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A MATTER OF RETENTION: THE ESSENTIAL PIECES OF COMPREHENSIVE
INDUCTION AS SEEN THROUGH THE EYES OF NOVICE URBAN
ELEMENTARY SCHOOL TEACHERS

by

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ABSTRACT

A substantial amount of research exists and was reviewed on why teachers leave the teaching profession and/or why they leave one school to teach at another school. Significantly less research exists on why teachers remain in an urban school and what they view as being the essential pieces of teacher induction. The purpose of this study was to contribute to the body of knowledge by identifying the key pieces of induction that influence teachers, with three or less years of experience in an urban school, to remain teachers in their school. A case study design was utilized in this research in order to gain an in-depth understanding of what these teachers view as being the essential pieces of induction.

In response to the larger problem stated here, I have organized my dissertation around three separate, but related manuscripts:

1. The first manuscript is a literature review on the essential pieces of comprehensive induction focusing on urban settings and the role that administrators play in novice urban teacher retention. The essential pieces of induction were identified through the literature as being effective administration, mentoring, formative evaluation, empowerment, and professional development.

2. The second manuscript is an exploration into the need for school-university partnerships through the results of a questionnaire on a one time professional development held at the university. The questionnaire results demonstrated the novice urban teachers' beliefs that professional development positively impacted their instructional practices, yet did

not report that professional development would have a positive influence on their students' standardized test scores.

3. The third manuscript is a case study of Brookstay Elementary, an urban school successfully retaining novice urban teachers. This case study gives specific examples of how the essential pieces of comprehensive induction are seen through the eyes of novice urban teachers as well as provides evidence for the importance of building a positive school culture in order to retain novice urban teachers.

To my husband Nathan,

for your support, understanding, and love.

To my daughters Kiley and Payton,

for your inspiration and love for life.

To my parents David and Lucy Hixenbaugh,

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and sharing your love for learning.

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TABLE OF CONTENTS

LIST OF TABLES

THE ESSENTIAL PIECES OF COMPREHENSIVE INDUCTION: THE ADMINISTRATOR'S ROLE IN NOVICE URBAN TEACHER RETENTION

Welcoming Our Novice Teachers

Today's schools welcome our novice teachers with the same overwhelming responsibilities we place on our seasoned veterans (Rogers & Babinski, 2002). Instead of greeting our new teachers with open arms, we greet them with arms too full to properly welcome anyone. We hand their new arms paperwork, foreign surroundings, isolation, stifled instructional practices to juggle and still we continue to be disappointed at the fact that new teachers are fleeing our urban schools at faster rates than we ever thought possible.

New teachers enter the profession aware and willing to take on the issues that will inevitably face them as urban teachers. They are aware that their salary will barely be enough to survive. They are aware that the environments in which they will be teaching will most likely be foreign to them. They are aware that their lessons are more likely to be scripted and substantially guided by standardized tests and administrative initiatives. Yet with all their knowledge and awareness, they still enter the teaching profession with a sense of enthusiasm and idealism. They seem to enter our urban schools with passion and drive. So why do they leave? What can administrators do to make the new teachers' transition and retention a positive reality? As a result of my extensive literature review, this manuscript seeks to outline the reasons we lose novice teachers in our urban schools and to identify solutions through comprehensive induction. Further, this manuscript will

1

outline the research-based essential pieces of effective induction into the profession that may be adapted to meet the specific needs of overwhelmed novice teachers

Why are We Losing Novice Teachers?

Research is showing that novice teachers are aware of the many challenges they face as new teachers, but they leave because of all the things of which they were unaware. What new urban teachers are most unaware of is the fact that their feelings of isolation will be so overwhelming and unmanageable that fleeing seems to be the only answer. They are unaware the lack of instructional creativity, choice, and voice will begin replacing the enthusiasm that was once so alive in what could have been the future of urban school change. Leaving the teaching profession within the first five years of their teaching career is more likely than the possibility of remaining (Ingersoll & Kralik, 2004).

Too many teachers start their careers in environments where closed doors, not open collaboration, set the tone (Rogers & Babinski, 2002). All schools must transform into institutions that nurture and sustain novice teachers and the teaching profession. This need for transformation is even more pronounced in our urban schools. While it is true that teachers at all levels of experience and in all kinds of schools leave the profession each year, it is also true that teacher shortage is a symptom of the teacher retention problem (NCTAF, 2003).

1. teacher shortage hits urban, rural, and minority communities the hardest, which frequently struggle with a revolving door of under-qualified and under-experienced teachers (NCTAF, 2003).

2

2. the rate of attrition is roughly 50% higher in poor schools than in wealthier ones (Ingersoll & Kralik, 2004); and

3. teachers new to the profession are far more likely to leave than are their more experienced counterparts (Kapadia, Coca, & Easton, 2007) .

For novice urban teachers to make necessary, successful adjustment to their new role as "teacher" and foresee themselves remaining in the field of education depends on many influencing factors (Thompson, 2004). These factors have been addressed in the educational leadership literature as being essential to the effectiveness of both the school and the individual teacher (add additional citations from ed leadership Gratch, 2001). These factors are effective administration, mentoring, formative evaluation, teacher empowerment, and professional development. These factors are generally not within the control of new teachers, but are often controlled by school-based and district administrators (Whitaker, 2003). Certainly one issue that should be at the top of an administrator's long list of concerns is teacher attrition and what steps we must take to address the factors that influence novice urban teacher attrition. This manuscript seeks to provide a clear picture of the research surrounding novice urban teacher retention.

A great deal of attention and research has been focused on teacher turnover (Ingersoll & Kralik, 2004; Wong, 2002; Darling-Hammond, 2002); however, a need for new research on retention exists, particularly for urban schools.

Our inability to support high quality teaching in many of our schools is "driven not by too few teachers coming in, but too many going out, by staggering teacher turnover and attrition rates" (Sparks, 2002, p. 323). This sizable and constant rate of teacher turnover in urban schools not only has negative effects on student academic

achievement due to the lack of continuity, but also there is a drain on financial resources (Ingersoll, 2003). In urban schools, where the effects of teacher turnover are most deeply felt, vacancies are often filled by an overwhelmingly large population of ill-prepared and under-qualified teachers (Darling-Hammond, 1999; Ingersoll, 2001).

Within the world of education, the debate continues over which variables most influence teacher retention (Darling-Hammond, 2002; Haberman, 1999; Ingersoll, 2003). However, many experts agree that key to novice urban teacher retention is the ongoing, nurturing experience of induction (Darling-Hammond, 2002; Ingersoll, 2003) known as comprehensive induction. Therefore, comprehensive induction will be defined in the next section:

1. What is comprehensive induction?
2. What are the essential components of comprehensive induction?
3. What is my role as principal in implementing these essential pieces of comprehensive induction?

Comprehensive Induction

Researchers emphasize that while a significant body of research provides support for the use of induction (Clement, 2000; Darling-Hammond, 2003; Smith & Ingersoll, 2004), induction programs vary widely in purpose, length, intensity, structure, mentor selection, mentor training, cost, and effectiveness. A comprehensive induction program includes a combination of mentoring, professional development and support, as well as formal assessments for new teachers during at least their first two years of teaching (NPTARS, 2005). Such programs have proven to be highly effective in retaining quality

teachers in the profession and building a strong community of lifelong teacher learners (Holloway, 2003; Ingersoll, 2004; Sparks, 2002).

A comprehensive induction program is one of the most effective methods for retaining quality teachers (The Southeast Center for Teacher Quality, 2004). A growing body of research demonstrates that comprehensive induction can cut attrition rates in half (Smith & Ingersoll, 2004). A well-crafted comprehensive induction program can improve teaching quality, decrease the overwhelmingly high rates of teacher attrition and, in doing so, decrease the overall cost of teacher recruitment and retention. The literature has documented the substantial benefits that exist when schools adopt a comprehensive induction program (Breaux & Wong, 2003; Clement, 2000; Darling-Hammond, 2003).

Comprehensive induction programs have shown to more than pay for themselves (Fletcher & Villar, 2005). And yet even with this information, states across the country are continuing to spend millions of dollars each year to replace teachers that leave the classroom instead of investing in comprehensive induction programs. The Alliance for Excellent Education (2004), estimates a total of $2.6 billion annually lost on turnover. Researchers adopted the U.S. Department of Labor's practice of estimating turnover costs to employers at 30% of the departing employee's salary. According to this method, the per teacher cost of turnover, based on the average U.S. teacher's salary, is estimated at $12,546. It is believed that this price tag could conceivably be even higher because of hiring costs vary by district and sometimes include signing bonuses, stipends, and other recruiting costs specific to hard-to-staff schools. Furthermore, the loss to schools, educators, taxpayers, students, and communities extend beyond monetary loss. Teacher

quality and student achievement should also be added to the list when considering the cost of neglecting to implement a comprehensive induction program.

No doubt, the research tells us about the clear benefit of comprehensive induction, yet the literature at present lacks a list of components necessary to create a highly effective comprehensive induction program specific to an urban setting. As a result of synthesizing critical research related to comprehensive induction, this manuscript provides a clear picture of the essential components of comprehensive induction specific to an urban setting. Fideler (1999) suggests that induction programs need to move away from the on-time orientation idea of induction and towards the idea of induction as a multiyear, developmental extension of the urban teachers' preservice preparation. By thinking about induction in these comprehensive terms, induction can be viewed as the complete puzzle and the components the essential pieces that make it whole. By putting the pieces of effective administration, mentoring, formative evaluation, teacher empowerment, and professional development together, the puzzle of comprehensive induction for novice urban teachers can be complete.

The Essential Pieces of Comprehensive Induction for Urban Settings

Effective administration as a piece of the puzzle

Research has established the importance that the first piece of induction, effective administration, plays on the retention of novice urban teachers (Carver, & Yusko, 1999; Davis & Wilson, 2000; Feinman-Nemser, Schwille, Gordon & Maxey, 2000). This important piece of the puzzle has the power to set the tone of failure or success within the walls of the school. The most elaborate, personalized, well-researched induction program could be in place, but if the principal and administrative staff are not fully invested, the

program will have little to no impact on the novice teachers in that school (Brock, 2000).

Administrators need to be aware of the critical components that are present within the

induction program being used within their county or district. If the induction program is

not meeting the needs of the school, the job of the administrator is to use his/her school's

mission statement as a guide and work to correct it (Lambert, 2000). Certainly in urban

schools, where the teacher population is frequently changing and largely inexperienced,

the presence of comprehensive induction programs are even more important (Ingersoll,

2003).

Haberman's (1999) research examined the role that administration plays in

retaining novice teachers in urban settings. He emphasizes the fact that an effective

principal is able to make their students and staff feel safe and secure. In addition to

providing students and staff with a feeling of safety and security an effective

administrator can also be categorized as an excellent communicator. He also states that

"star" principals present themselves as the campus leader of all: the teaching staff, the

other administrators, counselors, aides, custodians, cafeteria employees, and any other

worker on the campus. They look beyond the use of prescribed methods of teaching and

classroom management, and provide support for the beginning teachers. Haberman

(1999) identifies essential characteristics for success administration as being unifying the

staff for the purpose of educating children, building teams that work well together for the

common good, and committing to the task until the job is done. When principals assist

teachers through the comprehensive induction process, show interest in and appreciation

for the novice teachers regularly, then fewer reasons occur for those novice teachers to

leave their schools.

Mentoring

Another important piece in the comprehensive induction puzzle is the concept of

mentoring. The term "mentoring" is frequently used interchangeably with induction, as

mentoring has been the dominant form of teacher induction in this country over the last

two decades (Fulton, Voon, & Lee, 2005). Nevertheless, making the distinction between

mentoring and induction is critical because the two terms are *not* synonymous. The

following table may prove helpful in discerning the differences between mentoring and

induction (see Table 1).

Table 1: The Differences Between Mentoring and Induction

Mentoring	Induction
Focuses on survival and support	Promotes career-long learning and professional development
Relies on a single mentor or shares a mentor with other teachers	Provides multiple support people and administrative support
Treats mentoring as an isolated event	Comprehensive and is part of a lifelong professional development design
Limited resources spent	Investment in an extensive, comprehensive, and sustained induction program
Reacts to whatever arises	Acculturates a vision and aligns content to academic standards
Short term, perhaps a year	Long-term, recurrent, sustained

Wong, Harry K. "New Teacher Induction: The Foundation for Comprehensive, Coherent, and Sustained
Professional Development," in *New Teacher Induction and Mentoring: The State of the Art and Beyond*,
ed. Hal Portner (Thousand Oaks, CA: Corwin Press, 2005), 47. Available at www.NewTeacher.com.

Research has demonstrated that high quality induction programs that incorporate a

mentoring as a piece of the puzzle have the ability to improve teacher quality, job

satisfaction, teacher retention, and student achievement (Fletcher, Strong, & Villar, 2004;

Ingersoll & Smith, 2003a; Smith & Ingersoll, 2004). Teachers are twice as likely to stay

in the teaching profession if they participate in an induction program that incorporates

trained mentors (National Education Association, 2005). Brewster and Railsback (2001)

found ideally that mentoring programs should be developed around the needs of the

people being served by the program. The mentoring program should also have clearly

defined goals, purposes, roles, and responsibilities for all participants; supportive

leadership; and be adequately staffed. New teachers often feel isolated during their first

few years, which leads them to drop out of the profession. Mentoring allows them to feel

a connection to the profession and to avoid isolation which has shown to be an effective

way of retaining teachers (DeVilla, 2001).

Odell, Huling, and Sweeny (2000) summarize the ideal qualities of a mentoring

program when placed within a comprehensive induction program using eight

characteristics. Such programs

a. focus on helping novices learn to teach in accordance with professional
   standards;

b. are responsive to the evolving needs of individual novices and their students;

c. view becoming a good teacher as developmental process;

d. view mentoring as a professional practice that must be learned and developed
   over time;

e. include careful selection, preparation, and ongoing development for new
   mentors;

f. involve experienced teachers as mentors and include mentors in program
   design and evaluation;

g. are collaboratively planned, implemented, and evaluated by key stakeholders;

h. are focused on allowing novice teachers to learn how to teach (Odell, Huling, and Sweeny, 2000).

Guyton & Hildago (1995) suggest that the culture and context of the school can affect the mentoring process of beginning teachers. The methods in which novice teachers conduct themselves in terms of their disposition, beliefs, and acquisition of knowledge are likely to be heavily influenced by factors that are distinctive to the urban school setting. Claycomb (2000) suggests that mentors within the urban context may have to help novice teachers in acknowledging and dealing with the challenges posed by teaching students from poverty that frequently require that their teachers advocate for them socially, academically, and emotionally. Tillman (2005) also concurs that "teacher mentors in urban schools may also be called upon to help new teachers reflect on and understand the unique histories and experiences and the varied learning styles and needs of students from various racial, ethnic, and socioeconomic groups" (p. 612).

According to Tillman (2005), urban school teachers typically teach children of color who may not be intrinsically motivated and who likely lack parental support, in schools where resources may not be readily available, and where instruction may not follow the traditional methods. As a consequence, mentors of teachers in an urban setting have a very different role to play when compared to the mentors serving teachers in a primarily middle-class setting.

Tillman (2005) acknowledges the role of the teacher mentor, but also indicates that the role of the school administration in terms of the mentoring process requires careful examination. She argues that the role of the school administration in facilitating the mentoring and induction process of beginning teachers is not well-documented. While

10

Ganser (2001) believes that the role of the administration in the mentoring process of novice teachers should be a passive one and that the teacher mentor should play the predominant role, researchers such as Brock & Hope (1999) have argued that the school administration should also be proactive in the mentoring process.

Formative evaluation

Perhaps surprisingly, another important piece of the comprehensive induction puzzle is the feedback that is provided via formative evaluation. Comprehensive induction programs and their participants should be continuously monitored and provided feedback by a variety of means. Several authors have advocated for the use of quantitative and qualitative data collection methods to monitor formative and longitudinal effects of induction programs (Dagenais, 2003; Dolton & Newson, 2003; Ganser, Marchione, & Fleischmann, 1999; Moir, 2003). These methods included:

a. reflective journals,

b. interviews,

c. focus groups,

d. portfolios,

e. individual learning plans,

f. written narratives,

g. surveys,

h. new teachers retention rates, and

i. student assessment.

In order for novice teachers to grow, share the means of growing, and document the importance of comprehensive induction programs, formative evaluation needs to play

an important role in its continuous evolution. Using formative evaluation in continuous evolution of comprehensive induction programs will convince leaders in education to support comprehensive induction programs and their participants, allow the documentation of changes that these programs have made on student achievement, teacher retention, teacher effectiveness, and share the best practices of effective programs.

Empowerment

As previously noted, teachers frequently feel isolated when they first enter the profession (Fideler & Haselkorn, 1999). On the other hand, when novice teachers play an active role in decision-making and participate in school activities where they are contributing, they come together to break the isolation, and view themselves as more connected to the school in which they work. When they feel this sense of connection, they are more satisfied with their jobs, and are more likely to remain in the teaching profession (Graham, 2003; Weasman, 2001). This sense of empowerment is an essential piece of the puzzle to the success of retaining the novice urban teacher. Empowerment allows these new teachers to feel ownership, to have a vested interest, and personally and professionally connected in an environment that is often as culturally foreign to them as it is professionally foreign.

