2), Moderate impact (3) and Strong impact (4).

Now more than ever, schools and school districts are being held accountable for student academic success and not just delivery of instruction (Oberman, Arbeit, Praglin & Goldsteen, 2005). Therefore, the second question (along with its corresponding subcategories) explored student learning; focusing on those areas that beginning teachers believe more support is needed from the program. The areas of concern were presented in a list format and participants will have been directed to mark all areas that apply to them.

Reliability and Validity

Reliability is the degree to which the instrument consistently measures something time and time again while validity is the degree to which the instrument truly measures what it is purposed to measure (Roberts, 2010). For this study, the researcher obtained data from an existing survey that was administered by the California Commission on Teacher Credentialing to participating teachers in the BTSA Program. The instrument proves to be reliable in that it has been consistently used as the primary measurement tool in similar situations (i.e. multiple participating teachers in the BTSA Program). Furthermore, its reliability is evident in that the survey measures what the researcher intends to measure.

When using an existing instrument, Kimberlin and Winterstein (2008) suggest a list of questions that should be addressed before selecting it. For this study, the researcher answered each of the questions as follows:

1. Do instruments already exist that measure a construct the same or very similar to the one you wish to measure?

Answer: Yes, the instrument does measure the same construct in which the researcher will measure.

2. How well do the constructs in the instruments you have identified match the construct you have conceptually defined for your study?

Answer: The constructs in the instrument are an exact match to the constructs the researcher will measure.

3. Is the evidence of reliability and validity well established?

Answer: Yes, there is evidence of reliability and validity in that the measure has been utilized consistently in a population similar to the one the researcher will be measuring

4. Did previous studies have a large amount of missing data, either on the measure itself or on items within the measure?

Answer: No, there was no missing data in previous studies.

5. Is the instrument in the public domain?

Answer: Yes, the instrument is in the public domain. However, a request to utilize the instrument (along with the purpose of its use) is required

6. How expensive is it to use the instrument?

Answer: The instrument can be utilized at no cost to the researcher.

7. Will the instrument be acceptable to subjects?

Answer: Yes, the instrument is simple and requires no invasive procedures. Additionally, the researcher used the instrument in the same form and followed the same administrative procedures to maintain validity and reliability.

Research Questions and Data Collection

Each research question directly correlates to the information obtained through the electronic survey. The survey questions directly align with the components of California Induction Standards 1, 4 and 5. The relationship between the research questions, California Induction Standards and the data collection instrument are displayed in Tables 2 and 3.

Table 2

The Relationship Between Research Questions and California Induction Standards

Research Questions	California Induction Standard 1	California Induction Standard 4	California Induction Standard 5
Research Question 1: According to participating teachers, who completed the BTSA Program within the last three years, to what degree did the BTSA Program impact their classroom practice?	X	X	X
Research Question 2: Of the BTSA induction program components, which did participating teachers rate as having the highest average impact on their classroom practices?	X	X	X
Research Question 3: Of the BTSA induction program components, which did participating teachers rate as having the lowest average impact on their classroom practices?	X	X	X
Research Question 4: According to participating teachers, who completed the BTSA Program within the last three years, how did they rate the areas of desired support in order to impact student learning?	X		X

Table 3

The Relationship Between CTC Electronic Survey Questions and Sub-questions Chosen by the Researcher and Research Questions

CTC Electronic Survey Question 2011-2012	CTC Electronic Survey Question 2012-2013	CTC Electronic Survey Question 2013-2014	Research Question 1	Research Question 2	Research Question 3	Research Question 4
12a	11a	11a	X	X	X	
12b	11b	11b	X	X	X	
12f	11c	11c	X	X	X	
12g	11d	11d	X	X	X	
12d	11e	11e	X	X	X	
15a	11f	11f	X	X	X	
	11g	11g	X	X	X	
15l	11h	11h	X	X	X	
15c	11i	11i	X	X	X	
15f	11j	11j	X	X	X	
15e	11k	11k	X	X	X	
15g	11l	11l	X	X	X	
15i	11m	11m	X	X	X	
15h	11n	11n	X	X	X	
15m	11o	11o	X	X	X	
15j	11p	11p	X	X	X	
15k	11q	11q	X	X	X	
12h	11r	11r	X	X	X	
15o	11s	11s	X	X	X	
	12a	12a				X
16b	12b	12b				X
	12c	12c				X

(continued)

CTC Electronic Survey Question 2011-2012	CTC Electronic Survey Question 2012-2013	CTC Electronic Survey Question 2013-2014	Research Question 1	Research Question 2	Research Question 3	Research Question 4
16l	12d	12d				X
16a	12e	12e				X
16f	12f	12f				X
16e	12g	12g				X
16g	12h	12h				X
16c	12i	12i				X
16c	12j	12j				X
16m	12k	12k				X
16j	12l	12l				X
16k	12m	12m				X
16n	12n	12n				X
16o	12o	12o				X
		12p				X
		12q				X

Data Collection Procedure

The researcher requested the statewide BTSA survey results from the CTC, the governing entity for the desired report. Given that the information initially resulted from the surveying of human beings, the researcher began the data analysis process by first requesting consent from the Pepperdine Instructional Review Board (IRB) to proceed with exploration of the survey information. The following process was followed to obtain statewide survey data from the CTC:

1. The researcher contacted specific personnel at the CTC via telephone and email to obtain permission to use statewide BTSA Program survey data as well as guidance as to proper

procedures and protocols that must be followed to obtain state survey data (see Appendix D).

2. The researcher followed the outlined procedures and protocols to request the state survey data information by submitting an electronic data request form to the California Commission on teacher credentialing (see Appendix E).

Researcher's Role

The role of the researcher was to gather and analyze data from the Statewide BTSA Participating Teacher Survey performed by the California Commission on Teacher Credentialing. The analysis was used to determine the impact specific components of the BTSA Program on beginning teacher practice in the classroom. Furthermore, the data was also used to establish an understanding of areas that participating teachers desire additional support while participating in the BTSA Program.

Once this was completed, the researcher reported the results of the study in Chapter 4 and utilized those outcomes to determine additional matters that warrant discussion. This examination took place in Chapter 5. Upon completion and publication of the doctoral study, the researcher will share the findings with interested parties upon request.

Population

The population for this study included those teachers throughout California from multiple induction program clusters who participated in the BTSA Program and completed the electronic survey between 2011 and 2014. These teachers span across the state and the number of participants in each cluster varies in range, depending on the need for induction completion at the time. Additionally, some programs operate as a consortium (a group of counties/LEA's working cooperatively to develop local programs based on state BTSA standards) while others function as

single school districts. Participation in the program is calculated by the calculating number of participating teacher consent forms completed. This document is required in order for a beginning teacher to be considered a participant in the BTSA program; view specific program data and gain access to the Formative Assessment for California Teachers (FACT) System, where participating teachers input required information and monitor their progress as they advance through the program The total number of program participants and survey respondents is listed below by survey year in Table 4.

Table 4

Comparison of the Number of Program Participants to the Number of Survey Respondents

Survey Year	Number of Program Participants	Number of Survey Respondents
2011-2012	14,689	12,926
2012-2013	16,354	14,308
2013-2014	18,574	15,491

Data Analysis

For the study, the researcher used two questions and their corresponding subcategories from an electronic survey completed by participating teachers and administered by the CTC. The rationale for using this particular data set was that it provided access to a substantial amount of participant data that has not, to date, been the focal point of academic studies and would otherwise be nearly impossible to gather. Furthermore, the data adequately provided answers to the research question that have been posed.

