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First 3 Induction Program 2013 Report

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## First 3 2013 Report

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High turnover rates affect diverse professional areas. Recruiting and training new employees is costly for profit and non-profit organizations. However, turnover in the teaching career costs quality and effectiveness in schools, in addition to the financial cost of over \$7.3 billion per year (Carroll, 2007). Money that could be used towards other improvements in education ends up going to the cycle of recruiting and losing professionals. American schools are facing a major challenge in keeping teachers (Carroll, 2007; Kopkowski, 2008), and North Carolina is not left behind in the struggles to retain teachers. The 2011-2012 teacher turnover rate for North Carolina was 12.13%, and the Mecklenburg turnover rate was 14.46% (Teacher Turnover Report, 2012). Although some of those teachers are retiring, there are also teachers who leave the profession for reasons that can be addressed in their first years, which would encourage them to continue teaching. Some of beginning teachers' needs are socialization with other beginning teachers and peers (Womack-Wynne, Dees, Leech, LaPlant, Brockmeier, & Gibson, 2011; Kopkowsk, 2008), social relationships with parents and community (Cooper, & Stewart, 2009), advancement of teaching knowledge (Carroll, 2007), resources such as tools and technologies (Cooper, & Stewart, 2009) and professional development (Johnson and Cardos, 2002). A way to address beginning teachers needs and concerns is to create a support network and learning community through induction programs.

Teacher induction programs provide the emotional and professional support that beginning teachers need in the transitory phase from being a student at a university to being a teacher in a classroom (Cooper, & Stewart, 2009). An effective induction program can reduce teacher turnover by 50 percent (Carroll, 2007). In addition, teachers who do not just survive their first years, but also learn and have support from their peers and teaching community have a deeper professional development than teachers who are isolated (Cooper & Stewart, 2009). They become valuable human resources for schools once they have the appropriate level of learning and experience (Darling-Hammond, 2010). Consequently, they become valuable human resources to society and develop the actual conditions to affect students' lives in such a way that children can meet the educational standards and not be left behind. However, training and preparation are necessary to become an outstanding professional, and "the extend of preparation teachers have for teaching influences whether teachers will stay in the profession" (Darling-Hammond, 2010). To help teachers through the hardships of their first three years, the College of Education at the University of North Carolina at Charlotte (UNC-Charlotte) created First 3, an induction program for pre-service and beginning teachers. One of the participants of the program, a Birth-Kindergarten (B-K) teacher who just completed her second year in teaching and first year as a licensed teacher, compared herself with other first year teachers who were not in the program. She said, "I felt better prepared than other first year teachers. Like talking with them [other first year teachers], I kind of knew what to do. While the others were like, 'I don't know what to do, and nobody will tell me.'" This report will evaluate the effect that First 3 has had on pre-service and beginning teachers and how effective the program reached its goals of providing professional development and mentoring to beginning teachers during Fall 2012 and Spring 2013.

## **Background of First 3**

First 3 is designed for pre-service and beginning teachers. The program has bi-weekly professional development seminars for pre-service teachers and a three-year program for beginning teachers. The beginning teachers section of the program starts with a two-day summer institute. Each year beginning teachers have workshops, and they receive resources to help them with time management, stress management, classroom management, planning and organization, among other areas of teaching. Year one is called the Year of Survival, which has five seminars and goes through the five phases that teachers normally experience in their first year: anticipation, survival, disillusionment, rejuvenation and reflection. Year two is the Looking Through Varied Lenses year. There are also five seminars about professional development and the North Carolina Professional Teaching Standards. Year three is called Creating a Professional Learning community. It focuses on professional development and social networking. Seventy-three participated at the beginning of the 2012-2013 year: 50 teachers in their first year, 15 in their second year and 8 in their third year. At the end of the Spring 2013 academic semester, ten first-year teachers and one second-year teacher had left the program. This report used surveys, focus groups and interviews as a way to evaluate the impact that First 3 has had on the professional and personal lives of beginning teachers. It also includes areas in which the program needs improvement.