Teachers in low-achieving urban schools are likely to express dissatisfaction with their level of participation in making school decisions, indicating an organizational structure that fails to give them opportunities to contribute (Shann, 1988). Therefore, principal's time is well spent in including new teachers in decision making, seeking

12

feedback with their participation in focus groups, and offering discussions pertaining to school success, thus empowering teachers to feel a part of their new institution.

In order to create a truly successful, comprehensive induction program, we need to define the process as being collaborative where teachers feel that they are playing a role in decision-making. Brock (1999) explains that administrators need to nurture and help their teachers transition from teacher education programs into the culture of the school. The atmosphere of the school is frequently linked to the natural isolation among teachers within their separate classrooms. Brock and Grady (2001) assert that when new teachers teach in a school culture where the faculty share common goals and work collaboratively, they are more inclined to have a positive and lasting teaching experience. On the other hand, novice teachers who start their teaching careers in an unstructured environment where everyone is on their own are more likely to experience a less positive, isolated climate, and thus more likely to leave the school. Therefore, a mentoring component is often included within a professional development piece.

Professional development

Within the purview of comprehensive induction programs, an essential piece of the puzzle is professional development. Certainly, crafting professional development opportunities in our schools specific to teacher needs is essential. Professional development allows principals the ongoing opportunity to address the specific needs of the teachers as determined by the previously discussed components: mentoring, formative evaluation, and empowerment. In order to make that next piece of the puzzle fit, administrators need to have a clear idea of what effective professional development includes. Effective professional development is defined by Guskey (2000) as "a

13

combination of experiences that empower individual educators, educational teams, and the educational organization to improve curriculum, instruction, and assessment in order to facilitate student growth and development (p.32)."

Teachers' connections to the profession and to their schools are also strengthened when they feel they possess the content knowledge, instructional skills, and technological tools to meet the challenges of standards-based education in increasingly diverse classrooms (Sparks, 2002). Good teaching thrives in a supportive learning environment created by principals, teachers, and school leaders working together to improve learning in school. To support quality teaching, our schools must support strong professional learning communities (NCTAF, 2002). According to the U.S. Department of Education (2000) Initiative on Teaching, collaborative professional development such as common planning periods, team teaching, and regularly scheduled collaboration with other teachers and administrators is more effective than other forms of top-down professional development. Making investments in professional development is one of the most cost-effective measures a school district can take to improve student achievement (Greenwall, Hedges, & Laine, 1996; Harris, 2000). Common criticisms of current staff development programs include: (a) inadequate funding, (b) insufficient time, and (c) lack of results-driven professional development (USDOE, 2000).

Gordon and Maxey (2000) created a set of needs for beginning teachers and suggest that if these needs are met, the novice teacher will likely progress and develop into a successful and more permanent teacher.

a. adjusting to the teaching environment and role,

b. planning, organizing, and managing instruction as well as other professional

14

responsibilities,

c. dealing with individual student's needs, interest, abilities, and problems,

d. managing the classroom,

e. obtaining instructional resources and materials,

f. effective teaching methods,

g. communicating with colleagues, including administrators, supervisors, and other teachers,

h. communicating with parents,

i. motivating students,

j. receiving emotional support, and

k. assessing students and evaluating student progress (p. 6).

For urban schools, professional development is critical. Making the transition from student to teacher requires more than learning where supplies are kept and how to keep order in the classroom (Rogers & Babinski, 2002). A successful transition requires an understanding of policies and procedures, leadership skills, a willingness to learn and share, and a sense of confidence (Udelhofen & Larson, 2003). Even with the significant differences that exist among schools, Gordon (2000) established common characteristics that are present in the effective school-focused professional development. According to Gordon, professional development needs to have strong leadership and support, collegiality and collaboration, data-based development, program integration, a developmental perspective, relevant learning activities, and be viewed as a way of life. In addition to the issues faced by all novice teachers, novice urban teachers face a unique

set of issues. Hudson (2002) addresses these specialized needs by saying that all professional development must be specific to the population that it is serving.

Urban schools with a population of mostly students of color are often staffed with young, European American teachers (Freeman et al.,1999). Freeman found that the collective focus of novice teachers should be on teaching, because they are likely to be new to the profession, as well as understanding their students and the community from which they come. Teachers should also focus on managing a classroom and understanding how to work with different backgrounds and ethnic groups.

Professional development for urban schools over the years has become a mechanism focused mainly on bringing new teachers up-to-speed because the number of new teachers is so large due to the high turnover rate. Less time is spent tailoring staff development to the ongoing needs of the teachers, as opposed to meeting the district staff development required hours. Professional development should be planned and implemented with the idea that teacher learning is a career-long endeavor (Darling-Hammond & McLaughlin, 1995).

Brock (1999) explains that administrators need to nurture and help their teachers develop and assist with the transition from teacher education programs into the culture of the school. Hope (1999) points out that regular contact is needed from administrators in order to inform novice teachers of expectations and successfully orient them into the culture of the school. Hope (1999) identifies six elements of professional development that should emerge from contact between the new teacher and the school administration:

a. intervention to decrease the isolation of teachers,

b. the facilitation of collaborative relationships and mentoring,

16

c. accessibility,

d. availability,

e. ensuring that the teaching assignment is aligned in order to ensure success,

f. describing the process of teacher evaluation.

Often, ongoing professional development provides the means for building community and creating a sense of professionalism and self-efficacy (Crawford & Roberts, 2008). The ability of school leaders to create a professional culture in which teachers strive and grow throughout their careers is an essential ingredient in ensuring quality teaching in all classrooms by dramatically reducing the staggeringly high rate of teacher turnover (Sparks, 2002).

Bartell (2005) suggests that the most successful induction programs will address all of the needs of beginning teachers and their accompanying differences in order to ensure success with their students:

An effective plan for support of all these new teachers will recognize

and build on the knowledge and experience the beginning teacher

brings to the classroom, assist teachers in gaining what is weak

or lacking, and extend learning so that the teacher moves to higher

levels of accomplished teaching (p. 9).

Bartell's work has provided an effective model for personalizing professional development. Her research suggests that induction should be highly individualized and differentiated to the teacher's particular stage of development and grounded in the teacher's particular classroom content. Bartell's model focuses on the development of high quality teaching by meeting the needs of novice teachers that fall into the following

categories: procedural, managerial, psychological, and instructional (Bartell, 2005, p.17)

and are summarized in Table 2.

Table 2: Bartell's Model for Personalizing Professional Development

Category	Examples
Procedural	Familiarity with school and district procedures and expectations for personnel
Managerial	Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keeping records
Psychological	Managing stress, gaining self-confidence; handling challenges and disappointments; transitioning from student to teacher role; attending to physical and emotional well-being
Instructional	Grade-level curriculum standards and expectations; lesson planning; instructional resources; assessing student progress and using results to shape instruction; using a variety of instructional practices; adapting instruction to meet individual students needs
Professional	Teaching norms and practices; appropriate boundaries and relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities
Cultural	Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity, developing cultural proficiency
Political	Getting to know colleagues; contributing to extracurricular program; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts

New Teacher Needs Addressed in Induction Programs (Bartell, 2005, p.17)

Using focus groups or informal surveys, principals can assess where teacher needs fall on this continuum in order to truly meet the novice teachers' needs.

Concluding Remarks

No doubt, the novice urban teachers' voices ring with verve for changing the world (Hixenbaugh-Dwenger, 2008). Numerous novice urban teachers enter the

profession with commitment, passion, and an idealistic view of teaching, determined to make a difference in the lives of their students (Fullan, 1993). Yet, often they face challenging teaching assignments, inadequate working conditions, lack of resources, and isolation. Shocked by the realities of teaching, they encounter a system that fails to value these new teachers as one of its most precious resources.

Teacher retention in our urban schools is one of the most pressing issues facing the world of education today. In order to support our novice urban teachers' success, we need to invest our time and effort into creating a comprehensive induction program that serves their specific needs. In addition to encouraging new teachers to come into teaching, we need to invest in the novice teachers who have made a commitment to teach in urban schools. By putting all of the pieces of induction together, including effective administration, mentoring, formative evaluation, teacher empowerment, and professional development, the school leader is assured of making a positive influence on teacher retention.

Certainly, administrators recognize retention as a significant problem, now the task is developing a master plan using a comprehensive induction program that includes a strong mentoring program with selected, trained, and volunteer mentors. The mentors need to provide professional assistance through feedback, coaching, and peer observations to improve the science and art of teaching. There needs to be a strong support system in the school initiated and led by the school principal. Highly qualified new teachers need to develop a sense of belonging to the school, be recognized for their accomplishments and contributions to the school culture, be encouraged to be risk-takers with a safety net provided by the principal and encouraged to question the present

practices of the school/district through a series of scheduled forums both within the school as well as the district. Yes, there is a cost associated with these programs. However, the financial cost pales in comparison to the loss of human capital and the impact on districts, schools, students, and community. With such a multi-faceted approach, leaders in our districts and schools are in the perfect position to stop the "revolving door" of highly qualified novice teachers. For many school leaders, starting to piece together a comprehensive induction program can be daunting. Principals might consider creating a timeline or a working plan for their schools, by beginning to formulate a to-do list or tentative goals for the school year bringing administrative staff and focus groups on board starting in the planning phase.

    As administrators, starting to assemble the essential pieces that complete the comprehensive induction puzzle is crucial. This review of literature was able to highlight the research-based knowledge of the pieces, as well as our responsibility is to make teacher retention a reality in our urban schools.

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23

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CREATING COLLABORATIVE SCHOOL-UNIVERSITY PARTNESHIPS FOR NOVICE URBAN TEACHER RETENTION

Novice teachers encounter many obstacles and challenges during their first years in teaching. These obstacles and challenges are even more complex for novice teachers in urban settings. Urban schools are places where novice teachers are faced with cultural and language diversity, poverty, inadequate funding, and other challenges. In an attempt to explore the disconnect between teacher educators, school administration, and urban teacher leaders, this manuscript will report the findings of a survey administered to 178 novice urban teachers, particularly as it relates to overcoming the obstacles and challenges faced specifically by urban teachers using professional development. In addition to the survey given to the novice urban teachers, a focus group was conducted with the participating university members to allow for a fuller understanding of their perceived thoughts on school-university partnerships.

Certainly, it is clear that some type of intervention is necessary to help new teachers achieve success in urban schools. Research is demonstrating the need for professional development, which is an essential component of comprehensive induction programs, to aid novice urban teachers on their journey towards conquering the obstacle and challenges presented to them in these urban settings.

Needs of Novice Urban Teachers

Novice teachers are leaving the profession of teaching at staggering rates. A contributing factor to novice teacher attrition is the stress brought on by the obstacles and challenges experienced by novice teachers during their first years in the teaching

profession. The sources of this stress stem from teachers experiencing: (a) a major life transition that entails an identity change from student to professional, the loss of their established support network (Williams, 2001); (b) a steep learning curve filled with unexpected challenges (Danielson, 1996; Williams, 2001); (c) the expectation for them to assume the same responsibilities as more experienced teachers (Danielson, 1996); (d) being given the most difficult teaching assignments (Danielson, 1996); and (e) "culture shock" upon entering the classroom caused by the struggle with classroom management and discipline practices, issues of translating theory to practice, and adjusting to the expectations and practice of the school (Tickle, 2000; Veeman, 1984).

The everyday demands on novice teachers continue to grow and include many issues that are unrelated to academics. Today's teachers face diverse classroom conditions, including (a) language immersion, (b) state-mandated programs for inclusion, (c) individualized assessment, (d) technology, (e) cooperative learning, and (f) a variety of specified instructional strategies (Potter, Swenk, Shrump, Smith, & Weekly, 2001).

With all of the compounding conditions, it is little surprise that urban novice teachers are fleeing our urban schools. In response to the mass exodus and the needs of our urban teachers, the Urban Teacher Institute came to be.

The Urban Teacher Institute: The Road was Paved with Good Intentions

It had been six months since the beginning of the Urban Teacher Institute. The program that paired two urban elementary schools with our university had started with such passion and enthusiasm, but was now facing unforeseen obstacles that left the program and its participants in a state of even greater disconnect. Ten of us from the university, doctoral students and professors, were paired with a novice teacher or teachers

32

from one of the two participating urban schools. The role that each of the university members and the novice teachers played was never clearly defined. This lack of definition was intentional and left it to the participants to define what they wanted to learn and accomplish together. The goals defined by each partnership of the university member and novice teacher included such variety and was based on each partnership's individual needs. The Urban Teacher Institute started with a two day workshop for teams. Across teams, some of the goals and activities included meetings several times a month, coplanning, coteaching, providing resources and materials, discussions, modeling, and a variety of other purposeful activities. The university members of Urban Teacher Institute had one clear goal when entering into this venture, to work as equal, willing partners with these urban schools in order assuage the overwhelming demands on new teachers and work towards retaining novice urban teachers.

The more I participated in activities with my novice urban teachers and observed other university members' interactions with their novice urban teachers at the urban site, it was made apparent to me that the disconnect was so overwhelming that there needed to be a well- crafted plan to allow the novice urban teachers to move away from the idea that the university members were there for evaluation purposes. Although separately the university members had addressed and discussed the idea that historically universities tended *to do* to an urban public school and *not act with* a school, we still seemed to fall into the category of *doing to* our participating novice teachers instead of *doing with* (McDavis & Haimes-Bartolf, 2003).

In an acknowledgment of what the relationships between the novice urban teachers and the university members had become and what the research tells us is an

essential part of comprehensive induction, we opted to conduct a professional development for all novice urban teachers in Central Florida. This professional development program was entitled the Urban Teacher Institute and was decided to be held on a Saturday in February, 2008 on our university campus. Comprehensive induction in urban schools needs to include effective administration, mentoring, professional development, and teacher empowerment (Hixenbaugh-Dwenger, 2008). Therefore, based on the expressed needs of the novice urban teachers from the two participating elementary schools and the review of literature the topics and types of sessions were determined to be offered at the professional development day. The professional development sessions focused in general on literacy, math, and classroom management strategies across all grade levels K-12 for the urban community. Each of the 178 teachers who decided to participate was provided a stipend and substantial amount of teaching resources in exchange for their Saturday attendance at the Urban Institute.

At the conclusion of the day, each novice urban teacher agreed to complete a carefully crafted, field-tested survey that focused on the effectiveness of the professional development (see Appendix D). In the survey, I was driven to ask both Likert scale and open-ended questions about their experiences as an urban teacher, their experiences participating in the professional development provided that day, and their specific needs for the future.

A total of 178 surveys were completed, collected, and analyzed. Of these, 21 of the participants were males. The remaining 157 were female. Of the total participants, 45 were African-American, 2 were Asian, 88 were Caucasian, 30 were Hispanic, 1 was Native American, 12 indicated Other as their racial background. These novice urban teachers represented over 60 schools in 3 Central Florida counties. Participants hailed from elementary, middle, and high schools and held varying forms of certification: alternative, emergency, and traditional.

The survey given employed a Likert scale with 0 indicating not applicable, 1 indicating strongly disagree, 2 indicating somewhat disagree, 3 indicating neither disagree nor agree, 4 indicating somewhat agree, and 5 indicating strongly agree. Tables 3-8 listed below present the survey findings for questions 1-6.

Prompt 1 as described in Table 3 below purposefully focused on the participating teachers' experiences encapsulated in that one day of professional development known as the Urban Teacher Institute. As a researcher, I was interested to see the range of responses that might come from responses to: *This experience is likely to have a positive impact on my classroom instruction.* At the end of the day, participants (81.5%) overwhelmingly reported that they strongly agree with the statement. Collapse the strongly agree cell with the somewhat agree cell at 15.7% and the overall positive response of the 178 novice urban teachers was 97.2%. No doubt, the planners of the day's activities felt a sense of great accomplishment in providing professional development that

was viewed as having a positive impact. Notably, none of the 178 responses indicated strongly disagree in response to Prompt 1.

Table 3: This experience is likely to have a positive impact on my classroom instruction.

		Frequency	Percent
Valid	2	1	.6
	3	4	2.2
	4	28	15.7
	5	145	81.5
	Total	178	100.0

Prompt 2 as described below in Table 4 was intended to capture the novice urban teachers' responses to the strategies across the curriculum that were provided in workshop formats over the course of the day. Some workshop planners and facilitators noted the difficulty in providing a one-shot professional development workshop that could meet the needs of the range of grade levels represented (K-12). Prompt 2 actually states *This experience provided me with strategies to increase the success of all students*. In response to this statement, participants again provided a majority of positive responses. On the Likert scale of 1-5, 74.2% of novice urban teachers fell in the strongly agree category, while 23.6% fell in the somewhat agree category. Together, these two categories collapse into a strong, positive response of 97.8% who viewed the day's strategies as increasing the success of all students. Again, not one of the participants responded by selecting strongly disagree, and only 1 participant out of 178 indicated a somewhat disagree to this prompt.

Table 4: This experience provided me with strategies to increase the success of all students.