The information was requested and received by the researcher; once the information IRB approval was obtained, the researcher will utilize the services of a statistician to provide statistical support in regards to the analysis and interpretation of the data. All analysis and

interpretation aligned to the research questions and provide statistical support that allowed the researcher to develop answers to the question. Finally, the analysis was presented in both a prose and tabular format to provide a comprehensive and easy to read view of the information provided. It was presented through the use of standard summary statistics (means, standard deviations, frequencies, and percentages). A data analysis plan is displayed in Table 5

Table 5

Data Analysis Plan

Research Questions	Statistical Approach
Research Question 1: According to participating teachers, who completed the BTSA Program within the last three years, to what degree did the BTSA Program impact their classroom practice?	Descriptive Statistics
Research Question 2: Of the BTSA induction program components, which did participating teachers rate as having the highest average impact on their classroom practices?	Descriptive Statistics
Research Question 3: Of the BTSA induction program components, which did participating teachers rate as having the lowest average impact on their classroom practices?	Descriptive Statistics
Research Question 4: According to participating teachers, who completed the BTSA Program within the last three years, how did they rate the areas of desired support in order to impact student learning?	Descriptive Statistics

Human Subject Considerations

Since the data contained in the survey was initially obtained by the CTC from human participants in the BTSA Program, IRB approval to obtain and utilize the data was requested and granted (see Appendix F). Pepperdine's Institutional Review Board (IRB) policy states that human subjects cannot be identified directly or indirectly through other means linked to the

human subject (Pepperdine University, 2009). The possibility of identifying the survey participants was reduced by the researcher's procedures to not requesting any identifiable information about the participants such as names, schools, BTSA Clusters, school districts, LEA's, etc. The researcher exclusively requested the results to survey questions only.

The researcher submitted a formal IRB application to Pepperdine University for approval. Once granted, the researcher upheld the standards set forth for conducting research involving human subject. The research involved no direct contact with human subjects whose responses are contained in the survey.

Summary

The research involved a simple quantitative study that utilized standard summary statistics to determine the impact of the BTSA Program on teacher practice while also identifying the areas that were both most and least impactful. Additionally, the data analysis was also used to explore those areas where former participating teachers desired additional support from the program in order to impact student learning. This, in turn, provided statistical basis to develop viable answers to the earlier stated research questions.

A single data collection instrument, in the form of an electronic study, was used to obtain the necessary information. The survey was developed and administered by the CTC to teachers participating in the BTSA Program. Utilizing this survey allowed for access to a diverse pool of participants that the researcher otherwise would not have had access to. Additionally, the survey was the best source of information for obtaining comprehensive insight into the program as a whole. All key findings and the analysis of these results are discussed in Chapter 4.

Chapter 4: Results

Overview

This chapter reports the findings of the study in relation to the examination of the impact of the Beginning Teacher Support and Assessment Program on the classroom practice of novice teachers. The research herein concentrated on answering four questions:

1. According to participating teachers, who completed the BTSA Program within the last three years, to what degree did the BTSA Program impact their classroom practice?
2. Of the BTSA induction program components, which did participating teachers rate as having the highest average impact on their classroom practices?
3. Of the BTSA induction program components, which did participating teachers rate as having the lowest average impact on their classroom practices?
4. According to participating teachers, who completed the BTSA Program within the last three years, how did they rate the areas of desired support in order to impact student learning?

The data for this study was obtained from the results of the statewide BTSA survey. Completion of the survey is a required component of the BTSA program. The participants' responses to each question were based on their experiences in the BTSA program.

Data Collection

In order to gain an understanding as to how to obtain the survey data, the researcher contacted the Director of Professional Services, Teri Clark, at the California Commission on Teacher Credentialing (CTC). Upon completion of the Pepperdine Instruction Review Board Process, the researcher followed the outlined procedures and protocols to request the state survey data information by submitting an electronic data request form to the CTC. The data was

received by the researcher via email from the CTC. Once obtained, the aggregated BTSA survey data was structured into a usable format by organizing the data into specific categories using an Excel spreadsheet, included the calculating of average response measures for question sets by year; matching questions to the closest question, with consideration given to given year-on-year text changes, and filling in missing data through the use of regression analysis.

Electronic Survey

Data analysis was conducted on the statewide aggregated BTSA survey responses in order to gain insights into the functionality and utility of the program. Before inspection, survey response data was structured into a useable format. This included matching each question to the closest question given year to year because of text changes, calculating the average response measures for question sets by year, and filling in missing data through regression models. After a processed data set was generated, the data was inspected using descriptive statistical techniques and data visualization methods.

Of the 14,689 possible respondents for the 2011-2012 survey, 12,926 (88.0%) participants responded to the survey (n =12,926). Additionally, of the 16,354 possible respondents for the 2012-2013 survey year, 14,308 (87.5%) participants responded to the survey (n =14,308). Finally, of the 18,574 possible respondents for the 2013-2014 survey, 15,491 (83.4%) participants responded to the survey (n =15,491).

Research Question 1

The first research question asked, "According to participating teachers, who completed the BTSA Program within the last three years, to what degree did the BTSA Program impact their classroom practice?" Figures 1, 2 and 3 display the comparison of the results of the BTSA statewide participating teaching survey as they relate to the level of impact on classroom practice

participating teachers experienced. The line chart in Figure 1 shows changes in the rating scores given by beginning teachers across the three survey years. According to Figure 1, there were areas of both increase and decrease in specific rating scores.

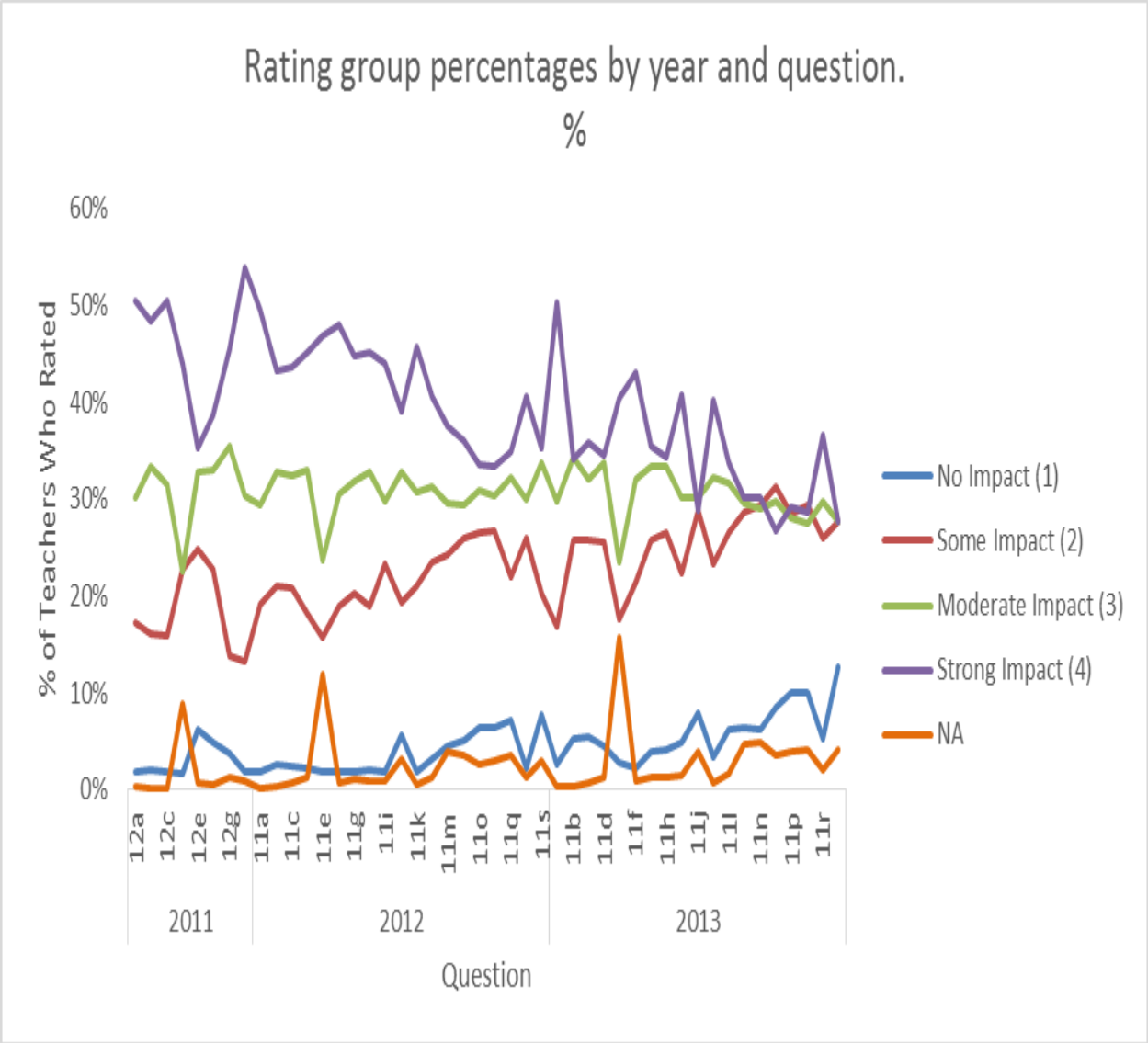

Figure 1. Comparison of results of statewide BTSA survey pertaining to classroom impact.