## **Method**

This report used two different types of surveys. The first type was an open-ended survey given to teachers after workshops, activities and seminars. The second type of survey is called *First 3 Beginning Teacher Support Program Induction Practices Questionnaire*. This is the main survey given to teachers as a mid-term survey at the end of Fall 2012 and post-term survey at the end of Spring 2013. This survey has an overall evaluation of all seminars and areas in which First 3 supports teachers. In addition to the surveys, some of the beginning teachers also participated on focus groups or were interviewed in June 2013.

## **Open-ended Surveys**

The number of teachers who participated in each open-ended survey varied according to the number of teachers who participated in the activity, workshop or seminar being evaluated on that day. All open-ended surveys used in this report are from Fall 2012.

## **First-Year Teachers**

First-year teacher's, onsite and offsite groups, affirmed had benefited the most from the following Summer Institute Activities: First Day/ Week Activities, Classroom Set-up, Connections Board and I Statements. Their main concerns after the Summer Institute were planning and organization, classroom management and parent communication. Main suggestions from first-year teachers to Summer Institute are more getting to know activities and more information about classroom observation, time management and classroom management. Although most of the teachers enjoyed their first day, the majority of them affirmed feeling stress-out and overwhelmed not only on their first day, but also until the point of their second survey in September 2012.

## **Second-Year and Third-Year Teachers**

Most of the second- and third-year teachers mentioned that the most helpful part of the Summer Institute for them was the book that they received. In a retrospect on their first day of classes, second-year teachers affirmed feeling less stressed and more prepared compared to their previous year, as this teacher exemplifies: “I was much more prepared, and was ready with my expectations, rules, and consequences! I knew what I was doing, and I am sure that I came off much more confident with myself”. This confidence experienced on the first days continued for the majority of the teachers at least until September 2012, when they answered their second survey. They also affirmed that their classroom management has improved from their first to their second year.

### **First 3 Beginning Teacher Support Program Induction Practices Questionnaire**

#### **Instrument**

*First 3 Beginning Teacher Support Program Induction Practices Questionnaire* is divided in five sections: Induction Program Activities Received as a Beginning Teacher, Induction Program Assistance Received in Teaching and Non-Teaching Areas, Induction Program Support Received, Demographic Information and General Perceptions as a Beginning Teacher.

#### **Participants**

*First 3 Beginning Teacher Support Program Induction Practices Questionnaire* was conducted twice, first at the end of Fall 2012, then at the end of Spring 2013. At the end of Fall 2012, 57 teachers answered the survey: 37 first-year, 12 second-year and 8 third-year teachers answered this survey. At the end of Spring 2013, 67 teachers answered the survey, 16 offsite-first-year, 34 onsite-first-year, 10 second-year and 7 third-year teachers (see tables 1 and 2).

#### **Section 1 – Results**

In Section 1 teachers were asked whether they participated on each activity or seminar and how effective it was. They rated the seminar in a scale from 0-5, where 5 is highly effective.

*Fall 2012.* First-year teachers considered the Summer Institute as the most effective activity. Second-year teachers considered Differentiation and Active Learning and Engagement seminar and the networking opportunity as the most effective activities. Third-year teachers considered the Summer Institute and the Professional Learning Community as the most effective activities (see tables 3 and 4).

*Spring 2013.* All three-year teachers considered the Worksheets Don’t Grow Dendrites as the most effective seminar. Second-year teachers also considered Classroom Management and Parent Involvement among the highest effective seminars, and third-year teachers also considered the two Professional Development Seminars as the highest effective seminar (see tables 5 and 6.).

## **Section 2 – Results**

In Section 2, teachers were asked whether they received or not assistance in teaching and non-teaching areas, and how effective was the received assistance in a scale from 0-5, where 5 is highly effective.

*Fall 2012.* First-year teachers received the most assistance in Motivating Students. They received the least assistance in Organizational Structure. In the effectiveness rating, first-year teachers rated Organization of Classroom and Classwork as the most effective assistance, and Administrative Paperwork as the least effective assistance.

Second-year teachers received the most assistance in Classroom Discipline, Organization of Classroom and Classwork, Dealing with Individual Differences, Effective Use of Different Teaching Methods and Determining Learning Levels and Styles of Students. They received the least assistance in Administrative Paperwork. In the effectiveness rating, second-year teachers rated Organization of Classroom and Classwork and Effective Use of Different Teaching Methods as the most effective assistance, and Administrative Paperwork as the least effective assistance.