		Frequency	Percent
Valid	2	1	.6
	3	3	1.7
	4	42	23.6
	5	132	74.2
	Total	178	100.0

Table 5 below included the statement mirrored in Prompt 3: *Due to this experience, I believe that my students are likely to demonstrate gains in achievement.* Aside from the prior prompt focusing specifically on strategies, this prompt was included in the survey to provide the researcher access to the novice urban teachers' perceptions about the value of this professional development experience in overall terms of student achievement. As outlined in Table 5 below, 51.1% of the participants ranked the professional development as strongly agree in demonstrating gains in student achievement. Of the novice urban teacher participants, another 41.0% somewhat agreed that the professional development was helpful in terms of demonstrating gains in achievement. Together, this aggregate of 92.1% of positive responses provided the minimum of positive responses to all of the prompts so far.

Table 5: Due to this experience, I believe that my students are likely to demonstrate gains in achievement.

		Frequency	Percent
Valid	1	5	2.8
	2	2	1.1
	3	7	3.9
	4	73	41.0
	5	91	51.1
	Total	178	100.0

As one analyzes the results of Table 6 below which relies on Prompt 4: *I would recommend this experience to other teachers.,* the positive results again are evident. Of the 178 novice urban teachers, 147 or 82.6% reported that this professional development experience was one that they would strongly agree recommending to other teachers. Additionally, when the somewhat agree categories are collapsed with the strongly agree categories, an impressive majority of novice urban teachers (96.7%) reported positive recommendations for this professional development experience. Conversely, only 2 participants out of the 178 reported negative responses in this regard.

Table 6: I would recommend this experience to other teachers.

		Frequency	Percent
Valid	1	1	.6
	2	1	.6
	3	4	2.2
	4	24	13.5
	4.5	1	.6
	5	147	82.6
	Total	178	100.0

It has been previously established with the overwhelming positive results from the other prompts that teachers felt that the professional development was going to positively benefit their instruction and increase the success of their students. However, an additional disconnect was established with their response to prompt number five: *This experience has increased my ability to prepare students to meet the challenges of standardized tests.* Research has repeatedly demonstrated the important role that professional development plays in the retention of novice urban teachers. That fact holding true, why is this professional development that was deemed successful by the novice teachers, believed to not prepare students to meet the challenges of standardized tests? During my time working in urban schools, I have had numerous opportunities to observe teachers interacting with material related to standardized tests. The material is usually labeled something like "FCAT Practice" or "Test Prep". As I observed, the titles and the ways in which the teachers interacted with the material seemed to have little to no connection with their curriculum. I believe the novice urban teacher participants in this study viewed standardized tests as separate and disconnected from their everyday curriculum. This survey pointed to the idea that standardized tests are something they had to get the students ready for and endure, not something embedded into their everyday curriculum that students would be ready for if their instructional practices were improved.

Table 7 below shows a less positive response than any of the other prompts. Further, this prompt revealed responses more equally distributed across the numbers. Collapsing both the negative cells of strongly disagree and somewhat disagree yields an 8.4% response. On the other hand, collapsing both the positive cells of strongly agree

and somewhat agree yields a 78.7% which is still a strong positive response for a clear majority of Urban Teacher Institute participants. Interestingly, 12.9% of teachers chose the neutral response offered in answering my query about the impact on standardized tests.

Table 7: This experience has increased my ability to prepare students to meet the challenges of standardized tests.

		Frequency	Percent
Valid	1	10	5.6
	2	5	2.8
	3	23	12.9
	4	66	37.1
	5	74	41.6
	Total	178	100.0

The last prompt provided in the survey was included as a way to examine how teachers' needs were met. It reads: *This professional development met my needs.* Given the workshop format and the difficulty of gauging grade level and content area expectations as well as professional development and the specific needs of urban schools, the results captured in Table 8 below punctuated the Urban Teacher Institute's good intentions and the related positive results. As indicated in the strongly agree column, 67.4% of the novice urban teachers reported that the professional development provided met their needs, while 27.0% of the novice urban teachers indicated somewhat agree to this prompt. Together, these two cells combined to show that 94.4% of participants felt positively about the professional development meeting their needs. None of the participants indicated strongly disagree with the prompt below and only 3 of the novice urban teachers out of the total 178 provided a negative response (somewhat disagree) to the prompt that this professional development met their needs.

Table 8: This professional development met my needs.

		Frequency	Percent
Valid	2	3	1.7
	3	7	3.9
	4	48	27.0
	5	120	67.4
	Total	178	100.0

The survey given at the end of the professional development day also asked participants to provide answers to a few other questions. The first asked if they would return to an urban school. Ten participants did not respond to this question. Three participants indicated no, they would not return to an urban setting. The remaining 165 indicated yes, they would return to an urban school providing a 92.7% response. If research is telling us that 50% of teachers leave the profession after their first five years, why is there such a substantial number of novice teachers that participated in this professional development that view themselves remaining in the profession? The following responses might provide some answers.

When asked why teachers leave urban schools, common responses included behavior/discipline issues and support. Support was mentioned in various ways including parental support, administrative support, and just support in general. Participants also mentioned disrespect, especially from students as a reason for leaving, as well as violence and concerns for safety. Compensation and lack of resources was also discussed by participants as a reason for leaving urban schools. General frustration and burnout were also identified.

When asked what other types of professional development or services would be beneficial to the participants, answers varied. The most common response categorized was classroom and behavior management. Teachers also mentioned centers, interactive learning, dealing with severe behavior problems, use of website and other learning opportunities for children, motivation, cooperative learning, and time management. Teachers also asked for services such as observing other teacher in urban schools and career services. One teacher even asked for someone to come into her classroom and help

organize. Teachers also wanted more information on the secondary level, information on

varying exceptionalities, differentiated instruction and learning strategies. Also requested

were age/grade appropriate workshops.

Participants were also given the opportunity to offer any additional comments in a

totally open-ended portion (see Appendix D). Many took advantage of this and the

following are a few of those comments from the survey:

"This is by far the best training I have been to since I began my job in August. All facilitators were great! They were engaging, well-spoken, and gave valuable information. Unlike other trainings, there was information presented here that I can actually use in my classroom. Please, please, please offer more sessions like these!"

"Thank you! This has been extremely beneficial because I got lots of strategies I can actually use tomorrow! All the presenters were entertaining and motivational. Thank you!"

"Great day! Really worth the time. I would like to attend more in-services like this!"

"This is a great idea and was very informative. I do think it would be helpful if this was offered more often and the format was less hurried. There is very little time for ideas and exchanging thoughts."

"I think that it would help a lot if a teacher was given time to adapt to a school and responsibilities. Teachers get overwhelmed by the amount of information. The administration and the mentor should have a clear program on a new teacher's need. It would also help if a beginner teacher could have more planning time and more time with a mentor."

"All I wanted to do was be a good teacher. This is my 1st year teaching. Although I have the best possible principal, I still feel like I am drowning in paperwork. We have to do all the assessments, grading, lesson plans, and documenting of every incident in class all by ourselves. No paraprofessionals, no parent volunteers. We share texts between our team, but need more. When we care as much about teaching our kids as we do making war-we will see fewer drop-outs and more successful children. I am so frustrated, I am looking into working as a programmer at museums rather than deal with the extreme stress of teaching. My hat is off to anyone who can do this 30+ years (and still be mentally stable)."

"I feel that this training session was the most beneficial of any that I've attended. This workshop should be offered early in the beginning of the school year so it could prevent the loss of new urban teachers!"

The above comments were very representative of the overall feel of all of the comments given by the novice urban teachers after their participation in the Urban Teacher Institute professional development.

Urban Teacher Institute University Personnel Focus Group

On the same day of the Urban Teacher Institute professional development, the ten participating university members, comprised of doctoral students and professors, took part in an hour-long focus group. The outline of questions I composed for this focus group were selected in order to create a clearer picture of the relationships between the novice urban teachers at the two participating urban elementary schools and the university members. In addition to seeking an understanding of the existing relationships, was the desire to obtain the university members' general observations of the Urban Teacher Institute experience. The comments listed below paint a picture of disconnect between ideal support for novice urban teachers and existing barriers to their retention. The comments also illustrate the university members' observations on the needs of the novice urban teachers as well as the needs of the program. The focus group transcript can be viewed in its entirety in Appendix J.

> "I felt like a go-between administration and the teachers I was working with because there was a lot of barriers that were prohibiting them from maybe being a better teacher or there were things that weren't happening for them and there wasn't some support that should have been there anyways besides my support. And so it was really kind of difficult because when I approached administration about it, it was really, "well this is how the county wants us to do this". I could see, I could feel what they feel. So what do you do at that point. I wasn't quite sure beyond being able to… I felt it was beyond my role."

"Both of my teachers were very capable teachers who I felt like I was able to support them very easily. The only thing was that there were so many issues where it was more of an administrative thing and like someone else said, I was like that sounding board for them and yet I didn't have any place to take that cause quite literally they didn't even have an administrator on sight at anytime that I was there that I could go to and say "my teachers are having these concerns". Both of them would have very much liked to have stayed at that school, but what they expressed to me towards the end of the time is that if things didn't improve with the administration, they felt like that was keeping them from being able to so the job they wanted to do. But they loved the kids, they loved their jobs, they loved the other people who worked around them. It was just that feeling of there are certain rules and regulations in place that prohibit them from doing what they felt was best for their students."

"Well, if there is open communication and we are adults, it should be able to happen at the teacher level. But when there isn't that collegiality and community of learners, you don't have that culture. You begin to go to someone like me who has no clue what she is getting herself into and have them be the person that they go to. I don't think they felt comfortable enough to do that."

"So what that says to me is that maybe we need to put more emphasis on our principal training on how to deal with new teachers. I have been in a lot of schools. I have never a seen situation like the one at this school for a lack of administrative support. This was definitely an extreme, but it sounds like the other school wasn't a whole lot different administrative support. So maybe one of the key areas is we need to focus is on the principals and make sure they understand what they need to do to keep new teachers and how important it is to keep new teachers."

"Coming from actually having worked at a school with a facilitative leadership model, I just keep going back to the idea that I think the teachers leave because things are done *to* them, not *with* them. And that's the bottom line."

"I think of Maslow's hierarchy of needs and I don't feel as if the teacher's basic needs are being met. And so at a very simplistic level, I think they need their basic needs met. And for a teacher like me the basic needs are materials, support for what you are doing, and then communication. And feeling like you can trust the people you work with. I don't see those basic needs as a teacher… you can't get to that next piece unless you got those things down there and I don't see that happening."

"I believe those things are important. I think that teachers need control. They need to feel like they have some control over something because that was the biggest thing that I saw with the teachers that I worked with. They just didn't feel like they had any control. They didn't feel like they had control over the kids, they didn't have control over their decisions, they didn't have control over the curriculum. They couldn't choose to use a game for a reading center because it wasn't the Triple I. It wasn't approved by the county. So I just think choice and control. Because like you are saying with Maslow, they are already at that intellectual level. So now we have

kind of taken all that away and now they have no choices anymore and they are just mandated to do all these things. So I think a combination of all the basic needs and some control."

"Adding to what we already heard. It does seem like it is a framework that we need to apply. To have these basic needs. One thing we haven't said yet is ongoing professional development because we can only do so much at the university setting to prepare new teachers but then their individual settings are going to be so different. And I think what really excited me about being a university coach was that I could be their personal professional development person. Going out and assessing what they need and what I can provide with the resources I have. And go on and evaluate what we have done, like we are now. Just taking a look at on an individual basis what can we do. I really think this position could be a very big part of what could keep teachers in classrooms."

"Providing professional development to urban schools even after they leave our university classroom."

"I think having buy in from all parties involved. I know, and I don't think I am alone in this… the teachers I had did not have buy in. They weren't very happy about me coming into their classrooms. They were both older than me so they weren't very happy about someone younger than them telling them what is good teaching and "why don't you try this". They weren't totally sold on it. And I don't know what you could do to ensure that but that would be nice."

 "I think communication is going to be key in all of this. Communication between mentors and mentees and the administration."

The focus group transcripts confirmed many of the issues such as support from all stakeholders and communication concerns that I had already documented during my numerous observations. Even though the Urban Teacher Institute could be categorized as a positive, powerful, and successful program, room stills exists for improvement in these areas. Based on the focus group transcripts, the disconnect between the novice urban teachers, teacher educators, and administrators that was experienced and observed by the participating university members illustrates the need to reevaluate how to create a shared vision among these stakeholders. Communication and collaboration are needed in order

47

to provide a clear direction for any comprehensive induction program that truly serve to retain novice urban teachers.

Closing Remarks: Meeting the Needs of Novice Urban Teachers Through Collaborative School-University Partnerships

Teacher educators, administrators, and novice urban teachers are currently working in a state of disconnect, independently working towards the goal of retaining novice urban teachers. Each group is working diligently to retain novice urban teachers, but continuing to question why teachers are leaving in significant numbers. One answer to this question might be each other. When the reported disconnect is replaced with collaboration, the collaborative partnerships will produce and will inevitably lead to the creation of innovative approaches to comprehensive induction. Partnerships between universities and urban schools can address the issues specific to urban settings by connecting novice urban teachers, teacher educators, administrators, and urban teacher leaders for a common cause: the retention of novice urban teachers.

The positive survey findings in response to the prompts provided the Urban Teacher Institute partners with a preview into the possibilities that exist when a group is working collaboratively towards a common goal, especially if the findings for such sustained professional development could have extended the program. Conzemius and O'Neill (2001) define collaboration as "the process of developing interdependent relationships where all are focused on a common purpose and set of goals and where people must rely on each other to achieve these goals and where people must rely on each other to achieve these goals. It is the synergy that is created when a group's effectiveness is exceeds what individuals can accomplish on their own" (pp.15-16). One of the salient

48

lessons learned from our Urban Teacher Institute professional development is the need to

not only employ collaboration, but have the presence of sustained collaboration. The

success that was seen in this one-time Urban Teacher Institute professional development

leads us even closer to the needed realization that sustained collaborative partnerships

must be employed in order to meet the obstacles and challenges faced by novice urban

teachers.

Sustained collaborative partnerships hold the answer, bringing novice urban

teachers, teacher educators, administrators, and urban teacher leaders together to benefit

our novice urban teachers, which in turn benefits our urban students. In order for

collaborative partnerships to be successful and sustained, they must grow out of the

particular strengths, opportunities, and challenges of each specific, unique urban

community.

> "Each partnership has unique elements shaped by the history, capacity, cultures,
> missions, expectations and challenges faced by each participating group or
> organization. What must remain as a constant, however, is that any partnership
> must be based on the academic strengths and philosophy of the university. The
> other constant feature must be the fact that the needs and capacities of the
> community must define the approach that the University should take to forming a
> partnership. There is no such thing as a universal "community." It takes time to
> understand what elements make up a particular community and how people
> experience membership in the community. It is not easy to define who can speak
> for the community just as the University itself is not monolithic" (2002, pp. 9-10).

Comprehensive induction programs reviewed in the literature reported the

development of partnerships in order to support novice teachers (Brewster & Railsback,

2001; Feiman-Nemser, 2001; Moir, Gless, & Baron, 1999). Feiman-Nemser (2001)

summed up the need to build partnerships by saying, "no single institution has the

expertise, authority or financial resources to create the necessary structures and learning

opportunities. School, universities, teacher unions, and the state all have an important part to play" (p.1037). In the past a majority of interaction between universities and urban communities dealt with what the university was *doing to* the urban community and not *doing with* the urban community (McDavis & Haimes-Bartolf, 2003). In order to move away from the doing *to* and move towards the doing *with*, all stakeholders need to remember the purpose of the sustained cooperative relationships formed to guarantee, the success of our urban teachers and students.

A partnership among urban schools and universities must be formed in order to meet the needs of and retain novice urban teachers. The sustained collaborative school-university partnerships should be designed to aid the urban school partners, address the teacher shortages and the high turnover rates, and to extend the university's capacity to prepare teachers to teach in urban settings.

From digesting related research, from the patterns gleaned from the 178 surveys of novice urban teachers, and from the themes of discussion gleaned from the participating university members' focus group, I have come to realize that each entity in the partnership must play a strategic role as agents of change. Teacher educators, administration, and urban teacher leaders will work collaboratively to provide support and continue our journey to a more sustained view of collaboration.

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LISTENING TO TEACHERS' VOICES: A YEAR-LONG STUDY OF SUCCESSFUL NOVICE URBAN TEACHER RETENTION

Novice Urban Teacher Retention

Teacher retention is a serious concern for schools across the country, but is even more pronounced in our urban schools. Urban schools educate 40% of non-English proficient students, 75% of the minority population, 40% of the students living in poverty, their students are lower achieving, and more likely to drop out of school (Claycomb, 2000; Ingersoll, 2003). With the compounding issues facing urban schools, it is no surprise that urban schools seem to have a "revolving door" when it comes their instructional staff (Ingersoll, 1999). Research has shown that 9.3% of new teachers leave before the end of their first year and after five years, 50% have left the teaching profession (Ingersoll, 2003). Although it has been established that teacher quality is attached to student success, an absence of plans still remains to successfully retain urban teachers (Darling-Hammond, 2001; Haycock, 1998; Rivers, 1999). The absence of a plan is costing urban schools financially, but even more costly is what it is doing to our schools.

This critical need to retain novice urban teachers is what drives my research. Obtaining a fuller understanding of the possibilities that exist and the actions that must be taken to maintain high-quality novice teachers in our urban schools is necessary. Where better to obtain a stronger understanding of the needs of novice urban teachers than by listening to the voices of these novice urban teachers.