Figure 2 illustrates the average teacher ratings given across three survey years. The chart indicates a decline in the average ratings awarded by beginning teachers in regards to the impact of the support they received from the BTSA Program on their classroom practices.

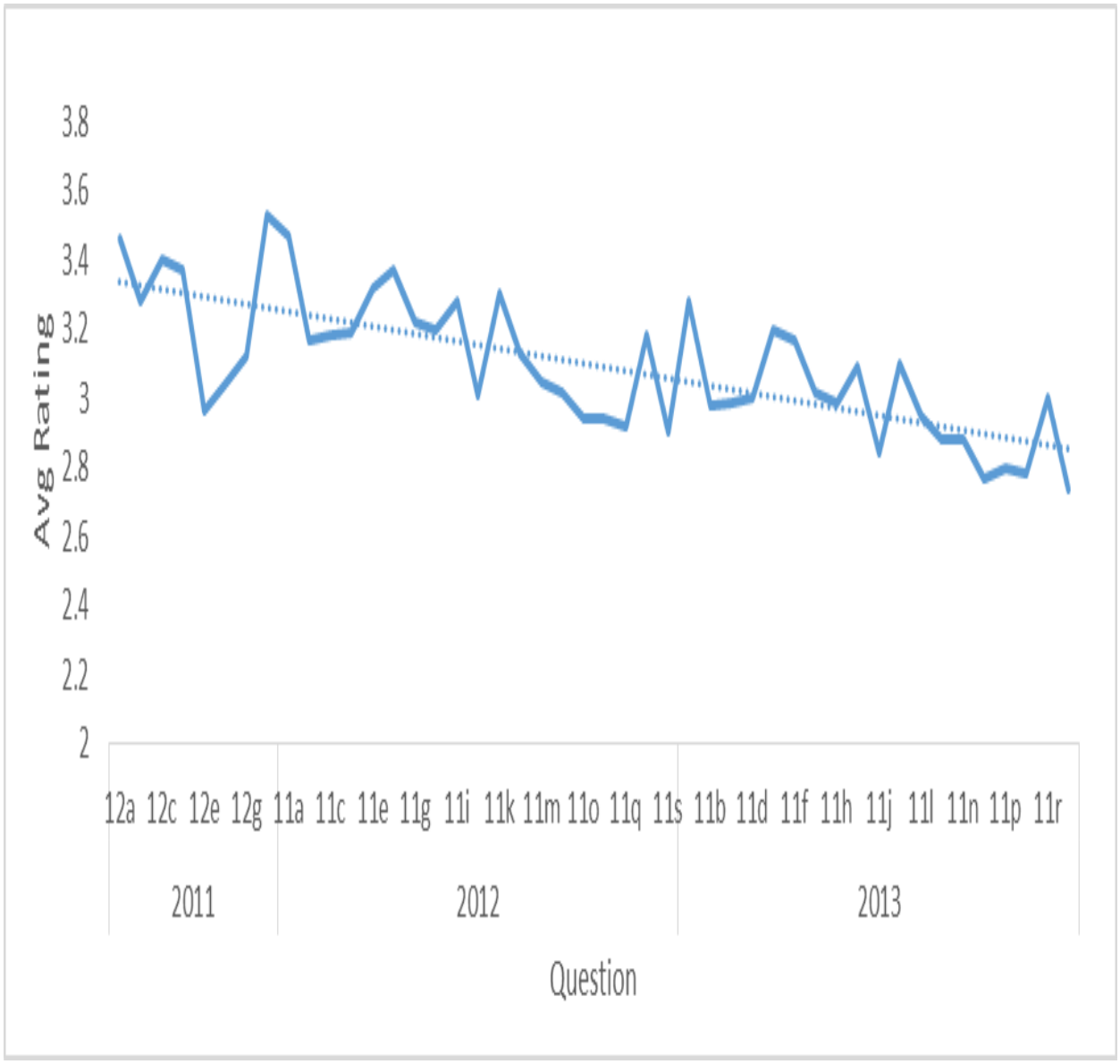

Figure 2. View of the average teacher ratings in reference to the BTSA Program's impact on classroom practices by year and question.

The area chart in Figure 3 shows the change in ratings groups year by year. Figure 3 shows the change in ratings groups from year to year and also indicated a large bump in beginning teachers not participating in observing experienced teachers

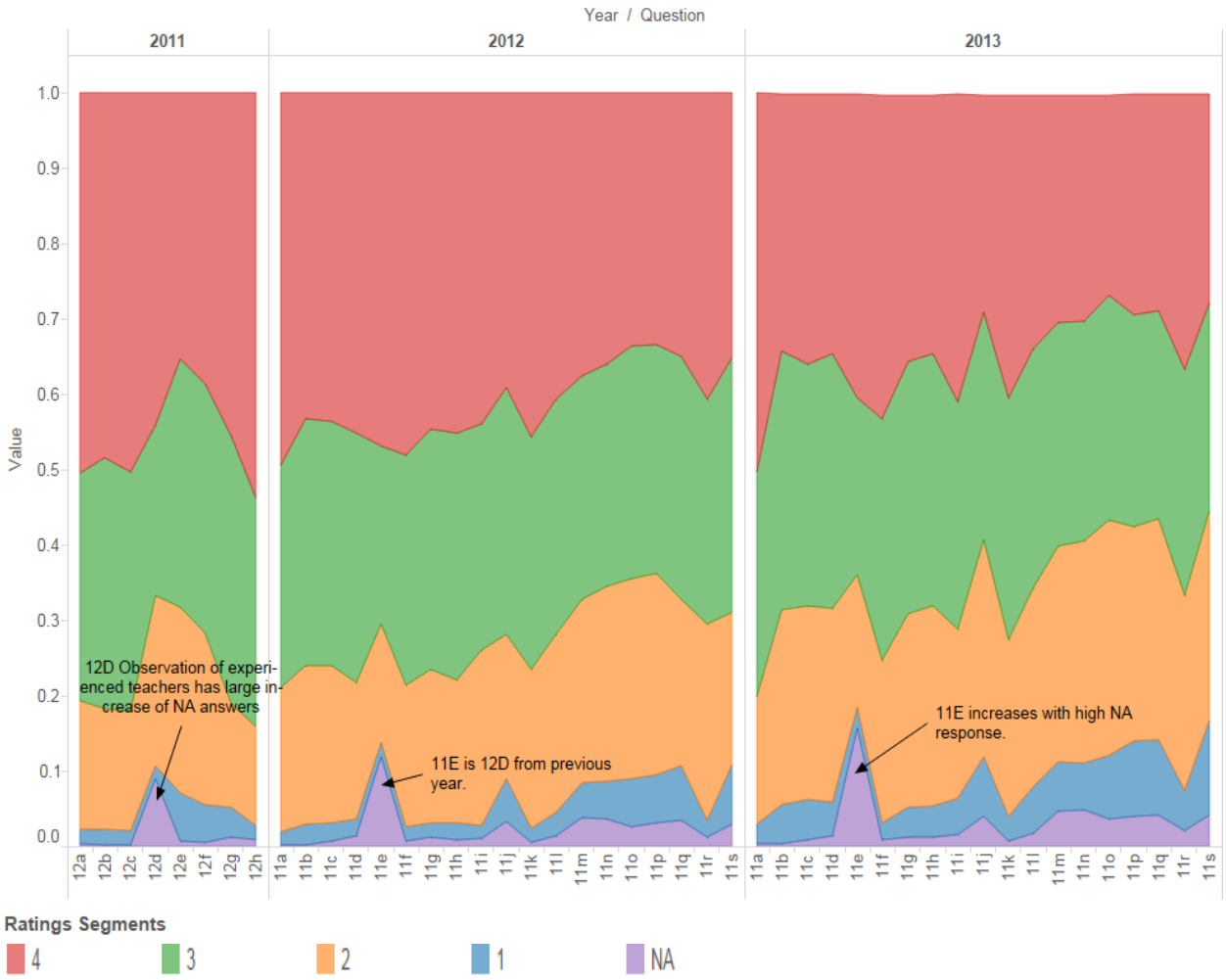

Figure 3. Ratings proportions of statewide BTSA survey questions pertaining to program impact.