Third-year teachers received the most assistance in Motivating Students, Effective Use of Different Teaching Methods and Relations with Parents. They received the least assistance in Determining Learning Levels and Styles of Students. In the effectiveness rating, third-year teachers rated most of areas as highly in effectiveness with the exception of Effective Use of Different Teaching Methods (see tables 7 and 8).

*Spring 2013.* All three-year teachers received assistance in all areas evaluated except for a lower assistance in Administrative Paperwork. The three-year teachers also rated Administrative Paperwork as the least or among the least effective areas of assistance. Offsite first-year teachers rated Relations with Parents as the most effective assistance; onsite first-year teachers rated Time Management as the most effective assistance; second year-teachers rated Effective Use of Different Teaching Methods, Time Management and Relations with Parents as the most effective assistances; and third-year teachers rated Dealing with Individual Differences and Motivating Students as the most effective assistances (see tables 9 and 10).

## **Section 3 – Results**

In Section 3, teachers were asked whether they received or not support in certain areas, and how effective was the received support in a scale from 0-5, where 5 is highly effective.

*Fall 2012.* All three-year teachers received a very high support in all evaluated areas. For first-year teachers, the support was highly effective in feeling Welcomed as a Part of a Learning Community, but least effective in Assistance in Implement Research-based Strategies. For second-year teachers, the support was highly effective in feeling Welcomed as a Part of a Learning Community and Treatment as a Respected Colleague, but least effective in Assistance in Setting Classroom Procedures and Routines. For third-year teachers, the support was highly effective in all areas, except with a lower rating in Assistance in Setting Classroom Procedures and Routines and Assistance in Relationships with Parents (see tables 11 and 12).

*Spring 2013.* All three-year teachers received a very high support in all evaluated areas, except for the third-year teachers, who affirmed having a lower support in Assistance in Differentiating Curriculum and Assistance in Implement Research-based Strategies. Both offsite- and onsite-first year teachers received a highly effective support in having a Safe and Open Environment, and the least effective support in Assistance in Relationships with Parents. Second- and third-year teachers also had an effective support in all areas, with a least effective support in Assistance in Selecting and Delivering Content for second-year teachers, and a least effective support in Orientation Before Beginning of School Year, Assistance in Setting Classroom Procedures and Routines and Assistance in Relationship with Parents for third-year teachers (see tables 13 and 14).

### **General Perceptions as a Beginning Teacher**

Finally, teachers were asked about their general perception of First 3 and the teaching career, as well as about their intentions of remaining as teachers (see tables 15 and 16). The results show that most of them have received sufficient assistance from First 3 and want to continue in the teaching career.

### **Focus Groups and Interviews**

Two focus groups and three personal interviews were conducted in June 2013. Seven people participated in the focus groups: one first-year teacher, five second-year teachers, and one third-year teacher. Two first-year teachers and one third-year teacher were interviewed. Both focus groups and interviews had the same questions that included the following topics: a retrospect of the 2012-2013 year, time and stress management, classroom management, relationships with students, parents, school administration and peers, and strengths and weakness of First 3.

The focus groups and interviews started with a retrospect of 2012-2013 year, in which teachers summarized their Fall and Spring semesters and expressed their intention of continuing in the teaching career. Although all of them want to continue for at least a few years more, two second-year teachers revealed that they feel stressed and depressed with their professional life. One of the second-year teachers said, “I like teaching, but I do not feel that I get enough support. I wanna give it a third year, but this year was so disheartening. I have been so depressed this year. It’s been awful, and I do not want to feel this way. If this is how teaching makes me feel then it is not worth it.” A third-year teacher also declared that her second year was the hardest, “I felt the same way at the end of the second year. I knew I was going to come back, but I was not sure if I wanted to.”