Finding a School Where Retention Works

A larger study of over 200 novice urban teachers at elementary schools across three school districts in a southern metropolitan area led me to a better understanding of the essential components of comprehensive induction. My use of surveys, observations, focus groups, individual interviews, and co-teaching lead me to narrow my research to one specific school. The demographics of this school reveal that a majority of their students are minorities, 45% are labeled as English Language Learners, and 76% receive free or reduced lunch, but the demographics also tell you that they are a high-achieving school that continues to meet Adequate Yearly Progress as determined by their school improvement plan and also earned a B through the state grading system (FDOE). No doubt, the combination of high-achievement and high-risk is rare; however, this is not the only thing that guided my decision to focus on this school. What truly guided my decision to focus on this particular school was the combination of striking demographics, but more importantly was the overwhelming number of novice teachers that have been retained and continue to envision themselves as remaining in this urban school. Therefore, two research questions guided this study: (1) Were the novice urban teachers' views of comprehensive induction reflective of the literature review findings? (2)What was different about their experiences in comparison to the typical novice urban teacher experiences, in which a majority leave the profession after five years?

During this year-long study, I served as the lead evaluator of a state grant entitled the Urban Teacher Institute. As part of this role, I worked with teachers across Central Florida, gathering data through surveys, individual and focus group interviews, classroom observations, analysis of quantitative data, and co-teaching. I had been finding and reading in the abundance of research led me to a stronger understanding of where the problems lie in the context of urban settings, but was still not allowing me to understand what needed to be done in order to meet those specialized needs. In order to find answers to my research questions, I chose to utilize a case study format of one elementary school for this study, allowing me to better understand novice urban teachers' needs, experiences, viewpoints, and goals.

I have chosen Brookstay Elementary as the pseudonym for this urban elementary school in order to maintain its anonymity. Unlike my role in the larger study in which I was a participant-researcher, my role as a researcher at Brookstay Elementary was confined to researcher only, not delving into co-teaching, consulting, or shared professional development. Yet, while still maintaining my role as a researcher, I felt I was able to relate to the participants, empathize with the participants, ask well-researched open-ended questions, and be a strong listener. It is only by listening "to many individuals and to many points of view that value-resonant social contexts can be fully, equitably, and honorably represented" (Guba & Lincoln, 1989, p. 175). Guba and Lincoln (1989) list characteristics that differentiate the researcher as instruments used in qualitative research as opposed to those of quantitative research instrument. According to Lincoln and Guba (1985), human beings serve as a complex research instrument because

humans are responsive to environmental cues and able to interact with the situation, in that: a) they have the ability to collect information at multiple levels simultaneously, b) they are able to perceive situations holistically, c) they are able to process data as soon as they become available, d) they can provide immediate feedback and request verification of data, and e) they can explore atypical or unexpected responses.

A Window into Brookstay Elementary's Success: Multiple Data Sources

Questionnaire and participants

The questionnaire was the first piece created after completing the exhaustive literature review on novice urban teachers (see Appendix G). The questionnaire was given to a group of over 200 novice urban teachers participating in the Urban Teacher Institute. The pilot-tested questionnaire had three categories of questions (a) rating some items on a scale (e.g., Likert scale 1-5), (b) short answer demographic responses (e.g., sex, race, college, degree), and (c) extended open-ended responses (e.g., written responses of teachers' feelings or attitudes about a particular event or to elaborate on a specific item, or to express suggestions). The various categories of questions were created to elicit answers that would provide a rich understanding of the participating novice urban teachers and their needs, experiences, viewpoints, and goals. Twelve novice teachers at Brookstay Elementary agreed to complete the same questionnaire. Of the twelve teachers that completed the questionnaire, eight agreed to continue on with the case study providing additional written and oral follow-ups. The eight teachers from Brookstay Elementary that agreed to continue with the remainder of the research all have one to three years of teaching experience. Six of the eight teachers identify themselves as being 21-27 years old. The remaining two teachers identified themselves as being 28-37

56

years old. All eight teachers are certified teachers that hold degrees in education. None of the eight teachers categorized themselves as being alternatively certified. Six of the eight teachers classified themselves as Caucasian and the remaining two classified themselves as Hispanic.

Written response reflection questions

After an analysis of the questionnaires and while still employing the research found during my literature review, I composed possible written response reflection questions (Appendix H). The eight teachers at Brookstay Elementary that agreed to be participants in this study wrote reflection pieces via email over the course of a school year. These reflection pieces were in response to questions that were asked of them at different times throughout the study, but generally were requested about every month to six weeks. The same open-ended reflection questions were asked of each participating teacher. The reflection questions intentionally covered a wide-range of topics that novice teachers universally face when entering the teaching profession. I wanted their responses to guide the discovery of topics and issues that are specific and often more pronounced with novice urban teachers.

Individual and focus group interviews

The participating teachers and their detailed responses to the reflection questions allowed me to create an outline of questions that extended the topics to discuss during both the individual and focus group interviews. According to Patton (2002), interviews should include open-ended questions and probes and "yield in-depth responses about people's experiences, perceptions, opinions, feelings, and knowledge." In this study, I used an interview guide approach with both the individual and focus group interviews

57

(Patton, 2002). Appendix I showcases the outline of issues and potential questions that guided the interviews without the limits of a formal protocol. Yet, the questions were carefully crafted so as not to lead participants, allowing for a more authentic view of their experiences as a novice urban teacher without feeding them jargonesque terms such as comprehensive induction.

The individual interviews gave me the opportunity to delve deeper into answers that the participants provided on their questionnaires and in their written response reflections. This personalized each interview and creatively integrated member checking by allowing me to clarify my understanding of each participants' answers as well as ask additional questions providing for a richer understanding of their experiences as a novice urban teacher. After the completion of all the individual interviews, I conducted a focus group with all eight of the continuing participants in Brookstay Elementary's library for approximately an hour. Lewis (1995) talks about putting individuals in a nurturing environment so that they will disclose their own views while at the same time be influenced by their interactions with others. By assembling all of the participants together,the focus group was able to give additional information and provide a deeper understanding of previously addressed information as it pertains to novice urban teacher retention through the use of comprehensive induction.

Data analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, reflection pieces, and any other accumulated materials that allow the researcher to reveal findings (Bogdan & Biklin, 2003). Qualitative techniques were used to explore issues of comprehensive induction and novice urban

teacher retention. Personally transcribing the hours of individual and focus group interviews allowed me to become even more familiar with the data. The continuous rereading and revisiting of the data throughout the study allowed me to repeatedly explore the various forms of data, looking for trends, patterns, or themes, exploring how closely the ideas presented by the novice urban teachers related to my previous findings within my literature review. In addition to analyzing the data from the participants, I also analyzed written documents that I personally produced. These documents included field notes and memos documenting my observations, the rationale behind the decisions made throughout the study, a log of contacts, and a record of ethical dilemmas, decisions and actions (McMillan & Schumacher, 1997).

Therefore, after a thorough literature review of the essential pieces of comprehensive induction, I wanted to focus my research on novice urban teachers in order to have a clear understanding of why the pieces are truly essential and what those essential pieces need to look like in order to make the ideal a reality. My belief is that educational research needs to move beyond its extreme reliance on what is seen in the numbers and look at the personal side of the stakeholders that create those numbers. The data created through this case study of Brookstay Elementary has enabled us to clearly see beyond the numbers and provide a window into what successfully retained novice urban teachers believe to be reasons they remain in urban schools.

The Essential Pieces of Comprehensive Induction

In order to create the assortment of data sources for this study, I first prepared an extensive literature review that allowed me to have a more solid understanding of what research is saying about the state of urban teacher retention through comprehensive

induction. Early research on urban teacher retention historically looked at the personal characteristics of the teachers (Haberman, 1985; Johnson, 1987). The studies that have been done recently have now added the idea that the answer does not lie solely with the characteristics that the urban teachers possess, but also lie within the school characteristics and institutional conditions (Ingersoll, 2003). This allows researchers to delve into the possibility that attrition is something preventable.

Induction has been defined in many ways, often involving some sort of "orientation" that takes place prior to the school year beginning (Fideler, 1999). Many induction programs that fall into this category have been deemed unsuccessful, leading researchers to question what an effective induction program should include (Fuller, 2002; Holloway, 2000; Strong, 2000). According to the aforementioned researchers, a well-organized and well-implemented comprehensive induction program can lead to higher teacher self-efficacy and teacher retention. Fideler (1999) suggests that induction programs need to move away from the "orientation" idea and move toward the idea of induction as a multi-year developmental extension of the urban teachers' preservice preparation. Given the higher teacher attrition rates in urban schools, new teachers must be provided with generous levels of support and assistance (Moir, 2005).

According to the Public Education Network (2004), researchers have identified the following components of effective induction program practices:

a. Long-term planning for improving teaching and learning, aligned with the instructional philosophy of the school,

b. Practices aligned with professional standards as well as state and local student learning standards,

60

c. A strong sense of institutional commitment with strong administrator support and involvement,

d. Participation by all new teachers, whether entering the profession from traditional or alternative pathways,

e. Input from beginning and veteran teachers on program design and structure,

f. Sustained participation beginning prior to, extending throughout, and continuing beyond the new teacher's first year of teaching,

g. Opportunities for inductees to visit demonstration classrooms,

h. Study groups in which new teachers can network and build support, commitment, and leadership in a learning community,

i. Adequate time and resources for implementation,

j. Reduced workloads, release time, and placement in classes with less, rather than more, demanding students,

k. Quality mentoring, with careful selection, training, and ongoing support for mentors, and

l. Ongoing assessment to determine whether the program is having its desired impact.

Research tells us that the best way to make these recommended components a reality is to provide novice urban teachers with a comprehensive induction program that incorporates effective administration, mentoring, formative evaluation, teacher empowerment, and professional development (Hixenbaugh-Dwenger, 2008). The next section of this manuscript will answer the first research question: *Were the novice urban teachers' views of comprehensive induction reflective of the literature review findings?*

Within each of the following pieces, I will provide connections across into what the literature review revealed on comprehensive induction and then examine what similarities and differences exist within the responses of the novice urban teachers at Brookstay Elementary.

Effective administration

As I read and reread the transcripts of all the data sources, I was instantly reminded of the research that has established the important role that administration plays on the retention of novice urban teachers. Administration has the power to set the tone of failure or success within the walls of their school. The most elaborate, personalized, comprehensive induction program could be in place, but if the administration does not lead by example, then the program reportedly has little to no impact on the novice teachers in that school (Brock, 2000). When administrators are aware of the components that are present within the induction program being used in their district, they are able to assess if the induction program is meeting the needs of their school. It is the job of the administrator to recognize those missing pieces, using their schools mission as a guide (Lambert, 2000). This is even more so in urban schools, where the teacher population is frequently changing and largely inexperienced (Ingersoll, 2003). When novice urban teachers were asked why they left teaching, a majority sited administration as one of their top reasons (Richards, 2006). These findings held true as I discovered the patterns within the transcripts of my data sources.

Similarly, Colgan (2004) found that school-based support is more likely to make teachers decide to stick around in their schools and in the profession. Matthews, Hansen, and Williams (2004) stated that hiring and placement are important roles for the

principal, but the most important role a principal plays is in the support and development of new teachers. Effective principals are the key to success in our schools and to increasing teacher retention ("The Principal Effect", 2004).

In keeping with these findings, Brewster and Railsback (2001) identified specific ways a principal can support induction and mentoring of new teachers:

a. take the lead in developing a formal program,

b. commit to funding programs,

c. do not assign new teachers the most challenging classes,

d. match teacher caseloads to the level which they student taught,

e. provide orientation at the beginning of each school year,

f. provide as much information as possible on the students they will teach,

g. provide the new teachers with the resources they need,

h. clearly communicate expectations,

i. be sincere with your support of their success,

j. be in their classrooms on a weekly basis,

k. find ways to integrate the new teacher into the school community, and

l. support their participation in staff development.

Administrators must play a variety of roles. The roles and expectations of the administrator in the comprehensive induction program need to be clearly defined. Just as Moir, Gless, and Baron (1999) found that administrative support can influence the beginning teacher's own commitment to the process of professional reflection, assessment, ongoing learning, and collaboration, this research study clarified the important

role of administration. The following quotes taken from the participating novice urban

teachers reflect the significant role that administrators have played in their retention.

The eight teachers from Brookstay Elementary that participated in this study

indicated that for an administrator to lead effectively, they needed to value teachers as

professionals and have an open-door policy.

" I always feel like I can go and talk with the administration here. There doors are always
open and they like to hear what we think. They want to know about what we are doing in
our classrooms, how our students and their families are doing…"

"Our administration is right there with us. They participated with us in our professional
developments that we had in the beginning of our school year."

" I did my student teaching here and knew this is where I belong. The administration goes
out of their way to make everyone, even their student teachers, feel like we are important
to the school. She (the principal) even knew my name when I was just doing my
internship…I know that sounds silly, but it meant a lot to me."

" I never expected someone to ask me what I thought. Is that normal? I thought that I
would be in my classroom and do what they told me to, with little pieces of my ideas
included. I never thought that they (administration) would ask me what I thought about
curriculum choices and invite me to share my ideas and opinions."

"I didn't choose this school because it was considered high-needs. I didn't set out to teach
in an urban setting. I chose this school because I knew that with an administration like
this no matter what type of school this was, it was going to be a good teaching
experience. I guess that sounds more selfish than what we are supposed to say. I know
what we are supposed to say is that we want to change the world and make it a better
place. I guess I do want to do that too, but I have to also look out for what's best for me.
When I am happy as a professional, I think my students will feel that and benefit from my
happiness."

Mentoring

Another essential piece of a successful comprehensive induction program is the

presence of well-trained, master teachers that work as mentors (Silvia, 2000). The

National Education Association (NEA, 2005) reported that teachers that participated in

induction programs that included a trained mentor were twice as likely to stay in the

teaching profession that someone that didn't. Mentoring, like induction and most

everything in education, has many different definitions attached to it. The ideal mentoring situation according to Wang and Odell (2002) is one of mutual respect, accessibility, reflection, modeling, training, feedback, integration and that is ongoing until it is deemed unnecessary by the participating teachers. New teachers can often feel isolated when they are first starting out in the field. Mentoring allows them to feel a connection and this movement away from isolation has shown to be an effective way of keeping teachers from leaving (DeVilla, 2001). Urban schools are usually densely populated with novice teachers, making the role of mentor even more essential to the growth and development of the teacher (Silvia, 2000). Integrated professional cultures, that is, where novice and veteran teachers collaborate, are beneficial for both the novice and the veteran.

One of the most common retention strategies for new teachers is the use of induction programs that incorporate a mentoring component. Ingersoll (2004) reported that the turnover percentage of newly hired, inexperienced teachers varies with participation in mentoring programs. Of novice teachers who received no mentoring 40% either left the profession or changed schools after their first year of teaching, compared with 28% of those who received limited mentoring, and 18% of those who had more extensive mentoring (Ingersoll, 2004).

A school's context will impact novice teacher mentoring (Guyton & Hildago, 1995). Being in an urban school often presents a teaching and learning context that is different from what might be found in suburban schools. Thus, the novice urban teachers' development of knowledge, attitudes, and philosophies may be influenced by factors that are specific to their urban context. Mentors in the urban context may be called upon to assist beginning teachers in addressing the challenges of working with students who often

65

live below the poverty level, are often viewed as separate from their families, and who

often need additional emotional, social, and academic support (Claycomb, 2000).

Mentors in urban schools may also be called upon to help novice urban teachers

understand the unique histories, experiences, and varied learning styles and needs of

students from various racial, ethnic, and socioeconomic groups.

The following sample quotes illustrate the importance that mentoring played in

the lives of the novice urban teachers at Brookstay Elementary.

"Being able to work with someone who knows, who's been there, helps me feel like I can do it. And if I can't do it, I know there is someone there who can help me, give me suggestions, and just be there to listen."

"I learn more from the other more experienced teachers than I ever did in college. You never know what your teaching experience is going to be like until you are there, being faced with the issues that are special to your school, your students. Being able to have someone that has already been there makes me feel like they care if I am successful. They care about what I am doing in my classroom."

"We were assigned a mentor and we just didn't really work well with each other. Neither one of us really knew what to do with the other. A teacher that worked in the classroom next to me really acted as my mentor. It really helped that we were teaching the same grade, using the same curriculum… I am in my second year here and I still find myself asking her questions. Our relationship has changed because she now asks me questions too. Our relationship really makes me feel like I know what I am talking about and safe if I don't."

Formative evaluation

Although my analysis of many pages of transcripts did not reveal any Brookstay

Elementary teacher-referencing formative evaluation, formative evaluation is

documented within the literature as being essential to the successful evolution of

comprehensive induction programs (Dagenais, 2003; Dolton & Newson, 2003; Ganser,

Marchione, & Fleischmann, 1999; Moir, 2003). As a researcher who spent hours at

Brookstay Elementary, it was not surprising to me that not one teacher in the larger study

or in my case study on Brookstay Elementary mentioned evaluation as being essential to urban teacher retention.