According to the analysis, each figure shows an increase in ratings of No Impact (1) and Some Impact (2) while a decrease in ratings of Moderate Impact (3) and Strong Impact (4) are displayed. Furthermore, these graphical analyses also show a large bump in the number of beginning teachers who did not participate in observing experienced teachers.

Research Questions 2 and 3

The second research question asks, "Of the BTSA induction program components, which did participating teachers rate as having the highest average impact on their classroom

practices?" Meanwhile the third research question asks, "Of the BTSA induction program components, which did participating teachers rate as having the lowest average impact on their classroom practices?" Tables 6 and 7 display the questions that pertain to the components of the BTSA Program that are perceived to have had an impact on classroom practices. Table 6 is arranged by the survey questions and indicates the average ratings given for each question in each year.

Table 6

Classroom Impact Question with Average Yearly Participant Ratings

Question(s)	Text	2011	2012	2013
12a/11a	Support Provider observation and feedback on my teaching	3.4600	3.4700	3.2800
12b/11b	Collection and analysis of evidence of my teaching practice	3.2800	3.1700	2.9800
12f/11c	Development of my Individual Induction Plan/Individual Learning Plan	3.0400	3.1800	2.9900
12g/11d	Designing and engaging in professional development as identified on my	3.1200	3.1900	3.0000
12d/11e	Observation of experienced teachers	3.3700	3.3200	3.2000
15a/11e	Support to develop my repertoire of teaching strategies	3.2100	3.3700	3.1700
11g	Support for developing my repertoire of assessment strategies	N/A	3.2200	3.0200
15l/11h	Support for using results from assessment data to design instruction	3.2300	3.2000	2.9900
15c/11i	Support for managing my classroom and fostering a safe environment	3.0600	3.2800	3.0900
15f/11j	Support for minimizing bias and using culturally responsive pedagogy	2.9900	3.0100	2.8400
15e/11k	Support in assessing student needs and differentiating instruction	3.2900	3.3000	3.1000
15g/11l	Support for teaching to content standards	3.0900	3.1300	2.9500
15i/11m	Support for teaching English Language Learners	3.0800	3.0500	2.8800
15h/11n	Support for teaching students with special needs	3.0000	3.0200	2.8800
15m/11o	Support to develop my ability to collaborate with families of my students	2.8600	2.9400	2.7700
15j/11p	Support in using technology as a teaching tool	2.9100	2.9400	2.8000
15k/11q	Support in using technology as a learning tool	2.8900	2.9200	2.7800
12h/11r	Collaboration with colleagues	3.5300	3.1800	3.0000
15o/11s	Support in prioritizing the professional workload.	2.8700	2.9000	2.7400

In Table 7 the overall average response rating for each question is displayed. Those questions with the highest and the lowest ratings are indicated with an asterisk.

Table 7

Classroom Impact Questions with Average Overall Ratings

Question(s)	Text	Overall
12a/11a	Coaching and feedback from my support provider*	3.4033
12d/11e	Observation of experienced teachers*	3.2967
15a/11e	Support to develop my repertoire of teaching strategies*	3.2500
12h/11r	Collaboration with colleagues*	3.2367
15e/11k	Support in assessing student needs and differentiating instruction*	3.2300
12b/11b	Collection and analysis of evidence of my teaching practice	3.1433
15c/11i	Support for managing my classroom and fostering a safe environment	3.1433
15l/11h	Support for using results from assessment data to design instruction	3.1400
11g	Support for developing my repertoire of assessment strategies	3.1200
12g/11d	Designing and engaging in professional development as identified on my	3.1033
12f/11c	Development of my Individual Induction Plan/Individual Learning Plan	3.0700
15g/11l	Support for teaching to content standards	3.0567
15i/11m	Support for teaching English Language Learners	3.0033
15h/11n	Support for teaching students with special needs	2.9667
15f/11j	Support for minimizing bias and using culturally responsive pedagogy	2.9467
15j/11p	Support in using technology as a teaching tool*	2.8833
15k/11q	Support in using technology as a learning tool*	2.8633
15m/11o	Support to develop my ability to collaborate with families of my students*	2.8567
15o/11s	Support in prioritizing the professional workload*	2.8367

Note. * Denotes questions with the highest/lowest average overall ratings

The survey data illustrated that within the individual questions regarding impact on classroom teaching, there were specific questions that ranked higher (3.40-3.23 overall average rating) while others ranked lower (2.88-2.84 overall average rating). Questions that received the highest ratings are as follows:

1. Coaching and feedback from my Support Provider based on observations of my teaching and analysis of student work (3.40 average rating)
2. Observation of experienced teachers (3.30 average rating)
3. Support to develop my repertoire of teaching strategies from my Support Provider and/or professional development opportunities (3.25 average rating)
4. Collaboration with colleagues (3.24 average rating)
5. Support in assessing student needs and differentiating instruction (3.23 average rating)

Those survey questions that received the lowest rating in reference to classroom practice are:

1. Support in using technological as a teaching tool (2.88 average rating)
2. Support in using technology as a learning tool (2.86 average rating)
3. Support to develop my ability to collaborate with families of my students, including communicating learning goals and progress (2.86 average rating).
4. Prioritizing workload management (2.84 average rating)

Additionally, question 11e, regarding the observation of experienced teachers, provides an interesting view of a component where the "did not participate response" rated the highest (12% to 16%) yet the question received above average ratings (3.37-3.2).

Research Question 4

The fourth research question asks, "According to participating teachers, who completed the BTSA Program within the last three years, how did they rate the areas of desired support in

order to impact student learning?" Figure 4, illustrates participant responses across the three survey years in percentages.

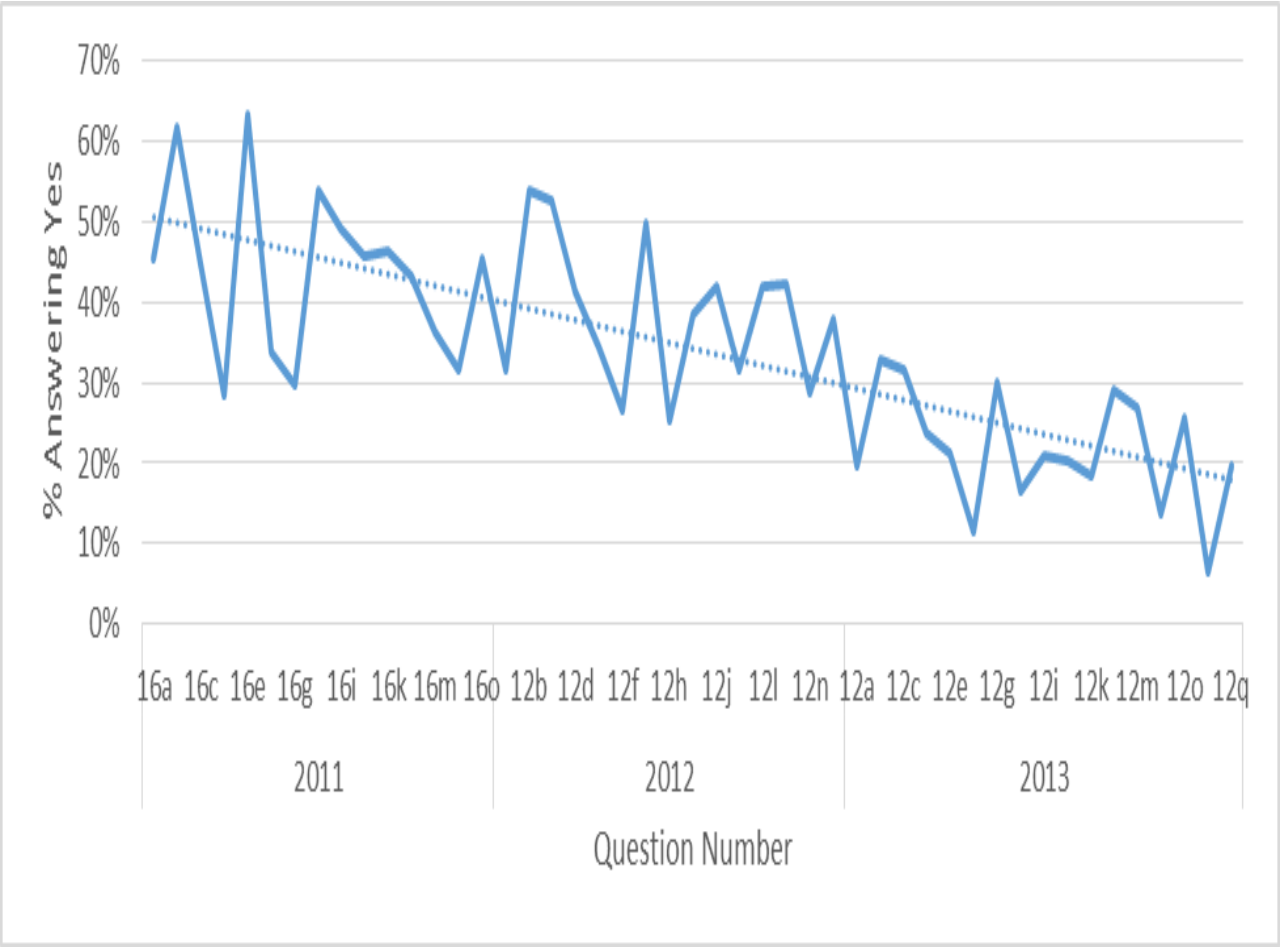

Figure 4. Percentage ratings of areas where additional support is desired, arranged by question.

Table 8 shows the questions that relate to desired support and the participant responses across the three survey years. The table is sorted by the average percent of teachers who provided a "yes" response to each of the questions. Although the graph indicates that there is a decrease in the amount of support needed by beginning teachers over time, those areas with higher percentages of "yes" answers indicate that a need for additional support to be provided does still exits.

Table 8

Areas where Additional Support is Desired

Text	Question	Year 2011	2012	2013
Differentiating instruction	16e	63%		
Teaching students with special needs	16h	54%		
Developing a repertoire of teaching strategies	12b		54%	33%
	16b	62%		
Teaching English Language Learners	16i	49%		
Managing the classroom	16a	45%		
Ensuring access to the curriculum for all students	16c	45%		
Developing a repertoire of assessment strategies	12c		53%	32%
Assessment of student needs and differentiating instruction	12g		50%	30%
Using technology as a teaching tool	12l		42%	29%
	16j	46%		
Using technology as a learning tool	12m		42%	27%
	16k	46%		
Prioritizing the professional workload	12o		38%	26%
	16o	45%		
Using assessment data to design instruction	12d		41%	24%
	16l	43%		
Collaborating with teachers and other resource personnel at your site or district	16n	32%		
Ensuring access to the curriculum for all students /Teaching students with special needs	12j		42%	20%
Ensuring access to the curriculum for all students / Teaching English Language Learners	12i		39%	21%
Communicating and collaborating with families	12k		32%	18%
	16m	36%		
Fostering a safe environment that promotes student well-being	16d	29%		
Managing the classroom and fostering a safe environment that promotes student well-being	12e		34%	21%
Additional coaching, observation and feedback from a Support Provider	12a		32%	20%
Minimizing bias and using culturally responsive pedagogy	12f		27%	11%
	16f	34%		
Teaching to content standards	12h		25%	17%
	16g	30%		
Collaborating productively with teachers and other resource personnel at my site or district	12n		29%	14%
I do not desire more support from my BTSA Induction Program	12q			20%
Some area not included in the choices above	12p			6%

The top responses in relation to those areas that teachers rated as having the highest impact on their classroom practices were : (a) Differentiating instruction (63%); (b) teaching students with special needs (54%) ; (c) developing a repertoire of teaching strategies (45%-54%), teaching English language learners (62%); (d) managing the classroom (49%); 5) using technology both for learning (46%) and teaching (42%) and (e) prioritizing workload (45%). Lower-desired areas of support included: (a) collaborating productively with teachers and other personnel at my site or district (14%-29%); (b) teaching to content standards (17% to 25%); (c) minimizing bias or using culturally responsive pedagogy (11% to 34%).

Summary

The purpose of this study was to examine the impact the BTSA Program has on classroom practice. A single data collection tool, in the form of an electronic survey, was utilized by the researcher to examine the perspectives of participating teachers to determine: (a) the degree of impact the BTSA program was reported to have on classroom practice; (b) the components of the BTSA program that were report to have the highest rating of moderate/strong impact; (c) the components of the BTSA program that were report to have the highest rating of some/no impact and (d) the areas in which additional support was desired. The researcher obtained the survey results for the 2011-2012, 2012-2013 and 2013-2014 school years from the CTC via an electronic data request process.

The statewide survey was administered by the CTC and served as the culminating requirement to receive credit for participation in BTSA. All of the survey respondents were beginning teachers who participated in the BTSA Program in the 2011-2012, 2012-2013 and/or 2013-2014 school years. On average, the highest ranked program components by respondents in reference to impact on classroom practice were: collaboration with colleagues, coaching and feedback from Support Providers based on observations of teaching and analysis of student work

(including variants of the question), support to develop a repertoire of teaching strategies from Support Providers and/or professional development opportunities. Those program components that were reported to rank lowest in regards to impact on classroom practice were: technological support for both teaching and learning, prioritizing workload management and support to develop my ability to collaborate with families of students, including communicating learning goals and academic progress. Additionally, those areas that ranked highest pertaining to participating teachers' desired for additional support through the BTSA program were: differentiating instruction, teaching students with special needs, developing a repertoire of teaching strategies, teaching English language learners, managing the classroom, prioritizing workload and using technology both for learning and teaching. There were also areas where participating teachers indicated less of a need for support: collaborating productively with teachers and other personnel at the site or district level, teaching to content standards and minimizing bias or using culturally-responsive pedagogy.

Chapter 5: Discussion

Overview

Chapter 5 provides a comparison of the results surveyed in Chapter 4 to the literature that was discussed in Chapter 2. Based on this comparison, conclusions were drawn in order to address the problem that was presented.

The purpose of this quantitative study was to examine those components of the BTSA Program that former participating teachers rated as valuable to their professional development and procedural practices. In particular, the study examined teachers' ratings of the BTSA Program's impact on their classroom practices as well as the specific components of the BTSA Program that were found to have the greatest and least impacts. The scope of work necessitated answering the following research questions:

1. According to participating teachers, who completed the BTSA Program within the last three years, to what degree did the BTSA Program impact their classroom practice?
2. Of the BTSA induction program components, which did participating teachers rate as having the highest average impact on their classroom practices?
3. Of the BTSA induction program components, which did participating teachers rate as having the lowest average impact on their classroom practices?
4. According to participating teachers, who completed the BTSA Program within the last three years, how did they rate the areas of desired support in order to impact student learning?

Research Question 1

Research Question 1 explored the degree to which the BTSA Program impacted the classroom practices of new teachers. The research indicated a year-to-year decline in the ratings

of those areas of support, provided by the program, which focused specifically on impacting classroom practice. Each year there was a drop in average ratings for the BTSA program's impact on classroom teaching by roughly 4% to 5% from 2011 to 2013. This decline was likely driven by the decrease in teachers awarding ratings of "four," along with an increase in the number of teachers giving ratings of "ones" and "twos," as indicated in Figure 1. Overall, the results indicated that the BTSA Program's impact on classroom practices lessened as time progressed; this may have, in turn, negatively affected teachers' abilities to develop themselves as educators. Given this decrease, further investigation into the effects of the BTSA Program on classroom practices and the changes made by the program to address the decline is warranted.

The need for additional exploration in this area is corroborated by research from Goldrick et al. (2012), Wong and Wong (1998) and Kestner (1994); where the need for induction program accountability to beginning teachers and flexibility to make necessary changes to properly meet the needs of novice teachers was explored. Furthermore, Wong and Wong (1998) expressed the concern about the overall complexity of the teaching profession in that it is unique because new teachers are required to perform a complete set of duties while they are trying to determine what their duties are and how to do them satisfactorily. Additionally, Kestner (2004) discusses the nature of the work environment that beginning teachers become exposed to and the need for appropriate development in the beginning years.