With all of the high-stakes testing surrounding education, the term evaluation usually carries with it a negative connotation. The beauty of evaluation is that even if it is never acknowledged, it is likely still occurring. People evaluate the happenings of a program and its participants every time it is brought up in discussion. No doubt, the overall experience of reflecting and responding is a form of formative evaluation in and of itself. Even though my observations show many conversations where this was the case for Brookstay Elementary, in order for evaluation to be a strong change agent, teachers need to harness the reigns, create a plan, and have a full understanding of the possibilities that exist within the world of formative evaluation. Because evaluation is often acknowledged to be at the forefront of every stage of the evolution of comprehensive induction, it was not explicitly mentioned in response to many open-ended questions.

Although my individual and focus group interviews would indicate an absence of formative evaluation at Brookstay Elementary, my observations and fieldnotes told a different story. The presence of collaborative reflection across mentors and mentees, reevaluation of existing programs during meetings, co-teaching, and shared planning reveal that Brookstay Elementary was using formative evaluation to continuously grow and change. This unremitting growing and changing indicates that not only formative evaluation took place, but was being continuously applied. Perhaps Brookstay Elementary could have been even more successful if they were to formally acknowledge evaluation as a change agent and not a dirty word attached only to high-stakes testing.

Given this disconnect, I wanted to explore the notion of formative evaluation further. Formative evaluation is a method of judging the worth of a program while the program activities are forming or happening, focusing on the process (Bhola, 1990). At its most basic, formative evaluation is an assessment of efforts prior to the completion for the purpose of improving the efforts (Scriven, 1991). Formative evaluation encourages a process of reflective practice, encouraging the continuous evaluation of a programs effectiveness. More specifically, formative evaluation can strengthen comprehensive induction programs in many ways. I tried seeing Brookstay Elementary through Scrivens (1991) three aspects of formative evaluation that can strengthen comprehensive induction programs. These three aspects include rapid feedback, documentation, and planning and are displayed in Table 9 below.

Table 9: Strengthening Comprehensive Induction Through Formative Evaluation

Rapid Feedback	Primarily, formative evaluation provides *rapid feedback* on the efficacy of comprehensive induction programs. While a program is in progress, a formative evaluation process provides feedback on how the work is going.
Documentation	A formative evaluation process can *document* how comprehensive induction programs is proceeding, what techniques are used, what problems encountered, and what impacts are made in early and middle stages of work. Such documentation may be useful.
Planning	Formative evaluations assist with *planning* and allows for revision of or recommitment to plans. Formative evaluation involves a comparison of program implementation with program plans. It also allows for a reconsideration of program goals and plans. When a formative evaluation reveals that a program has diverged from previous plans, those involved in the work can choose to revise plans to take advantage of new opportunities or return to previous plans in order to respond to current realities. Information from formative evaluation can provide input to future planning and implementation, thus forming the project's future.

Scriven, Michael. "Beyond Formative and Summative Evaluation." In M.W. McLaughlin and E.C. Phillips, Eds., *Evaluation and Education: A Quarter Century*. Chicago: University of Chicago Press, 1991: p. 169.

The roles of rapid feedback, documentation, and planning are essential to the success of formative evaluation within the context of comprehensive induction programs.

In order to meet the needs of the novice urban teachers at Brookstay Elementary, appropriate formative evaluation should likely be recognized and utilized as a way of evaluating the effectiveness and continuous evolution of the comprehensive induction program. By assessing efforts, and adjusting strategies in response to the formative assessment, Brookstay Elementary can better respond to the specific needs of the novice urban teachers and reevaluate the efforts in order to better respond. In addition, by monitoring implementation through formative evaluation, Brookstay Elementary can also recognize opportunities to fine tune or even redefine their strategies. Finally, by involving the novice urban teachers themselves in the formative evaluation effort, Brookstay Elementary can develop additional commitment on the part of participants. Thus, in order for comprehensive induction to be successful, formative evaluation offers an opportunity to keep everyone committed and working towards the same cause.

In addition to the informal tools I observed in terms of meetings and planning, many evaluation tools exist that Brookstay Elementary can employ in order to formally acknowledge the presence of formative evaluation. These tools include observation, in-depth interviews, surveys, focus groups, analysis, reports, and dialogue with participants. Within the assortment of formative evaluation approaches, four main goals for formative evaluation should be recognized, each of which may be more or less emphasized depending on the program needs. Each of these approaches to formative evaluation is briefly summarized in Table 10 below, with a focus on their applicability to the formative evaluation of comprehensive induction programs in urban settings.

Table 10: Approaches to Formative Evaluation

Planning Evaluation	Planning evaluation clarifies and assesses a project's plans. Are the goals and timelines appropriate? Are the methods utilized to reach the goals appropriate? In addition, a planning evaluation can lay the groundwork for future formative and summative evaluations by developing indicators and benchmarks. In preparing to implement comprehensive induction programs it beneficial to include a planning evaluation component in order to ensure that all stakeholders share common enough visions of the projected plans. A planning evaluation can be a form of consensus building amongst those involved.
Implementation Evaluation	An implementation evaluation focuses on the extent to which a program is proceeding according to plan. Information about ways in which a program is not proceeding according to plan can be used to either revise plans or to revise program choices. In the assessment of comprehensive induction programs, implementation evaluation can be a useful component to feed into a planning-focused evaluation. Where work is not proceeding according to plan, participants and administrators can use an implementation evaluation with a planning focus to ask themselves why things are not going according to plan, and adjust plans or strategies accordingly.
Monitoring Evaluation	A monitoring evaluation is usually conducted by an outside evaluator during the course of a program. An administrator may have an outside researcher and or evaluator monitor implementation of the comprehensive induction program by visiting professional developments, checking in with participating novice or veteran teachers.
Progress Evaluation	A progress evaluation assesses a program's progress. The project's unique goals should serve as a benchmark for measuring progress. Information from a progress evaluation can later be used in a summative evaluation. During the implementation of a newly designed comprehensive induction program, a progress evaluation might assess attitude change part-way through a multi-year program, providing both feedback on what's working, and evidence of impact early-on in a program.

Adapted from Fetterman, David. *Foundations of Empowerment Evaluation*. Thousand Oaks, CA: Sage Publications, October 2000.

With the formal acknowledgement of the presence of evaluation within the walls of Brookstay Elementary, all stakeholders will obtain a more organized, empowering sense of the comprehensive induction program that is in place. This sense of organization and empowerment is an essential piece of comprehensive induction and is addressed in the following section.

Teacher empowerment

As I analyzed the transcripts of the data sources, another necessary part of the induction process was noticeably present; that is, the ways in which teachers can become empowered through their active involvement in their school. Novice teachers frequently feel isolated when they first enter the profession. When novice teachers play an active role in decision-making and participate in school activities, they view themselves as more connected to the school in which they work. My literature review revealed that when they feel this sense of connection, they are more satisfied with their job, and are more likely to remain in the teaching profession (Graham, 2003; Weasman, 2001). Similarly, Brookstay Elementary reported this sense of connection that is so essential to the success of novice urban teachers. It allows them to feel personally and professionally confident in an environment that is most likely as socially foreign to them as it is socially foreign (Hunling, 2001).

Others have researched and written about this sense of connectedness that allows novice urban teachers to feel empowered by their ability to be a part of the decision-making process. According to the authors of the NCATF Report,

Teachers in central city and high minority schools feel they have the least decision-making authority. This compounds the other disincentives in these

72

schools—disincentives that include lower salaries and larger class sizes—which feed, in turn, into the disparities in teaching quality that students in different schools experience (NCTAF, 1997, p. 23).

Additional research has documented that participation in decision-making by those affected by the school improvement effort is essential to the successful implementation and sustainability of comprehensive induction programs (Marzano, 2003). Marzano's (2003) recent work is echoed in a representative sample of Brookstay Elementary teachers' reflections. When teachers are involved in decisions or planning that will affect them, they are more likely to be supportive of the change.

"As a new teacher, I never expected them (other teachers and administration) to ask me my opinion. When I was asked to be on committees, I really felt like I was a part of the school. They listened to me and thought what I had to share was important".

"I really didn't know how much I knew until I was asked to share…It made me feel like I knew what I was talking about when I was able to share with others what I was doing in my classroom."

Professional development

When transcribing and examining the many Brookstay Elementary documents, professional development was revealed as a recurring pattern, likely because professional development has been established as being an essential component of comprehensive induction. Historically, professional development practices have been limited, fragmented, short-term, and pre-packaged. Frequently the professional development opportunities provided to novice teachers are disconnected and do not meet the specific needs of the school (Guskey, 2000). Guskey (2000) proposes that professional development is a process and activities must be designed to enhance professional knowledge, skills, and attitudes.

73

In order to design professional development opportunities that meet the specialized needs of novice urban teachers, we must have a clear understanding of the issues that they face on a daily basis. Veenman's (1984) research identified the main problems perceived by new teachers when entering the teaching profession. He determined that the issues could be deemed universal because they were consistent over time and "types" of schools. These universal issues are classroom management, parent interaction, student motivation, student assessment, and meeting the student's individual needs. Almost twenty years later, Britton (2001) continued Veenman's research and found the same five universal issues to still hold true. These two studies should allow us to have a better understanding of the issues being faced by novice teachers and guide us in our creation of meaningful professional development. Novice urban teachers have their own set of unique issues in addition to the universal issues faced by novice teachers as a whole. Hudson (2002) addresses these specialized needs by saying that professional development needs to be something that is embedded within the school environment. Professional development needs to address the specific, individual needs of the teachers; it needs to be ongoing, meaningful, timely, empowering, and practical (Britton, 2001; Hudson, 2002).

Similarly Wong (2003), states

What keeps good teachers are structured, sustained, intensive professional development programs that allow new teachers to observe others, to be observed by others, and to be part of networks or study groups where all teachers share together, grow together, and learn to respect each other's work.

Just as Cross and Rigden (2002) found in their study of seven urban districts wherein the only reform effort that clearly resulted in student achievement gains had extensive, sustained professional development, over a period of several years, Brookstay Elementary teachers were equally clear. The following quotes illustrate the important role that professional development played in the lives of the novice urban teachers at Brookstay Elementary.

" We were told what professional development we had to attend in the beginning of the year…our reading series requires professional development over the summer, so we are all on the same page. After that professional development, we were able to choose what we felt was necessary for us and our students. Of course they recommend, but ultimately it is your choice."

" The best professional development, I am not sure if it is really professional development…watching my mentor teach? I like to see the ideas working with students that are like my own…then I see that I can do it and my students will benefit."

The following quote is the response given by a novice urban teacher at Brookstay Elementary when asked about what type of professional development new teachers in urban schools require.

"Classroom management, parent involvement, special education paperwork, organizing my time, fitting in creative ideas with the required material, finding resources"

Although the research-based literature review identified several needs specific to novice urban teachers, this study's transcriptions identified two dominant components of professional development that cannot be overlooked and which seemed to help create the positive and successful environment at Brookstay Elementary in which novice urban teachers were retained. Many teachers expressed more ideas about professional development and the importance of family involvement through reflections and interviews as indicated below.

"I thought I knew a lot before I had actual children and their families in my classroom. I don't know about their culture (pointing to her white skin). I don't know about poverty, poverty or their culture, but I am willing to learn. I just need someone to teach me, show me what I need to know."

"The parents want to be involved. So many of them seem to work all the time. A lot of the families are just a mom or a grandma. A lot of the students go home to no one at their house or a sibling or cousin."

"I think a lot of them (families) are more involved because we have times to meet that are around their schedule. We have a lot of Spanish-speaking teachers and for those of us that don't (speak Spanish), we have people who can translate."

Certainly, these quotes validate the need for schools wishing to retain novice urban teachers, to consider implementing professional development around family involvement programs as a piece of comprehensive induction. In addition to the importance that was placed on family involvement; even more patterns were highlighted in terms of the significance that was placed on professional development dealing with classroom management.

"I tried every trick in the book. I started the year with the traffic light system, but they (the students) didn't care about missing recess or seeing their name on red. My mentor suggested keeping the system, but changing it so that it did mean something to the students. It took me a good two months to get a system down that worked. I know what works with this group may not, probably won't, work with my next group of students."

"Before the school year started we went to a training for all new teachers. We got a book by Harry Wong (*First Days of School*). I read that book cover-to-cover and really thought I could take this information into the classroom. The information was helpful, but what really made it work was that many of us used the same methods and this allowed the students to become familiar with what we wanted."

"The most I can say about classroom management is that you can read about it, but you really don't know what you are going to do until you are in your own classroom. The best advice I ever got was to go into everything with a plan and then reassess when and if your plan doesn't work. The first year of teaching, I wasn't very consistent and I suffered for that. Even the poorest-behaved kids benefit from consistency… Have a plan and stick

with it as much as possible. When most children misbehave, it is because there isn't a plan in place."

Closing Remarks: Discovering the Importance of School Culture

Being a part of a year-long case study examining the successful retention of novice urban teachers at Brookstay Elementary caused me to focus on a second equally important question: *What was different about Brookstay Elementary's novice urban teachers' experiences in comparison to the typical novice urban teacher experience, in which a majority leave the profession after five years?* Over and over, I was drawn to Brookstay Elementary's warm, friendly, accepting culture. The components of comprehensive induction researched from an exhaustive literature review, remain of great importance in my mind, and were validated by my year-long case study of Brookstay Elementary, but with every transcripts visit, I came to realize the importance of school culture.

The culture of a school is not something that can be properly discussed in isolation. The best way to evaluate school culture is to examine how that culture is seen in every aspect of the schools' existence. Culture is something that is infused into everything that a school and its stakeholders are. Deal and Peterson (1990) comment:

> There is something about a school, something beyond staff skills, goals, roles, power, and conflict-that is vital to performance and improvement. It is hard to define this something, but it is extremely powerful, often neglected, and usually absent from discussions or assumptions of how to improve schools. Each school has its own feel. You can see it with pictures on the walls, exchanges between

teachers and students in the classroom and in the halls, and how students talk to

one another on the playground. (p.7)

School culture is an important, but often overlooked, component of school

improvement (Frieberg, 1998; Sizer, 1998). In order to improve novice teacher retention

in our urban schools, focusing upon ways to improve the process of induction while fully

understanding the positive characteristics of school culture. Although each school is

unique, with no two school cultures exactly the same, general characteristics are found in

strong school cultures. My observations and field notes throughout this study consistently

revealed that Brookstay Elementary is beating the odds at retaining novice urban teachers

because of their successful pairing of the essential pieces of comprehensive induction

with a positive school culture. The presence of a positive school culture was evident in

every interaction, in the daily demonstrations of the school's mission, positive

communication, collaboration, and collegiality.

Without exception, each of the eight participating novice urban teachers at

Brookstay Elementary reflected upon several elements of positive, successful school

culture at different times throughout the year-long study. Every single teacher during

their individual interviews referred to Brookstay as being a family somewhere within the

transcripts. The powerful quotes, representative of the larger group, listed below display

how a few of the teachers explained this "family" feel.

" We are all a family here. Not just the teachers, but the administration, staff, students, and families. We are all looking out for each other and wanting what's best for the kids."

" It (the school) makes me feel like part of a big family. I never feel like I am on my own. There is always someone there to bounce ideas off of. My mentor let me know a lot about how things are done around here…things as minor as copies and others important like specific student or family issues."

"I feel so inspired here. Not because I feel like I am doing something great, but that we are doing something great together. I think I would be good on my own, but I know I am great with all of this behind me (my school family)."

Teacher retention in our urban schools is one of the most pressing issues facing the world of education today. Teachers in urban schools usually serve poor children of color, they may suffer from low morale, resources are usually scarce, there may an absence of parental involvement, and academic instruction may be administered differently. Given these factors the urban school culture may also pose different roles for novice teachers than would be found in schools serving predominantly suburban, middle-class children.

In order to support novice urban teachers, the educational community must invest our time and effort into creating comprehensive induction programs that take into consideration the culture of each individual school. According to an article by Peterson (2002), "School culture is the set of norms, values, beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school. Every organization has a culture, that history and underlying set of written expectations that shape everything about the school. A school culture influences the way that people think, feel, and act" (p. 10). Brookstay Elementary is an illustration of the exciting possibilities for retaining novice urban teachers that exist when components of a research-based comprehensive induction program is reinforced by the strength of a daily positive school culture.

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APPENDIX A: IRB APPROVAL

Office of Research & Commercialization

October 30, 2006

Cynthia Hutchinson, Ed.D. &
Kelly Hixenbaugh-Dwenger
University of Central Florida
Department of Educational Studies
ED 220G
Orlando, FL 32816-1250

Dear Dr. Hutchinson & Mrs. Hixenbaugh-Dwenger:

With reference to your protocol #06-3927 entitled, "The Effect of Participation in the Urban Institute-designed Induction Program on Retention and Self Efficacy of Beginning Urban Teachers," I am enclosing for your records the approved, expedited document of the UCFIRB Form you had submitted to our office. **This study was approved on 10/27/2006. The expiration date for this study will be 10/26/2007.** Should there be a need to extend this study, a Continuing Review form must be submitted to the IRB Office for review by the Chairman or full IRB at least one month prior to the expiration date. This is the responsibility of the investigator.

Please be advised that this approval is given for one year. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted to the Board through use of the Addendum/Modification Request form. Changes should not be initiated until written IRB approval is received. Adverse events should be reported to the IRB as they occur.

Should you have any questions, please do not hesitate to call me at 407-823-2901.