Research Question 2

Research Question 2 asked: "Which components of the BTSA Program did participating teachers rate as having the highest average impact on their classroom practices?" From the analysis, the following areas received the highest rating in reference to impact on classroom practice: coaching and feedback from my support provider based on observations of my teaching

and analysis of student work (3.40 average rating), observation of experienced teachers (3.30 average rating), support to develop my repertoire of teaching strategies from my Support Provider and/or professional development opportunities (3.25 average rating), collaboration with colleagues (3.24 average rating), support in assessing student needs and differentiating instruction (3.23 average rating). Such ratings indicate that these are the areas where teachers feel as though the BTSA Program is providing them with the necessary support to impact classroom practices.

Research from Ingersoll and Strong (2011), Moir and Gless (2001) and Johnson, Berg, and Donaldson (2005) provides a basis of support for the above mentioned outcomes of the study. Backing from Ingersoll & Strong (2011) is in the form of an explanation that governing entities provide support for beginning teachers in the form of materials and personnel. Additionally, Johnson et al. (2005) indicate that the use of experienced teachers to train, support and mentor beginning teachers allows for the implementation of a successful induction of program.

Research Question 3

Research Question 3 examined: those components of the BTSA Program that participating teachers rated as having the lowest average impact on their classroom practices. Those areas of the BTSA program which consistently received lower ratings in reference to their impact on classroom practice are as follows: support in using technological as a teaching tool (2.88 average rating), support in using technology as a learning tool (2.86 average rating), support to develop my ability to collaborate with families of my students, including communicating learning goals and progress (2.86 average rating), prioritizing workload management (2.84 average rating). By receiving lower ratings, these areas specify a need for appropriate teacher support to readily equip beginning teachers with the tools they need to

further impact classroom practices. Each of these components focuses on areas of learning and practice that are generally seen when one is actively operating as a classroom teacher.

Support for these findings are found in research conducted by Berliner (1988, 2001), Feiman-Nemser (1983), Wang and Odell (2002) and Taylor (2009). Novice teachers require additional time throughout the first years of teaching to acquire more knowledge in regards to pedagogy, develop and apply appropriate teaching strategies, and perform adequate reflections during their initial years of teaching. It takes teachers five to seven years of teaching, which is approximately 7,000 hours of practice, to become experts (Berliner, 2001). Therefore, teaching is a skill that requires learning over time in order to develop. As Wang and Odell (2002) proposed, learning to teach is a developmental skill.

Research Question 4

Research Question 4 asked: "According to participating teachers, who completed the BTSA Program within the last three years, how did they rate the areas of desired support in order to impact student learning?" The areas of the program with the highest percent of beginning teachers desiring more support through the BTSA program are as follows: differentiating instruction (63%); teaching students with special needs (54%); developing a repertoire of teaching strategies (45%-54%); teaching English language learners (62%); managing the classroom (49%); using technology both for learning (46%) and teaching (42%) and prioritizing workload (45%). The majority of these areas coincide with components of the BTSA Program that consistently received low ratings in regards to their impact on classroom practice.

The results that were produced by this study connect BTSA components that consistently received low ratings to areas of the program where novice teachers desired more support. Studies that back these finding include Darling-Hammond (1997); Kaplan & Owings (2004); Britton,

Raizen, Paine, & Huntley (2000); Dedman (2014) and Villar, Fletcher, and Strong (2008). If teachers are not properly supported then the work they do in the classroom suffers. Darling-Hammond (1997) stresses the importance of teachers receiving training in regards to what to teach and how to teach. Kaplan and Owings (2004) express how student achievement is affected by teachers knowing what and how to teach. Additionally, Dedman (2014) discusses the increasing significance of quality teaching practices, given that teachers are held responsible for their students' achievement.

Implications

One implication is that beginning teachers do not feel as though the BTSA Program has a significant impact on classroom practice. These results align with the researcher's claim that appropriate support is needed to foster and perpetuate the success of beginning teachers. The question of how to help them learn what they need to know to teach effectively must be answered so that induction program policies and practices meet the needs of novice teachers (Feiman-Nemser, 2012).

Another implication of this study is that higher rankings regarding Research Question 2 are due to the effectiveness of the support provider component of the BTSA program. The data indicates that the support providers' roles as mentors and coaches provide a basis for the success of participating teachers. In the same way that good teachers adjust their teaching behaviors and communications to meet the needs of individual students, good mentors adjust their mentoring communications to meet the needs of their individual mentees (Rowley, 1999). In the BTSA Program, these skills are cultivated through the careful selection, thorough training and professional development of support providers as described in California Induction Program Standard 3:

> The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program. Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems. The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing. The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria (CTC, 2013, p. 7).

Furthermore, the results also indicate the impact that the relationship between the support provider and the beginning teacher can have on the beginning teachers' overall classroom practices. Mentoring is an integral process of the overall BTSA induction program - it is the personal relationship that is built between the beginning teacher and the mentor (Marquez, 2011). As implied by the results of the analysis, this is a relationship that provides valuable support to beginning teachers and aids in positively impacting classroom practice.

The research examined for this study indicates that appropriate teacher development is needed beyond teacher preparation programs, hence the reason for the implementation of beginning teacher induction programs both in the United States and abroad. To provide that support, induction programs must readily and appropriately meet the needs of beginning teachers entering the field of education. The findings generated from this study of the BTSA Program indicate that the lowest teacher ratings where seen in the areas of technological support for both teaching and learning, prioritizing workload management and support to develop the ability to collaborate with families of students (including communicating learning goals and progress); suggesting a missed opportunity to increase teacher quality through the development of classroom practice among these components. Given the way technology is used in various aspect of the classroom, teachers are deprived of gaining valuable knowledge of tools that guide the learning process for both students and teachers alike. Furthermore, the inability to successfully manage increased workloads place novice teachers at a disadvantage in relation to their more seasoned counterparts. Finally, communication between the school and home lies at the cornerstone of student success. The lack of training in this area can have a negative effect not only on the teacher but on the students and the school as a whole.

The final implication speaks to the idea that beginning teacher concerns may not be addressed to the fullest extent. Although the data shows a substantial decrease in the percentage of teachers desiring more support, there are still areas where 30% to 33% of teachers desire more support. Those areas are similar to the components of the program that received the lowest rankings in reference to the impact on classroom practices; thereby exposing gaps within the BTSA program. This, in turn, displays a significant relationship between what beginning teachers need from the BTSA program and the support that they are not receiving from it. A

review by Goldrick, Osta, Barlin, and Burn (2012) demonstrates the need for program quality accountability through the use of four criteria:

1. Ensure compliance with state laws, regulations and policies.
2. Decrease the amount of disconnect between policy and implementation by integrating thoughtful accountability systems.
3. Focus on program improvement by allowing for honest analysis of the program and utilizing the feedback.
4. Assess the influence of the induction program on student and teacher outcomes.

Consequently, the BTSA program has met the majority of the criteria except for the utilization of feedback to foster program improvement. Consequently, the feedback given by participating teachers via the BTSA survey is not being utilized to its full capacity to inform program changes that could prove to be effective in supporting teachers. This, in turn, weakens the effects of the program and diminishes its potential.

Personal Experience

My experience as an educator may suggest that the explanation for the outcome of this data is that teachers are receiving support however, it is not always the type of support that they need. The BTSA Program is appropriately functioning as a viable induction program, providing the same support to all beginning teachers. Nevertheless, all teachers are not the same and therefore do not all need the same type of support.

I personally experienced this phenomenon as a participating teacher in the BTSA Program. After having been a classroom teacher for three years I was required to participate in a program that provided the same type of support to me as it did to educators in their first year of

teaching. Needless to say, the experience was one that I found little value or benefit in and I was left wondering if the program itself was even necessary.

Through this study, I have found that the BTSA program is indeed necessary. However, further investigation is needed to better understand the trends discovered through this study. By doing so, changes can be made to increase the likelihood that that future educators will be appropriately supported and their teaching skills will be actively cultivated. In turn, they will be afforded the opportunity to have a more meaningful BTSA experience than I did.

Recommendations

Given what was discovered through the data analysis and what recent literature dictates, it is evident that the BTSA program has a clear vision and seeks to provide ample support to beginning teachers. **.** However, there are still aspects of the BTSA Program and teacher induction that warrant further investigation. For that reason, recommendations for both the BTSA Program and future studies in this filed have been made.