Please accept our best wishes for the success of your endeavors.

Cordially,

Joanne Muratori
(FWA00000351 Exp. 5/13/07, IRB00001138)

Copies: IRB File

JM:jt

THE UNIVERSITY OF CENTRAL FLORIDA

INSTITUTIONAL REVIEW BOARD (IRB)

IRB Committee Approval Form

#06-3927

PRINCIPAL INVESTIGATOR(S): Cynthia J. Hutchinson, Ed.D. &
Kelly Hixenbaugh-Dwenger

PROJECT TITLE: The Effect of Participation in the Urban Institute-designed Induction
Program on Retention and Self Efficacy of Beginning Urban Teachers

[**X**] New project submission   [ ] Resubmission of lapsed project #_____
[ ] Continuing review of lapsed project #   [ ] Continuing review of #
[ ] Study expires   [ ] Initial submission was approved by expedited review
[ ] Initial submission was approved by full board review but continuing review can be expedited
[ ] Suspension of enrollment email sent to PI, entered on spreadsheet, administration notified _____

Chair

[X] Expedited Approval

     Dated: __10/27/06__
         Cite how qualifies for
         expedited review:
         minimal risk and __#7__

[ ] Exempt

     Dated: _____
         Cite how qualifies for
         exempt status:
         minimal risk and _____

[X] Expiration
     Date: __10/26/07__

IRB Reviewers:

Signed: _Tracy L Dietz_____
          Dr. Tracy Dietz, Chair

Signed: _____
          Dr. Craig Van Slyke, Vice-Chair

Signed: _____
          Dr. Sophia Dziegielewski, Vice-Chair

Complete reverse side of expedited or exempt form
[ ] Waiver of documentation of consent approved
[ ] Waiver of consent approved
[ ] Waiver of HIPAA Authorization approved

NOTES FROM IRB CHAIR (IF APPLICABLE): _____

_____
_____
_____
_____
_____
_____

UCF IRB Expedited Review Documentation of Qualifying Categories

Complete reverse side for waiver documentation

Reviewed and approved by: ☐ Sophia Dziegielewski, Ph.D., Vice-Chair ☑Tracy Dietz, Ph.D., Chair ☐, Craig Van Slyke, Ph.D., Vice-Chair

Categories 1-7 pertain to both initial and continuing review

☑No More Than Minimal Risk **and** Select One or More of the Following Categories:

☐ 1. Clinical studies of drugs and medical devices only when condition (a) *or* (b) is met: *(a)* Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. *Note: Research on a marketed drug is not eligible if the research significantly increases the risks or decreases the acceptability of the risks associated with the use of the drug.* (b) Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is both cleared/approved for marketing and being used in accordance with its cleared/approved labeling.

☐ 2. Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows: *(a)* Subjects are *healthy, nonpregnant adults* who weigh at least 110 pounds; amounts drawn may not exceed 550 ml over 8 weeks; and collection may not occur more frequently than 2 times per week. *OR (b)* Subjects are *other adults and children**, considering the age, weight, and health of the subjects the collection procedure; the amount of blood to be collected; and the frequency with which it will be collected. For these subjects, the amount collected may not exceed the lesser of 50 ml or 3 ml per kg over 8 weeks, and collection may not occur more frequently than 2 times per week. **Children are defined in the HHS regulations as "persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted."45 CFR 46.402(a).*

☐ 3. Prospective collection of biological specimens for research purposes by noninvasive means. *Examples:* **(a)** hair and nail clippings, if collected in a nondisfiguring manner; **(b)** deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; **(c)** permanent teeth, if routine patient care indicates a need for extraction; **(d)** excreta and external secretions (including sweat); **(e)** uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue; **(f)** placenta removed at delivery; **(g)** amniotic fluid obtained at the time of rupture of the membrane before or during labor; **(h)** supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic techniques; **(i)** mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; **(j)** sputum collected after saline mist nebulization.

☐ 4. Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications). *Examples:* **(a)** physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy; **(b)** weighing or testing sensory acuity; **(c)** magnetic resonance imaging; **(d)** electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infared imaging, Doppler blood flow, and echocardiography; **(e)** moderate exercise, muscular strength testing, body composition assessment, and flexibility testing, where appropriate to the age, weight, and health of the individual.

☐ 5. Research involving materials (data, documents, records, or specimens) that have been collected or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis). *Note: Some research in this category may be exempt from the HHS regulations for the protection of human subject. 45CFR 46.101[b][4]. This listing refers only to research that is not exempt.*

☐ 6. Collection of data from voice, video, digital, or image recordings made for research purposes.

☑7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. *Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt. Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects, 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.*

☐ 8. Continuing review of research previously approved by the convened IRB as follows: **(a)** Where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or **(b)** Where no subjects have been enrolled and no additional risks have been identified; or **(c)** Where the remaining research activities are limited to data analysis.

☐ 9. Continuing review of research, *not* conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.

APPENDIX B: UCF IRB PROTOCOL SUBMISSION FORM

UCF IRB Protocol Submission Form

X Initial   ☐ Resubmission of IRB #_____

Please type this form using the Microsoft Word document. Expand as needed. Allow a minimum of 2-3 weeks for the approval process. A letter of approval will be mailed to you once approved. Information on this form must match information on the grant application, dissertation or thesis, consent forms or letters, and flyers for recruitment. **There are no deadlines for submission of minimal risk studies as they are reviewed at least weekly.** If it is deemed by the IRB that the study involves greater than minimal risk or extenuating factors, the complete IRB packet must be submitted by the 1st business day of the month for consideration at that monthly IRB meeting. At title note if investigator is Student, Master's Candidate or Doctoral Candidate.

1. **Title of Protocol: The Effect of Participation in the Urban Institute-designed Induction Program on Retention and Self Efficacy of Beginning Urban Teachers**

2. **Principal Investigator:** [List the faculty supervisor as both the Principal Investigator and the faculty supervisor if student(s) or staff members are doing the research. List student(s) as co-investigator(s).]

Signature: *Cynthia J. Hutchinson*

Name: **Cynthia J. Hutchinson**

Mr./Ms./Mrs./Dr. (choose one) Dr.

Employee ID or Student PID #: C0110277

Degree: Ed.D.

Title: Associate Professor

Department: **Educational Studies**

College: **Education**

E-Mail: hutchins@mail.ucf.edu

Telephone: **407/823-3532**

Facsimile: **407/823-5144**

Home Telephone: **407/331-8819**

Co-Investigator(s):

Signature: *Kelly H. Dwenger*

Name: Kelly Hixenbaugh-Dwenger

Mrs.

Employee ID or Student PID #: K1046430

Degree: M.A. in Educational Leadership

Title: GRA/GTA

Department: **Teaching and Learning Principles**

College: Education

E-Mail: kdwenger@aol.com

Telephone: cell:321-537-5792

Facsimile: 407/823-5144

Home Telephone: 407/273-8613
Home Telephone:

Signature:

Name:

Mr./Ms./Mrs./Dr.(choose one)

Employee ID or Student PID #:

Degree:

Title:

Department:

College:

E-Mail:

Telephone:

Facsimile:

Signature:

Name:

Mr./Ms./Mrs./Dr. (choose one)

Employee ID or Student PID #:

Degree:

Title:

Department:

College:

E-Mail:

Telephone:

Facsimile:

Home Telephone:

Signature:

Name:

Mr./Ms./Mrs./Dr.(choose one)

Employee ID or Student PID #:

Degree:

Title:

Department:

College:

E-Mail:

Telephone:

Facsimile:

Home Telephone:

3. **Supervisor:** (complete if researcher is a student or staff member – Put contact information above)

Signature:

Name: _____

4. Collaborating institution(s) and researcher(s) (identify the institution and its FWA number, if known. List the names of collaborating researchers and briefly describe their roles in the study. Provide contact information. If the collaborating institution receives federal funds and does not have a federalwide assurance, a completed UCF Individual Investigator Agreement is required prior to approval.) **Orange County Public Schools is the process of submitting an application for an FWA number.**

5. Dates of proposed project (cannot be retroactive) **From: October 2006 To: August 2006**

6. Source of funding for the project (project title, agency, account/proposal # or "Unfunded"): **project title: Teacher Training Compact, agency: State of Florida, account #14-12-0003.**

7. Scientific purpose of the investigation (dissertation or thesis is not the scientific purpose): **To investigate the benefit of an induction program on first and second year teachers in urban environments.**

8. Describe the research methodology in non-technical language (the UCF IRB needs to know what will be done with or to the research participants – include audio/video taping – explain the who, what, when, where, why and how of the procedures you wish to implement).

The project will involve two elementary schools in Orange County. First and second year teachers will participate in an induction program designed to improve retention of beginning teachers. Participants will complete a pre-survey, participate in the induction program through their elementary schools, participate in an interview (phone/face-to-face), and complete a post-survey.

9. Describe the potential benefits and anticipated risks and the steps that will be taken to minimize risks and protect participants (risks include physical, psychological, social or economic harm - if there are no direct benefits and/or no risks, state that).

The benefit to the participants is an increased retention rate and assistance in the critical areas of beginning teaching. There are no risks associated with the project.

10. Describe how participants will be recruited, how many you hope to recruit, the age of participants, and proposed compensation (if any). When recruiting college students, you should state here that "Participants will be 18 years of age or older" if you want to avoid the need for a parental consent form. **Participants will be 18 years of age or older and will be recruited from the three elementary schools participating in the project.**

11. Describe the informed consent process (include a copy of the informed consent document – if a waiver of documentation of consent is requested to make the study completely anonymous, include a consent form or informational letter with no signature lines or reference to signing).

Participants will be given the option to participate in the study by completing the informed consent document. A copy of the informed consent document is included.

12. Describe any protected health information (PHI) you plan to obtain from a HIPAA-covered medical facility or UCF designated HIPAA component (include the completed UCF HIPAA Authorization Form or the UCF HIPAA Waiver of Authorization Form giving the details of the planned use or disclosure of the PHI. See the UCF IRB Web page for HIPAA details and forms). **N/A**

I approve this protocol for submission to the UCF IRB. Signature: _____ 10-18-06

                                        Department Chair/Director   Date

Cooperating Department (if more than one Dept. involved Signature: _____ 10/11/06

                                        Department Chair/Director   Date

---

Note: If required signatures are missing, the form will be returned to the PI unprocessed.

113

APPENDIX C: INFORMED CONSENT

Informed Consent

> **Please read this consent document carefully before you decide to participate in this study.**
>
> **You must be 18 years of age or older to participate.**

Informed Consent Form

Project title: The Effect of Participation in the Urban Institute-designed Induction Program on Retention and Self Efficacy of Beginning Urban Teachers

Purpose of the research study: **To investigate the benefit of an induction program on first and second year teachers in urban environments.**

What you will be asked to do in the study: You will be asked to complete two surveys and possibly participate in a phone/face-to-face interview during the semester.

Time required: One hour.

Risks: There are no risks associated with your participation in this study.

Benefits/Compensation: There is no compensation or other direct benefit to you for participation.

Confidentiality: Your identity will be kept confidential. Your information will be assigned a code number. The list connecting your name to this number will be kept in a locked file in the principle investigator's office. When the study is completed and the data have been analyzed, the list will be destroyed. Your name will not be used in any report. If during the interview a tape recording is made, it will be kept in a locked file in the principle investigator's office and destroyed immediately after transcription.

Voluntary participation: Your participation in this study is voluntary. There is no penalty for not participating. You have the right to withdraw from the study at any time without penalty.

Whom to contact if you have questions about the study: Cynthia J. Hutchinson, 407/823-3532 or by email at hutchins@mail.ucf.edu

Whom to contact about your rights in the study: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF). For information about participants' rights please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

_____ I have read the procedure described above.
_____ I voluntarily agree to participate in the procedure.
_____ I am at least 18 years of age or older.

_____ / _____
Participant   Date

_____ / _____
Cynthia J. Hutchinson, Principle Investigator   Date

> APPROVED BY
> University of Central Florida
> Institutional Review Board
> 10/27/06
> CHAIRMAN

115
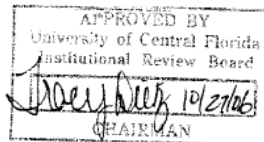
APPENDIX D: UCF IRB ADDENDUM NOVICE URBAN TEACHER

QUESTIONNAIRE

UCF IRB Addendum/Modification Request Form

This addendum form does NOT extend the IRB approval period or replace the Continuing Review form for renewal of the study.

INSTRUCTIONS: Please complete the upper portion of this form and attach all revised/new consent forms, altered data collection instruments, and/or any other documents that have been updated. **The proposed changes on the revised documents must be clearly indicated by using bold print, highlighting, or any other method of visible indication. Attach a highlighted and a clean copy of each revised form.** This Addendum/Modification Request Form may be emailed to IRB@mail.ucf.edu or mailed to the IRB Office: ATTN: IRB Coordinator, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or campus mail 32816-0150. Phone: 407-823-2901 or 407-882-2276, Fax: 407-823-3299.

- **DATE OF ADDENDUM:** February 6, 2007 to IRB# 06-3927 IRB Addendum # 07-4192

- **PROJECT TITLE:** The Effect of Participation in the Urban Institute-designed Instruction Program on Retention and Self Efficacy of Beginning Urban Teachers

- **PRINCIPAL INVESTIGATOR:** Cynthia J. Hutchinson, Ed.D.

- **MAILING ADDRESS:** College of Education ED-220-G

- **PHONE NUMBER & EMAIL ADDRESS:** 407/823-3532 hutchins@mail.ucf.edu

- **REASON FOR ADDENDUM/MODIFICATION:** Professional Development for 300 Novice Urban Teachers

- **DESCRIPTION OF WHAT YOU WANT TO ADD OR MODIFY:** Add a survey to collect feedback on this professional development activity for 300 novice urban teachers.

SECTION BELOW - FOR UCF IRB USE ONLY

X Approved   ___ Disapproved   _____   2/7/07
                                     IRB Chair Signature   Date
___ Full Board   X Chair Expedited
                                     _____   _____
                                     IRB Member/Designated Reviewer Date

1

117

Urban Teacher Institute Weekend with the Experts

Instructions: Please circle one answer for each statement below. There is space provided on the back of this questionnaire for additional comments.

1 - Strongly Disagree
2 - Somewhat Disagree
3 - Neither Agree Nor Disagree
4 - Somewhat Agree
5 - Strongly Agree
NA - Not Applicable

Start Here

1. This experience is likely to have a positive impact on my classroom instruction.	1	2	3	4	5	NA
2. This experience provided me with strategies to increase the success of all students.	1	2	3	4	5	NA
3. Due to this experience I believe that my students are likely to demonstrate gains in achievement.	1	2	3	4	5	NA
4. I would recommend this experience to other teachers.	1	2	3	4	5	NA
5. This experience has increased my ability to prepare students to meet the challenges of standardized tests.	1	2	3	4	5	NA
6. This professional development met my needs.	1	2	3	4	5	NA

Please mark with an X the appropriate box for questions 7-9.

Continue Here

7. What is your gender?
   [ ] Female
   [ ] Male

Please continue on the next page.

8. What is your racial background?
   [ ] African American
   [ ] Asian or Pacific Islander
   [ ] Caucasian
   [ ] Hispanic
   [ ] Native American
   [ ] Other _____

9. Following your experience this year, do you plan to continue teaching in an urban public school?
   [ ] Yes
   [ ] No

Indicate answers for 10-16 by writing on the corresponding line(s).

10. What is the name of the school where you currently teach? County? _____

11. From which university did you earn your degree(s)? _____

12. What grade(s) do you currently teach? _____

13. What certification(s) do you currently hold? _____

14. At the end of this school year, how many years of teaching experience will you have? (Include both public and private school experience) _____

15. What other types of professional development and/or services would you find beneficial to your success as a teacher? _____

16. Based on your experiences in your school, why do you believe teachers leave urban schools? _____

** **Thank you for your time in completing this questionnaire.** **

There is space provided on the back of this questionnaire for additional comments.

118

Urban Teacher Institute
Weekend with the Experts
Saturday, February 10, 2007
University of Central Florida

I am at least 18 years of age and completing this questionnaire constitutes my informed consent
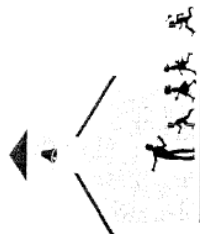
Thank you for participating in today's professional development. Your answers on this questionnaire will be matched to the code that you provide below and used only for the purpose of organizing our data. Your identity will be kept confidential.

Please write your mother's maiden name followed by the mm/dd of your birthday. [i.e. Kraft01/11].

_____

Thank you for taking the time to complete this questionnaire. Please share any additional comments you have in the box provided below.

APPENDIX E: RECOMMENDED LITERATURE ON COMPREHENSIVE

INDUCTION

In an effort to provide information and support to school leaders, this list of resources is

provided. The pages of the following books include many voices, varying positions, as well as

controversial and important issues because the multiplicity of lenses that impact urban schools.

The following books have the ability to act as a guide to school leaders who are beginning your

journey to complete the induction puzzle.