For the BTSA Induction Program. Based on the findings obtained through this study, recommendations for the BTSA program are as follows:

1. Analyze survey data and utilize the results to inform necessary program changes. This will improve the quality of the program by permitting the feedback of actual participants to take part in establishing program components
2. Accurately align surveys across program years to obtain more accurate data. By doing so, comparisons can be performed that assess program components on a continuum.
3. Remove/adjust components of the program that do not aid in actively developing teachers. This alters the program so that the format is one that more positively affects

classroom practice and student achievement through the appropriate development of beginning teachers.

4. Address areas of concern as indicated by the participating teacher survey. By doing so, appropriate changes can be made to decrease the likelihood that the same concerns will again be raised.

For future studies. It is evident that researching the effects of the BTSA Program on classroom practices will continue to be of high importance for years to come. Therefore, future research should consist of the following:

1. An expansion of this study to include a quantitative component in which directors from various BTSA cohorts are interviewed about the specific requirements of the BTSA program components within their cluster. From there a comparison can be performed to determine if there are patterns that exist in reference to program requirements and survey responses by cluster. That might provide additional insights into the experiences of participating teachers and add additional substance to the overall project.
2. A phenomenological study of participating teachers where their interpretations of how they experienced each of the program components are examined. This will provide insight as to the manner in which each component was delivered and the participating teachers' experience with that delivery method. This prospective research can further inform program delivery and guidelines.
3. Develop a comprehensive definition of induction in order to streamline and unify induction programs by providing program criteria with less ambiguity.

4. A philosophical study of beginning teachers performed prior to beginning the program and after completing the program to determine if a change in beliefs about the profession and teaching practices occurs.

Summary

Beginning teacher induction programs contain a myriad of components that lend to the overall success of teachers and the students they teach. As mentioned earlier, Huling-Austin (1988) suggests a number of common goals of new teacher induction programs: to improve teaching performance, to increase the retention of promising beginning teachers, to promote the personal and the professional well-being of beginning teachers, to satisfy mandated requirements related to induction and to transmit the culture of the school system and the teaching profession to beginning teachers. To do so, it is important that the components of induction programs that do not aid in reaching these goals be identified and addressed.

By performing further research, the value of using the experiences of former participating teachers to inform program components became evident. The literature supports the view that beginning teachers need support that appropriately addresses their disparate needs (Andrews & Quinn, 2005; Feiman-Nemser, 1996; Schlichte et al., 2005, Wong & Wong, 2005). Therefore, the focus of this study was the impact of the BTSA program on classroom practice experienced by participating teachers.

This study accomplished the goal of providing these answers to the four research questions that were posed:

1. The research illustrated that there is a decline, over the three survey years, as to the level of impact that the program components geared toward supporting classroom practices had on participating teachers.

2. Based on results of the study; coaching and feedback from my support provider based on observations of my teaching and analysis of student work, observation of experienced teachers, support to develop my repertoire of teaching strategies from my Support Provider and/or professional development opportunities, collaboration with colleagues, support in assessing student needs and differentiating instruction rated by former participating teachers as having the highest impact on classroom practices
3. As indicated by the research; those BTSA Program components that were rated by former participating teachers as having the lowest impact on classroom practices were: support in using technological as a teaching tool, support in using technology as a learning tool, support to develop my ability to collaborate with families of my students (including communicating learning goals and progress) and prioritizing workload management
4. Differentiating instruction, teaching students with special needs, developing a repertoire of teaching strategies, teaching English language learners, managing the classroom, using technology both for learning and teaching and prioritizing teacher workloads were all areas where former participating teachers desired more support from the program.

Knowing this provides a unique opportunity for changes to the BTSA Program that have the potential to yield positive results. Furthermore, additional efforts must be made to continue research into the impact of induction programs on classroom practices. This study is merely one perspective of a broad and important topic, but it recognizes the need for changes in a program that has the opportunity to build teachers across the state of California and positively affect the students that glean knowledge and life-long inspiration from them.

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Appendix A

BTSA Participating Teacher Survey 2011-2012 Statewide

12. How much impact did the following BTSA INDUCTION FORMATIVE ASSESSMENT COMPONENTS have on your classroom practice?

12a. Support Provider observation and feedback on my teaching

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

12b. Collection and analysis of evidence of my teaching practice

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

12c. Analysis of my students' work

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

12d. Observation of experienced teachers

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

12e. Examination of my teaching practice against criteria (e.g. "Continuum of Teaching Practice")

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

12f. Development of my Individual Induction Plan/Individual Learning Plan (IIP/ILP)

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

12g. Professional development as identified on my IIP

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

12h. Collaboration with colleagues

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

15a. Developing a repertoire of teaching strategies

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

15c. Managing the classroom

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

15e. Differentiating instruction

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

15f. Minimizing bias and using culturally responsive pedagogy

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

15g. Teaching to content standards

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

15h. Teaching students with special needs

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

15i. Teaching English Language Learners

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

15j. Using technology as a teaching tool

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

15k. Using technology as a learning tool

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

15l. Using assessment data to design instruction

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

15m. Ability to communicate and collaborate with families

No impact=1, Little impact=2,Some impact=3, Significant impact=4

Did not focus on this in BTSA

16. In which areas do you desire more support from your BTSA Induction Program to impact student learning?

16a. Managing the classroom

16b. Developing a repertoire of teaching strategies

16c. Ensuring access to the curriculum for all students

16d. Fostering a safe environment that promotes student well-being

16e. Differentiating instruction

16f. Minimizing bias and using culturally responsive pedagogy

16g. Teaching to content standards

16h. Teaching students with special needs

16i. Teaching English Language Learners

16j. Using technology as a teaching tool

16k. Using technology as a learning tool

16l. Using assessment data to design instruction

16m. Communicating and collaborating with families

16n. Collaborating with teachers and other resource personnel at your site or district

16o. Prioritizing the professional workload

Appendix B

BTSA Participating Teacher Survey 2012-2013 Statewide

11. How much impact did your overall BTSA INDUCTION experience have on your classroom practice from the following program components? (Consider your work with your Support provider, your formative assessment inquiry experiences, and professional development over the course of this year.)

11a. Coaching and feedback from my Support Provider based on observations of my teaching and analysis of student work.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11b. Collecting and analyzing evidence of my teaching practice and comparing my teaching practice against criteria (e.g. "Continuum of Teaching Practice")

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11c. Developing my Individual Induction Plan/Individual Learning Plan (IIP/ILP) with my Support Provider.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11d. Designing and engaging in professional development as identified on my IIP/ILP.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11e. Observing experienced teachers at my school or district(s).

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11f. Support to develop my repertoire of teaching strategies from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11g. Support for developing my repertoire of assessment strategies from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11h. Support for using results from assessment data to design instruction from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11i. Support for managing my classroom and fostering a safe environment that promotes student well-being from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11j. Support for minimizing bias and using culturally responsive pedagogy from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11k. Support in assessing student needs and differentiating instruction (including analysis of student work) from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11l. Support for teaching to content standards from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11m. Support for teaching English Language Learners from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11n. Support for teaching students with special needs from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11o. Support to develop my ability to collaborate with families of my students, including communicating learning goals and progress.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11p. Support in using technology as a teaching tool from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11q. Support in using technology as a learning tool from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11r. Support in collaborating productively with colleagues and resource personnel, and navigating the protocols, policies and culture of my school and district from my Support Provider and/or professional development opportunities.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

11s. Support in prioritizing the professional workload.

No impact=1, Some impact=2, Moderate impact=3, Strong impact=4

Did not participate in this activity

12. In which areas do you desire more support from your BTSA Induction Program to impact student learning? (Mark YES for all that apply. Leave the rest blank or mark them "No".)

12a. Additional coaching, observation and feedback from a Support Provider

12b. Developing a repertoire of teaching strategies

12c. Developing a repertoire of assessment strategies

12d. Using assessment data to design instruction

12e. Managing the classroom and fostering a safe environment that promotes student well-being

12f. Minimizing bias and using culturally responsive pedagogy

12g. Assessment of student needs and differentiating instruction

12h. Teaching to content standards

12i. Ensuring access to the curriculum for all students / Teaching English Language Learners

12j. Ensuring access to the curriculum for all students /Teaching students with special needs

12k. Communicating and collaborating with families

12l. Using technology as a teaching tool

12m. Using technology as a learning tool

12n. Collaborating productively with teachers and other resource personnel at my site or district

12o. Prioritizing the professional workload

Appendix C

BTSA Participating Teacher Survey 2013-2014 Statewide

11. How much impact did your overall BTSA Induction experience have on your classroom practice from the following program components? (Consider your work with your Support provider, your formative assessment inquiry experiences, and professional development over the course of this year.)