Author/Editors	Title	Brief Text Summary
Breaux, A. L. & Wong, H. K.	*New Teacher Induction: How to Train, Support, and Retain New Teachers*	• Written specifically for school and district administrators, principals, school board members, and anyone in a decision making capacity • Demonstrate how to set up a support program step-by-step • Extensive research is provided that is both historical and practical • Over 30 induction programs are featured • The 80-page Reference section contains schedules and handouts from 3 of the most effective induction programs in the country
Cooke, G.J.	*Keys to Success for Urban School Principals*	• Research-based strategies for initiating, stabilizing, and sustaining effective practices • Reflective activities that assess needs, set and achieve goals • Establishes and defines seven keys to leadership
Epstein, K.K.	*A Different View of Urban Schools: Civil Rights, Critical Race Theory, And Unexplored Realities*	• Insight on teacher selection and preparation, curriculum, school takeovers, federal legislation, the role of business, and the impact of the civil rights movement on urban education
Hicks, C.D. Glasgow, N.A. McNary, S.J.	*What Successful Mentors Do: 81 Research-Based Strategies for New Teacher Induction, Training, and Support*	The authors synthesize theory and practice to show mentors how to: • Increase new-teacher retention with the surest methods for classroom success • Encourage teachers in ten essential areas of teaching, from using assessment tools to developing a personal teaching style, and more • Guide teachers in their relationships with colleagues, parents, and administrators • Improve their own mentoring approach and develop a mentoring style • Avoid common mentoring pitfalls
Hunter, R.C. & Brown, F.	*Challenges of Urban Education and Efficacy of School Reform (Advances in Educational Administration)*	• Analyzes the problems affecting urban schools and their students • Documents efforts that have been developed to make urban schools more accountable and effective
Scherer, M.	*A Better Beginning: Supporting and Mentoring New Teachers*	• Lays out the fundamentals for helping new teachers succeed in the schools of the next century • Features thoughtful chapters from educational leaders • Outlines how best to develop professionals rather than simply induct new teachers into the profession • Explains the stages that first-year teachers typically undergo • Shows how new teachers can take a positive, proactive approach to their early professional years • Offers views and perspectives of those who act as mentors to beginning

APPENDIX F: LETTER TO PARTICIPATING TEACHERS BROOKSTAY ELEMENTARY

Kelly Hixenbaugh-Dwenger

4603 Willamette Circle

Orlando, FL 32826

(407) 273-8613 Home

(321)537-5792 Cell

kdwenger@aol.com

June 20, 2007

Dear _____   ,

As a doctoral student at the University of Central Florida I am conducting research for my

dissertation on the retention of novice teachers in urban settings.

You have been selected to participate because you have recently completed your first, second, or

third year as a teacher (last year). You are under no obligation to participate; your participation is

anonymous and completely voluntary. This study is being conducted by an independent

researcher, not by your school district. Results of the study will be reported as a group.

Individual participants will not be identified.

After you complete the questionnaire and informed consent form, please mail them to me

by June 30, 2007 in the prepaid envelope provided.

Your participation is greatly appreciated. The results of the research will benefit future beginning teachers in the state of Florida. If you have any questions about the study, please do not hesitate to contact me at (407) 273-8613 or kdwenger@aol.com.

Sincerely,

Kelly Hixenbaugh-Dwenger

Doctoral Candidate

University of Central Florida

APPENDIX G: NOVICE URBAN TEACHER QUESTIONNAIRE

BROOKSTAY ELEMENTARY

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

APPENDIX H: WRITTEN RESPONSE QUESTIONS

1. Think about before you started teaching. How would you describe your ideal teaching experience as it relates to

the following areas:

- Physical Environment

- Students

- Fellow Teachers

- Planning/Organization

- Instruction

- Classroom Management

- Mentor

- School culture

- Safety

- Induction/Beginning Teachers Program

- Administration

- District/County Office

- Parents

- Resources

- Assessment

- Job Satisfaction

- Any other areas you feel may be beneficial to mention

2. Think about before you started teaching. What type of teacher did you envision you would be?

3. Once you entered your classroom, what was the reality that was present as it relates to the following areas:

- Physical Environment

- Students

- Fellow Teachers

- Planning/Organization

- Instruction

- Classroom Management

- Mentor

- School culture

- Administration

- District/County Office

- Parents

- Resources

- Assessment

- Job Satisfaction

- Any other areas you feel may be beneficial to mention

4. Is there a difference in your ideal and the reality that exists in your urban classroom? Explain in great detail the differences that do or do not exist.

5. Are their any pieces of your "ideal" teaching situation that you deem unnecessary or less of a necessity since you have been teaching in an urban classroom? Explain

Note: Researcher will probe for further explanations of answers during the individual interviews.

APPENDIX I: INTERVIEW OUTLINE AND POSSIBLE QUESTIONS

Why did you decide to become a teacher? How was your vision of teaching different than the reality that is present in your urban classroom?

Why are you teaching in an urban school?

What type of training, professional development, and/or mentoring have you received while working in your urban school? Has it been beneficial? In what ways has it been beneficial?

How long do you envision yourself teaching in an urban school? If you leave teaching in an urban setting would you continue to teach elsewhere or leave teaching all together?

How do your needs as an urban teacher differ from the needs of your suburban peers?

If you had to name the most essential thing that can be done to retain novice urban teachers what would that be?

Examples of questions asked during the individual and focus group interviews.

APPENDIX J: URBAN TEACHER INSTITUTE UNIVERSITY MEMBERS'

FOCUS GROUP

1. I would like to go around the room and answer the questions. Just do this kind of conversation style which I'm sure you guys are used to. And I have a list of questions but we can go away from those questions if you feel it's necessary.

1. What did you believe the purpose of the Urban Teacher Institute to be prior to working with your teachers? So just based on what you heard about it what did you think the purpose was?

5. To keep new teachers in Urban Schools. To help support them.

6. Mentoring. Just Mentoring

2. Just to provide support in anything that those teachers needed. Just to be there as a support system for them.

3. Teacher retention is the main thing I thought.

5. Dito, Dito, Dito, Dito

1. Did you guys have an idea of what your role would be during that time?

4. I had an idea

5   I had an idea. I think my role was completely different from what I originally thought it would be. It turned out to be different.

1. Okay that's good because that's the next question. The next question was did your opinion of the Urban Institute, the purpose change while you were working with your teacher?

8. I don't think my opinion changed but I felt that I was caught in between. Not acting as a supervisor but not just there for hoorah hoorah keep going and I think that is the part that I would like to see further defined or further discussed or developed however we can. Because there were things that if I had been a supervisor I would have liked to have done. But I didn't feel that was our role. I felt that it was a coach and an encourager role more than an evaluator.

1. Okay so that would be something that you would suggest that we need to define. Have a definition for what your role would be, or is within the classroom.

8. Well we sort of did but I…. Help me out here. Do you see what I am getting at?

5. It did change I think as I went along and I had some (and I am sure we will get to these questions later on) but there were some differences within my teachers that kind of changed my roles. Like there was much more support to one teacher than I felt like to the other teacher and then I felt like there were maybe some bad feelings.   It was just kind of a tough situation. It was really hard to balance it and make sure that everyone was kind of getting what they felt like they needed. And then at times I felt a little overwhelmed in the beginning like maybe it was more

than what I thought it was to begin with. Like it became a lot more. Like spending an entire day

redoing rooms, it just became more involved than what I thought initially.

1. How much time did you think you would be able to spend within the school and how much

time did you really spend?

5. It depended on the day. You know like sometimes I would go for an hour and then one day I

spent the entire day in one classroom. It was their professional development day. And then I felt

bad because I was not able to get to the other classroom. And I, not that the other teacher had

asked, like this teacher had specifically asked me to come and help me redo their room. But I

was concerned because I kind of felt like there was a little animosity from the other teacher

because I didn't do that for….It was just kind of an odd situation.

8. The balancing. You had to be very careful with. I spent I guess it was every Wednesday

morning but I did every other and that worked out okay. But again I felt restricted in how much

I could do as far as being, I didn't want to evaluate and I didn't want to say I suggested this but

when it wasn't followed through then I wasn't in a position to continue to say…

1. But like more of a self restriction.

8. Yes, probably, more than the role itself.

1. Which could be a positive.

8. Sure

7. I stepped out of the room so maybe I am saying this at the wrong time but I felt like a go between administration and the teachers I was working with because there was a lot of barriers that were prohibiting them from maybe being a better teacher or there were things that weren't happening for them and there wasn't some support that should have been there anyways besides my support. And so it was really kind of difficult because when I approached administration about it, it was really, "well this is how the county wants use to do this". I could see, I could feel what they feel. So what do you do at that point. I wasn't quite sure beyond being able to… I felt it was beyond my role.

1. Right, if you don't mind me asking what were the things that you saw. The things that were lacking.

7. Well, the students at the school that I was at which was I mean the same thing at Nap Ford. They were requiring them, which they are supposed to do the triple I intervention. Umm the intensive immediate intervention with those students that are below level. Well when half your class or more is below level that means your in a 180 minute reading block and you are going to lose those other kids that don't need that or even some of the kids that need that immediate intensive intervention. And at other grade levels there was some support for the teachers like a reading coach to work with those students to help those teachers deal with the fact that they had to give an extra 20 minutes to different groups. I mean one of my teachers had 3 intervention

138

groups on top of her regular groups and you know I said it would be helpful to have the reading coach come in and support that teacher because that's your whole day. And oh that's not what the reading coach does. The county says that the reading coach can't work with students. You know so that was one piece. The next piece was training. They were given a voyager program (they had one program, the Mithlin) Then in November they were given the Voyager program with no training to start using and then they were told they had to do some kind of testing. Not the DIBELS testing but another kind of testing but they weren't trained so I said could they could have some support with the new reading program with the materials. So they said "Oh that will happen" but it never happened. And then the resource room was locked and you had to find the reading coach to get into the resource room and they could never find the reading coach to get it unlocked during their planning time so it was not… I mean just all kinds of these things…It was very frustrating.

1. And I hear your frustration. If ideally you could do something and define your role to be able to impact that situation what would you do?

7. If I had to do it over again perhaps…. Is that what you mean?

1. That or if you had the ideal situation where the principal was really receptive to what you were saying and was really interested in having your feedback. What do you think would happen?

7. I think those things could have occurred to make those teachers feel like they were being more supported because those were things that were out of my expertise and time availability. So I don't think that in the role that I felt like I was in at the time. I mean I did we did a lot of other things with literacy centers and things that I could do, but there were things that I think could have easily happened to make it easier for the teachers to do there job.

1. I'm just thinking its hard because you see your role as the coach and you don't really want to kind of deviate from that or overstep that boundary that you set for yourself is I think is what you were saying.

7. Well I felt like I was overstepping but I felt like I needed to because one of my teachers I know she's not going to be there. The other one I think will be there but I felt like she was crying out to me to support her and that's hard.

1. So how can we make that happen (and I throw this out to everybody). How can we make that happen if your role is a coach and you see something that is essential for the school, for the teacher to be successful and you feel like it may deviate from the ideal.

5. Would it be helpful if perhaps and I think we were at the same school. I think the reading coach at that school is almost seen as the administrator.

7. Yes

5. Because I saw similar things with one of my teachers. Like we were going to rearrange the library and he was like "No, you can't do that because the reading coach set that up". Like they didn't want to change things. So I wonder if we were able to connect with the reading coach. Like if you knew there were key players in the schools like that and we were able to work through them and have them have maybe a better understanding of what we are trying to do. And work though it that way.

7. It's a people issue. I mean because when we had our second meeting they were in the room with us and I actually directly (and you might recall that) said "You know if there are some concerns that we have can we come to you and talk to you", because I already had a feel. I mean they would spill their guts to me just at lunch. And so I just had a feel that was going to happen. So I don't know if even I had a connect. The body language I was getting and the tone and emails and stuff like that just led me to believe that they wanted to hear the feedback but they didn't want to do anything about it.

1. Okay so do you feel that you had the ability to impact the teacher or the school as a whole if we are having that feeling. And I don't that is a universal feeling. I don't know if that is a universal feeling.

3. Well I was at the other school but there is also administrative issues there. Both of my teachers were very capable teachers who I felt like I was able to support them very easily. The only thing was that there were so many issues where it was more of an administrative thing and like someone else said, I was like that sounding board for them and yet I didn't have any place to

take that cause quite literally they didn't even have an administrator on sight at anytime that I was there that I could go to and say "my teachers are having these concerns". Both of them would have very much liked to have stayed at that school but what they expressed to me towards the end of the time is that if things didn't improve with the administration they felt like that was keeping them from being able to so the job they wanted to do. But they loved the kids, they loved, their jobs, they loved the other people who worked around them. It was just that feeling of there is certain rules and regulations in place that prohibit them from doing what they felt was best for their students.

1. Wow! I saw lots of heads shaking.

7. I had one really outstanding teacher. In fact I was trying to find her another place. I actually took her to a school. If I can say that I would want my children to have her as a teacher I think that is a really good teacher. But she was feeling that she needed to be part of this group so I mean to have that mentor. So she felt that way I think what I'm hearing you say. The other teacher I couldn't have done anything to help. Honestly. I mean she was already done before we started.

1. I am going to move on to the next question. Does anyone have anything they want to add to that piece before we move on?

5. I was just wondering if we could have done it any earlier, like in the beginning of the school year… and I know we talked about this before.

142

8. Yes once patterns are established they are very very hard to break. I felt that particularly with the one who was struggling more. She had already made her self perceptions

7. And decisions.

8. Right. And because we were too late to help her at the very beginning it was almost like okay I am doing this and I am going to continue to plow through it.

1. Yea I think that is definitely a great suggestion, starting in the beginning of the year. I think that is something that we talked about before also.

1. The next question that I wanted to ask is what are some things that you and your teacher were able to do together during your time together at their school or beyond.

3. Well I spent a day with each, observing and helping, giving suggestions on how to do centers in particular was a big thing. Classroom management tips. Things that I went back the next time, they had implemented everything that I had suggested to them. They were both great. They were very on the ball. They were hungry for suggestions so anything I gave them they really fed off of it. That part of it was all very good.

7. I brought in professional development materials that I had personally, a set of videos so they could see the different ways to do things. Because they were kind of told to do things a certain

way and there were other ways that may benefit the students more so that worked well. And

then I took them to a school and we observed a teacher together and then we debriefed with the

teacher and then they used the resource room to make some materials that they could take back.

1. How did you determine what school you would visit?

7. The principal did let me choose. Because I didn't have that list, the list, and I knew it was a

2nd grade teacher at another low SES school very near by them that would have a similar

population and I knew the teacher was a great teacher and so I wanted to let them go see a

different way of doing things with that population and how they were doing it.

8. Were you the one that brought in skills training?

3. No I wasn't

8. Who was it in our group?

6. Probably _____

8. That was one of the things that we talked about quite a bit and this is again why I would say it

would be great to be there in the beginning of the year that teaching the skills before you get into

the heavy academic particularly when you are dealing with kindergarten and over they heads are

they must learn so many sight words kind of thing. That I think is something that would have been much better at the start but we made some progress with that but not enough.

1. So what are some things that you have done with your teachers?

8. I worked with the reading groups mainly and was modeling with her for them and I did the skills training a little bit but not as much as I would have liked to. One was quite receptive and we talked about things and dealt with things. The other wasn't quite as much but she was feeling very defensive for herself. One of her parting things was "I am sorry that you saw so much chaos" and I didn't consider it that at all. There were a lot of things that could have been done management wise but there wasn't chaos. Their academic results were excellent given the school. Excellent. I mean both kindergarten classes only one in red in the DIBELS testing. That is phenomenal given the students that they are working with. But she herself perceived herself as being mean. And when she wasn't mean, then it was chaos.

1. Has she worked in other schools?

8. No, first year, first school, and she had done her student teacher there. So she has nothing against the other people she worked with and the kids. She just got into this self esteem

7. My one that was less receptive, same thing. In fact out of the four times that I went she was not there. Even though we had preset that I was coming that day. She was out sick each time.

So that was like a big red flag. But at the same time I think she was legitimately sick. I think she made herself sick over not being the kind of teacher that she wanted to be, being successful.

8. That's it. If they have been successful in everything else all the way through being very successful

7. I think she had been teaching almost 10 years but had never been in regular ed. She was always in special ed. Big difference

1. What are some other things that you have done with your teachers?

5. We worked on a lot of management issues. A lot of creating centers. I went one day with both the teacher to their make and take. And I spent the day with them there where they were actually able to make things for their classroom and take them back. And that was really nice because a lot of the ideas that we talked about they were actually able to create. And then after that was when I went back with the one teacher and helped with the organization of the classroom. But a lot of it was organization. Some reading and academics but a lot of centers. They really want to understand not how to create centers but how to manage centers. That seemed to be the big.

8. That seemed to be a huge issue and that is where that skills training came in.

3. And that's were the beginning of the year implementation came in too. Because in the students' minds the things that I was suggesting to improve the management of centers, well they are already used to getting away with whatever they want when they are over here in this corner so it was a lot harder to change. So it would help a lot if here are the procedures right from the start. I think it would make a big difference with the students and therefore the teachers would feel more confident.

2. One thing that I worked with my teacher which was a great ice breaker for us was when I initially met with her and she said that they were trying to come up with ideas for their 100 days of school, it was a kindergarten class. And I was like oh when I taught kindergarten we did this and this and we had a great conversation talking about the 100 days of school so she was able to implement some of those ideas and she even invited me to come out that day a read to the students but unfortunately I had a class so I couldn't go but that one activity was a great ice breaker.