11a. Coaching and feedback from my Support Provider based on observations of my teaching and analysis of student work.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11b. Collecting and analyzing evidence of my teaching practice and comparing my teaching practice against criteria (e.g. "Continuum of Teaching Practice")

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11c. Developing my Individual Induction Plan/Individual Learning Plan (IIP/ILP) with my Support Provider.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11d. Designing and engaging in professional development as identified on my IIP/ILP.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11e. Observing experienced teachers at my school or district(s).

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11f. Support to develop my repertoire of teaching strategies from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11g. Support for developing my repertoire of assessment strategies from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11h. Support for using results from assessment data to design instruction from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11i. Support for managing my classroom and fostering a safe environment that promotes student well-being from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11j. Support for minimizing bias and using culturally responsive pedagogy from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11k. Support in assessing student needs and differentiating instruction (including analysis of student work) from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11l. Support for teaching to content standards from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11m. Support for teaching English Language Learners from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11n. Support for teaching students with special needs from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11o. Support to develop my ability to collaborate with families of my students, including communicating learning goals and progress.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11p. Support in using technology as a teaching tool from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11q. Support in using technology as a learning tool from my Support Provider and/or professional development opportunities.

- No impact
- Some impact
- Moderate impact
- Strong impact
- Did not participate in this activity

11r. Support in collaborating productively with colleagues and resource personnel, and navigating the protocols, policies and culture of my school and district from my Support Provider and/or professional development opportunities.

No impact
Some impact
Moderate impact
Strong impact
Did not participate in this activity

11s. Support in prioritizing the professional workload.

No impact
Some impact
Moderate impact
Strong impact
Did not participate in this activity

12. In which areas do you desire more support from your BTSA Induction Program to impact student learning? (Mark all that apply.)

12a. Additional coaching, observation and feedback from a Support Provider

12b. Developing a repertoire of teaching strategies

12c. Developing a repertoire of assessment strategies

12d. Using assessment data to design instruction

12e. Managing the classroom and fostering a safe environment that promotes student well-being

12f. Minimizing bias and using culturally responsive pedagogy

12g. Assessment of student needs and differentiating instruction

12h. Teaching to content standards

12i. Ensuring access to the curriculum for all students / Teaching English Language Learners

12j. Ensuring access to the curriculum for all students /Teaching students with special needs

12k. Communicating and collaborating with families

12l. Using technology as a teaching tool

12m. Using technology as a learning tool

12n. Collaborating productively with teachers and other resource personnel at my site or district

12o. Prioritizing the professional workload

12p. Some area not included in the choices above

12q. I do not desire more support from my BTSA Induction Program

Appendix D

Permission to use Statewide survey Data

RE: Use of State BTSA Survey Data
Clark, Teri [TClark@ctc.ca.gov]

Sent: Tuesday, February 24, 2015 4:32 PM
To: Fontenot-Kenney, Shresia (student)

Cc: CTC Data Request [ctcdatarequest@ctc.ca.gov]

There is a data request form that needs to be completed when one is requesting to receive data from the CTC: http://www.ctc.ca.gov/reports/CTC-Data-Request.pdf. An individual may submit a request for CTC data. Please fill out the form and email it to ctcdatarequest@ctc.ca.gov.

The BTSA State Survey data is not public data. It will be important for you to state what data from the BTSA State Survey you are asking for--is it specific questions? Are you asking for the full statewide set of participating teachers or a subset? Are you asking for identifiers for the individuals? For the programs?

Until we understand what data you are requesting, we cannot determine if we can release the data to you.

I hope this helps.

Teri Clark, Director
Professional Services Division
Commission on Teacher Credentialing
Π Please consider the environment before printing this e-mail.

-----Original Message-----
From: Fontenot-Kenney, Shresia (student)
[mailto:Shresia.Fontenot-Kenney@Pepperdine.edu]
Sent: Tuesday, February 24, 2015 4:22 PM
To: Clark, Teri
Subject: Use of State BTSA Survey Data

Good afternoon,

My name is Shresia Fontenot Kenney and I am a doctoral student

in the Graduate School of Education and Psychology at Pepperdine University. Under the supervision of my chair, Dr. Spring Cooke, I am in the process of completing the dissertation component of my program. My study focuses on the perceptions of former participating teachers who have taken part in the Beginning Teacher Support and Assessment Program; specifically their perceptions as to the effects of the program on teaching practices and student achievement, as well as the components of the program that they find most and least valuable.

I am writing to obtain your permission to utilize and access to existing state survey data for the following school years: 2011-2012, 2012-2013 and 2013-2014. With that, I will complete my analysis of the data and apply the results in an effort to answer my research questions. The data will specifically be used to aide in the completion of my dissertation.

I am available for correspondence at the above email address or via phone. Thank you for time and I eagerly await your response.

S.D.Kenney
GSEP-EDOL
Pepperdine University

Appendix E

California Commission on Teacher Credentialing Data Request Form

COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

Request for CTC Data

The Commission has individual credential data available on its website that can be searched by the public. Many aggregated data reports are published on the CTC reports web page and are available to the public.

If the necessary data is not available through one of the options above, an individual may submit a **Request for CTC Data**. As provided in the Public Records Act, a fee may be charged for the computer programming time or for copying costs ($0.10 per page will be charged for any copies provided).

With the exception of SSN and home address, information displayed on credential documents is public information and may be disclosed. In addition, pursuant to Education Code § 44230 the Commission may disclose the last known business address. Information may also be disclosed to other State or Federal agencies as authorized by law. Personal information may be disclosed to the public only with the individual's permission or in accordance with the law.

Name of individual requesting the data: Shresia Deon Fontenot KEnney

Affiliation: Pepperdine University

Email: [redacted]

Phone Number: [redacted]

Address: [redacted]

City: [redacted]

State: [redacted]

Zip Code: [redacted]

Data Requested: (•) Aggregate ( ) Individual

- [ ] name
- [ ] document number
- [ ] title
- [ ] term of validity
- [ ] subjects
- [ ] authorizations
- [ ] effective dates
- [ ] renewal requirements
- [ ] restrictions
- [ ] last known business address (only available on restricted documents)

Document Title (e.g. child development permits, math credentials only, etc):

The number of respondents to the BTSA participating teacher survey and the breakdown of the responses for questions 11 and 12 (including the sub-questions).

Date(s) (e.g. past 5 years, 07/01/2000 thru 06/30/2005, ect.):

2011-2012, 2012-2013 and 2013-2014 school years

Submit your completed data request using the button below. Every effort will be made to respond to your request --with questions or for clarification --within 5 business days to confirm when the request can be completed and what the fee will be for the data.

Ed Code §44230:
(a) (1) The commission shall maintain for public record, and may disclose, only the following information relating to the credentials, certificates, permits, or other documents that it issues: the

- **document number**, title, **term of validity**, **subjects**, **authorizations**, **effective dates**, **renewal requirements**, and **restrictions**.
- The commission may also disclose the **last known business address** of any applicant or credential holder. (2) Notwithstanding any other provision of law, except as provided for in Section 44248, no information, other than that set forth in paragraph (1), may be disclosed **by the commission absent an order from a court of competent jurisdiction**.

Submit by Email:
ctcdatarequest@ctc.ca.gov

Appendix F

Letter of IRB Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

April 10, 2015

Shresia Fontenot-Kenney
[redacted]

Protocol #: E0315D04
Project Title: Survey Says: An Analysis of the Degree of Impact of the Beginning Teacher Support and Assessment Program on Classroom Practices

Dear Ms. Fontenot-Kenney:

Thank you for submitting your application, *Survey Says: An Analysis of the Degree of Impact of the Beginning Teacher Support and Assessment Program on Classroom Practices,* for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Cooke, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b) (4) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:
>
> **Category (4) of 45 CFR 46.101**, The research involves the collection or study of *existing* data, documents, records, pathological specimens, or diagnostic specimens, if these sources are *publicly available*** or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the Institutional Review Board (IRB) at gpsirb@peppderdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Mr. Brett Leach, Compliance Attorney
Dr. Spring Cooke, Faculty Advisor