4. My teacher, well one teacher wouldn't even return any kind of telephone or email or anything like that. She was a part time teacher and I think she is actually going to school here. The other teacher was actually acting as principal and that made it so the first time I met her I went into the office and we planned it and I told her what I thought my role was and I asked her what she thought my role should be and we kind of talked about it and she told me what information she wanted and I gave it to her as best I could and I found articles and things and ideas and I did what I could to help. I came in during FCAT and stuff like that.

1. What was your teacher's role? She's a CRT? Is that her true title?

4. Yea, but she was acting as an administrator, as the principal. I mean she didn't really do her job as a CRT, she tried to do both but how can you do both when you are really kind of overwhelmed with being a principal and you don't have that administrative piece. She didn't have it.

3. And that's the same school that my 2 teachers were at and all that just trickles down because you just don't have a regular principal so if someone else is acting that sort of affects things and then you no longer have a CRT because that position is left empty so it really just… you could see the holes in what was going on at the school. So that did limit I think, the impact that we could have.

7. You know what would help… some of the things they were doing I was not completely aware they were doing. Like the walk through they do, the principal comes in for five minutes, is doing something on the palm pilot and walks out and they are looking for whatever they are teaching that day to be up on the board, the standard, and this and that. It would have been helpful to know that ahead of time because I think I could have helped a little bit more and understood what was going on.

1. So maybe like a debriefing or the principal coming in and giving you some background information like this is how we do things at our school?

7. Yeah, partly, I think maybe which might have helped is talking to the administration and finding out "what was their expectation for their teachers", because I don't think my teachers knew what their expectation was.

5. I don't think my teacher did either

7. And so because they didn't know that, there were so many unknowns like when they do those walk through is it good or bad and I know they are not supposed to tell them, but at the same time it is natural. You have to be human with these people. And then even when they had more formal evaluations they didn't get feedback right away so they didn't always know am I doing this the right way. I mean most of the time they were just like "Am I doing this right?". I mean they wanted me to tell them "if they were doing this right", and I didn't really know… it seemed right to me but I think there were a different set of expectations.

5. And that was another concern I had with the coaching. "Yeah, I think it is coming along, we are working on this" but then what is the administration thinking and is that indeed appropriate.

4. I'm sure that you heard at our school how they would write their lesson plans and then it was covered in red because it was graded

3. I can't believe they got grades on their lesson plans. One of my teachers, I showed up after she had gotten her lesson plans back for the week and she had received an F on her lesson plans. And this is someone who had been teaching for quite a number of years but she was new to

Florida and the only reason she received an F was because about 2 weeks before a template had been put out that was a total change from what they were doing before and this template was what they were now supposed to use. But here is a teacher who is established and had been doing very nice lesson plans, I thought, all along but because she didn't switch over in that amount of time and start using the approved template she got an F and it was just… I mean she was just literally ready to walk out the door that day.

4. That is a lack or professionalism. It's a lack of respect; it's a lack of respect for what we do.

7. It's also a communication issue which is really what I felt was happening in my school. You know, you just don't give teachers a new program and say "Okay, do it". And you don't have that teacher then go and ask for support and be told "No, we don't have time".

1. Whose role do you think it is to communicate the need that there is present within the school? All these things that you are observing that could benefit both the teacher and the student.

7. Well if there is open communication and we are adults it should be able to happen at the teacher level. But when there isn't that collegiality and community of learners you don't have that culture, you begin to go to someone like me who has no clue what she is getting herself into and have them be the person that they go to. I don't think they felt comfortable enough to do that.

4. I don't think the teachers at the school that I was at felt comfortable enough to go to the acting principal for any kind of guidance or support.

8. Well even to ask you to do it the administrators would know who it was coming from and that puts the teachers at risk.

7. But they didn't care. I mean they wanted me to do it because I think they were afraid to do it The strange thing is that I totally got a different vibe having met the administration team previously at our first little meeting. So I really didn't expect to get the barriers that I got once I started communicating with the administrative team.

5. I agree with that. I felt like they were much more receptive at the Urban Institute, the first one then they were. I had a very hard time ever actually talking to an administrator at the school. I mean they were there, I would see them passing.

7. They were there. Most of mine was either phone call or email. The communication to the team.

1. Well I think this is a great segway into the next question. Why do you feel many of our novice urban teachers are leaving? Because you know this is a very big problem and one of our main focuses is to look at that. Why do you think with your experiences with this and beyond?

7. I don't know what is truly from the county level and what was a school based decision so what I am going to say, I am going to say assuming that what they told me was true, or county based decisions (even though I know other schools are not doing it that way in that county) but if they are we are putting so many roadblocks up for teachers to even be successful with paperwork, that lesson plan thing. I mean come on, that stuff is so pettily. And then if you are going to have a reading coach, they should be a reading coach. Not just a data person. I mean have a data person, be a data person, I'm okay with that but if you are going to be a coach, then coach. So I really just think we are going to have a lot of people exit. I am not surprised that we have this problem. It makes sense to me now that I have been in.

8. I didn't see it so much on my side. I felt they were more supportive. Yes, I agree with the paperwork and all the stuff that is expected and out for this and out for that and that kind of thing that makes it disruptive in the classroom. But I also felt it was that self esteem, the individual teachers feeling this self efficacy… "can I teach all of these kids?" and if not then I am a poor teacher.

7. But you can't have self efficacy without having some support.

8. Yes but that that is in your situation. I didn't feel so much there. In fact she told me, which I thought was really very telling when she went to the principal to say that she was looking at another school the principal started to cry. Tears came to her eyes because she felt like this teacher had been struggling but was getting there and had hoped to retain her. And so I felt that was something she had done to herself.

3. So what that says to me is that maybe we need to put more emphasis on our principal training on how to deal with new teachers. I have been in a lot of schools. I have never a seen situation like the one at this school for a lack of administrative support. This was definitely an extreme but it sounds like the other school wasn't a whole lot different in the lack of administrative support. So maybe one of the key areas is we need to focus in on the principals and make sure they understand what they need to do to keep new teachers and how important it is to keep new teachers.

5. Coming from actually having worked at a school with a facilitative leadership model I just keep going back to the idea that I think the teachers leave because things are done to them, not with them. And that's the bottom line. Whether it's an Urban School or not an Urban School. And having worked under a facilitative leadership model it's just such an amazing school model. I just wonder if somehow that couldn't be weaved into the administration to teach them to let their teachers have some voice in the decision making within the school. I believe that they would see a tremendous amount of teachers stay if they had more choices and they had more control over their own situations. I think they just feel so… nobody wants to work where they feel like they don't feel like they have any decisions. One of my teachers was moved from a (he was actually in the computer lab for like 12 years at the school) and the county decided to make the position not a teacher position. They made it non-instructional so they just hired an IT person at a lower pay rate and told him if you want to stay you have to teach first grade. And he is working so hard to try and do this but with now background to do it… But then again it was a decision that way made to you no with you.

7. That's how my one is struggling, having been in special ed. And was told she would be in a classroom.

5. Was it her choice?

7. No

5. See, I think that is huge.

7. But a piece of that is communication. Even if you are in a model that is maybe not as much facilitative. I mean I don't think they understood why they were doing some of the things they were doing. Plus I don't think they understood what they were doing.

1. So we named a few of the items that we are think are the reasons that teachers in urban classrooms leave. Are there any others that we want to add before we move onto the next question?

2. I wonder if we had (and I don't know if it would be district officials, because I know the school I was at was a community school) but there is somebody who has influence and leadership who is a stakeholder, who if they saw how dysfunctional that school was because of the administration would have the power to say "we need to hire a true CRT" or "we need to hire

a true reading coach", "what we have here is not working". I feel like there should be somebody who should see this and say "this isn't working" "let me wheel my powers and make it right".

1. Why do you think that's not happening?

7. I think they perceive it as a teacher issue.

8. The blame goes down.

7. It's almost in a sense that they don't see it as an administrative issue. "If the teachers were good than this wouldn't happen". And I think that goes with the self esteem thing "I have this person coming in my room and…"

1. Sorry to interrupt you but I just want to know if you think this would happen in a suburban setting as frequently as we see it in a urban setting.

7. It does happen. My kids go to a school like that. But the difference there is that they have parents that are very supportive, very involved and the students are… they would be gifted if they went to another school. But they are not gifted at the school they go to because they are all high performing students.

8. They are high performing students so you already have that self esteem from the students themselves.

7. Right, that issue is off.

1. Someone brought up the fact that there somebody within the school, a stakeholder, being parents in suburban schools that says "this should not be happening". So why is that not happening?

4. I thought that the school I was at had a principal and an executive director and I never saw either of them. So I think perhaps if the executive director was really a part of it maybe because from what I understand that person is connected to UCF and I would be surprised if they weren't disappointed at what's going on at that school. Does that make sense?

6. Disappointed by what we were doing at the school or by how the school is functioning?

4. How the school is functioning.

1. Does anyone see how the needs for urban teachers differ from those of their suburban counterparts? Do you see any differences with their needs?

5. Yes. Management is see as a huge issue. Behavior management. Just being able to manage the classroom.

4. I think just the basic skills. The basic paper pencils. I mean that's what always got me. "You can only make this many copies" and you know not everyone has paper and pencils.

3. The only experience I can say is that I worked mostly at urban schools and then I went to an urban school I was shocked at the things that the suburban schools have when you compare it to the things that the urban schools don't have. So I think that makes it really difficult when you hear maybe what should be happening and it's not happening with you. It's a have and have not kind of thing.

6. I think maybe our urban teachers need to be encouraged more to celebrate the successes that they have. One of the classrooms I was in was a first grade classroom and those kids were reading. First graders, the whole class. When she would have them do things that involved reading out loud, for the most part every one of them was doing really an excellent job. Now at that point I hadn't sat down and looked at test scores or anything. But I walked in the room, I sat in the back, and I watched and I blown away by how great the kids were doing. And yet she was frazzled because the classroom management issues were huge and all that sort of thing. So like you said, your teacher felt like it was chaos but maybe they need to have it pointed out to them to kind of look through that and see that they really are doing amazing things.

8. You can say it. You can say it. But if they don't feel it. And maybe that is what we are seeing. Because we see different issues with the administration. I hadn't run into the serious blocks you had. But maybe it's I am not seeing positive. It's just like benign neglect. So where she really needed that positive support she is not getting it. And so the one who was strong in

herself went right ahead and just kept doing what she was doing that really worked. But the one who needed that outside "I wasn't enough because I wasn't the authority". But celebrating that is fine. There were good things going on. But it's hard when you see chaos in your classroom.

5. Maybe even understanding that when I say management, that management doesn't always mean the same thing. And you have different things going on in a classroom, and I think some teachers, new teachers especially go in with that feeling that it has to be quite and everyone has to be in there desk. It doesn't have to look like that. And I think for someone to come in and say "It's okay, it doesn't have to look like that". I saw the same thing. I saw first graders doing double digit subtraction. And I was like "wow", but the teacher at the same time felt like it was chaos because one little boy was running over here to look at the hundreds chart to count. But I said "that's great because he has found a tool and he is using that". So it is I think different styles of management too and that they are okay.

3. In fact that first grade classroom I was in was 14 boys and 4 girls. There is no way on earth that is going to look the same as a classroom that is half and half. It's just not going to look the same. So she needed to be reminded of the fact that she was doing an amazing job of managing that many boys.

8. One of my classes had almost the same numbers. Almost all boys. Very few girls.

1. My next question… If you had to name the most essential thing that could be done to retain novice urban teachers what would that be? I am going to go around the room because I want everyone to answer.

8. A support system. And it has to be for multiple areas. It has to be the administration. As well as, I like the coach idea. I like it with colleagues. Support that we know we are part of a team and we are working well there. It would be very nice if we had some of that parental support too but that is no guarantee.

7. I think of Maslow's hierarchy of needs and I don't feel as if the teacher's basic needs are being met. And so at a very simplistic level I think they need their basic needs met. And for a teacher for me the basic needs are materials, support for what you are doing, and then communication. And feeling like you can trust the people you work with. I don't see those basic needs as a teacher… you can't get to that next piece unless you got those things down there and I don't see that happening.

5. I believe those things are important. I think that teachers need control. They need to feel like they have some control over something because that was the biggest thing that I saw with the teachers that I worked with. They just didn't feel like they had any control. They didn't feel like they had control over the kids, they didn't have control over their decisions, they didn't have control over the curriculum. They couldn't choose to use a game for a reading center because it wasn't the triple I. It wasn't approved by the county. So I just think choice and control. Because like you are saying with Maslow, they are already at that intellectual level. So now we

have kind of taken all that away and now they have no choices anymore and they are just mandated to do all these things. So I think a combination of all the basic needs and some control.

4. I was going to say the same thing pretty much that they all said. I was going to say support, mentoring, and induction. I agree, you have to have some kind of choice. Or else what are you going to do?

3. Adding to what we already heard. It does seem like it is a framework that we need to apply. To have these basic needs. One thing we haven't said yet is ongoing professional development because we can only do so much at the university setting to prepare new teachers but then their individual settings are going to be so different. And I think what really excited me about being a university coach was that I could be their personal professional development person. Going out and assessing what they need and what I can provide with the resources I have. And go one and evaluate what we have done like we are now. Just taking a look at on an individual basis what can we do. I really think this position could be a very big part of what could keep teachers in classrooms.

2. I agree with what has been said and again I think support. Just knowing that if I don't understand something I can go to this person and they can show me how to do it or they can show me some resources. Or if I want to go watch another teacher that is okay, I can get a substitute and I can go watch how another teacher teaches their literature circles. Just having

that support and open communication and feeling supported by your administration as well as your other colleagues.

1. The last question we have already touched on about things that we can improve for the Urban Institute. We are trying to make sure that this is something that continues because we think it benefits the teachers. So what are some things that you think we could do to improve to make it more effective in the future.

2. I think having buy in from all parties involved. I know, and I don't think I am alone in this… the teachers I had did not have buy in. They weren't very happy about me coming into their classrooms. They were both older than me so they weren't very happy about someone younger than them telling them what is good teaching and "why don't you try this". They weren't totally sold on it. And I don't know what you could do to ensure that but that would be nice.

5. I feel like in the beginning when we had the initial Urban Institute if there could be a big chunk of that time that could be set aside for a whole discussion on mentoring and what that means. Together with everyone in the same room. Team building activities or anything like that. Something so that we could get to know them a little bit better and they would understand. We could talk about how the roles are defined. I think that would be important and help with that buy in.

3. If we come back to this next year we would have the wonderful perspective hopefully of a few new teachers who are going back to their position that they had this year and who are very

happy with what happened though this program. We should take advantage of that and bring them in to speak at one of those first meetings about "here is what my university coach did for me last year", "I urge you to take advantage of it". I am afraid there were some new teachers out there who were somewhat offended that they were being asked to take part in this program like as if they didn't know what they were doing. Maybe that would put a whole different spin on it. Or even if that person went out to schools when the decision was being made about who would participate. So before they were even invited.

4. Especially like how the coach worked. I think that is so important because I think that is one reason why my second person was sick the first four times I was supposed to meet with her. Partly she was ill because she was making herself ill but I think she was afraid of what might happen. And then when she heard what I was doing with the other teacher who just happened to be across the way, she wanted me to do the same thing I was doing with her. And so I think that would be really important to say "well these are some examples of possible things that could happen" and they would be more… before we were kind of theoretically talking about that and now we have actual examples of things that occurred. Like you will have a list of say professional development materials, videos, helping with centers, helping with classroom management. And also maybe if they had a form that had all those things and they could check off what would be there top priority. Like a menu so they could select what their goals were. And that is kind of what I did with them the first time I met them but it can be overwhelming if you are not quite sure. I think if you see them it is easier that it is to just say "Okay what would you like me to work with you on?" And then one other technique, and I am sure you all did this. But in some cases there was so much to work on that just taking that one piece. I always threw it

back to the teacher. Like before I even debriefed or anything on a lesson that I watched I would say "so tell me how you think it went" and "tell me what you would do differently to improve?" I think that would be really helpful upfront for people who decide to coach is to hear more stories about what they could do to keep that trust and that communication open.

4. I think communication is going to be key in all of this. Communication between mentors and mentees and the administration.

1. How do you envision that communication occurring?

4. I think that is a little difficult to say because everyone's personalities are different. No two people are alike and I don't know how to make someone comfortable. I don't know how to do that but I think you have got to be open and honest with whoever you are dealing with. And if there is something that needs to be approved on, it's kind of like debriefing. "Okay what are the things you feel like you accomplished last year when you were working here, and what are the things that would still like to work on?" There is always room for improvement but you have got to build trust and a relationship between all facets of the program or else it is just not going to work.

7. On the form that I created in my head, the menu, you could also have "what is the best way to communicate with you". I felt like I didn't know much about my teachers even though I ate lunch with them. I had a perception going in that my teachers had not been teaching, like they were a first or second year. Both of them were experienced teachers. And so I think if I had a

little more background that would have helped me be a better coach too. Because with my teacher who had mostly special ed background I think I would have approached things a little differently knowing that.

1. Does anyone have anything else that they would like to add? Thank you so much for coming.