An important aspect to be taken into consideration is that this transition phase, in which teachers are learning about the career and about their own identity as educators, is frequently stressful. Even though induction programs can teach beginning teachers how to balance their professional and personal lives there will still be professionals who may realize that they do not want to pursue a teaching career (Carroll, 2007) or, at least, not in the classroom. This is the realization of one first-teacher. Although she wants to continue in the education field, she does not want to be in the classroom: “This year showed me where my place could be in the public education system, whether or not the classroom was really the place to be. This year really showed me that for the changes that I want to see in public education, I need to move out from

the classroom.” She is not giving up on education, rather she wants to pursue a graduate degree and work outside of the classroom.

For most of the teachers, First 3 had helped them to better balance their lives, plan and organize for their classes, and cope with issues within their own schools, which in some cases are not supportive environments, as one of the teachers exemplifies: “My school is one of the worst middle schools in CMS [Charlotte-Mecklenburg Schools]. The problem is that 42% of staff this year was first-year teachers. And there is a divide between the veterans and the new teachers. There is no help from the veteran teachers.” One source of stress is classroom management. The two teachers who had the most challenging academic year also recounted their difficulties with classroom management and how the lack of administrative support worsened the situation in class. However, one of the third-year teachers affirmed that First 3 has helped her with classroom management by giving her strategies and tools to keep students engaged. Other three teachers declared that what they learned from First 3 was how to be consistent with students and establish rules and procedures. One of the teachers said, “You set high expectation at the beginning and you follow through. Once that is set, you can kind of pull back a little bit. But you can’t keep trying to implement, if you are not being consistent.”

Another strategy used by teachers is to build a relationship with their students. This was one of the goals of a second-year teacher: “I made up my mind that in the first days of classes, I would start building relationships with my kids. You have to get a relationship with the kids. Building relationships works [in classroom management]!” All the teachers have learned to keep a consistent relationship with parents, which is initiated with positive contact at the beginning of the year. Although they communicate well with other beginning teachers, most of the teachers in the interviews and focus groups have a distant or antagonistic relationship with veteran teachers and administrators.

Finally, the participants talked about the strengths and weaknesses of First 3. Some of the strengths of the program are the supportive learning environment and networking opportunity. One first-year teacher said, “First 3 gave me a sense of community. There were other teachers in the area and not just in my school who were starting their first year, and they had the same questions and concerns, and they were going to face similar challenges as I faced.” Two teachers remembered how the Summer Institute helped them to prepare themselves emotionally by advising them that they would go through the five stages of teaching (anticipation, survival, disillusionment, rejuvenation and reflection). One of the teachers said, “I remember that in the August seminar [Summer Institute], they [First 3] showed us a graphic of the first year teacher’s average emotions, what you go through during your first year, and that stuck with me all year. Having an idea of what most teachers go through, and this is what you can expect, definitely helped me.” First 3 also offered diverse resources for teachers, including Ipads. The Ipads became a source to plan and prepare classes, and, for the teachers who have wireless in their classroom, another way to include educational activities in class for the children. The seminars also helped teachers to learn strategies to use in class and in their lives. Among the seminars, most of the teachers preferred “Worksheets don’t Grow Dentrines”.

Although First 3 has benefited teachers in their personal and professional lives, teachers in the focus groups still think that some areas of improvement for the program or topics in which they would like more information are diversification inside of the program, differentiation in class, ESL and cultural literacy and mental and behavioral conditions. Teachers in the focus

groups recommended First 3 to encourage more b-k teachers and high school teachers from different schools to join the program. According to a second-year teacher, “a weakness is that it [First 3] is not in so many schools. And I don’t feel that it strongly represents the younger ages and the higher ages. I feel that it is predominantly third to eighth grades.” A b-k teacher also agrees: “I would like to see First 3 having more b-k teachers or more early childhood teachers because I need some things that will help me with younger students. My experience is very different than you guys.”

Another area in which teachers need more assistance is with differentiation. Although the program has helped them with ideas of how to differentiate their lessons to teach students who are in diverse learning stages, differentiation is still a challenge as one of the teachers explained: “I like the resources that we got for differentiation, but differentiation is something that it takes time to get good at. I had kids who were in a two years old level, and I had kids who were reading in a second grade level.” Another area of differentiation that First 3 still needs to assist teachers more is with cultural diversity in classrooms.

American schools, in the same way as the current American society, have members of diverse cultures and countries. “My school was extremely diverse, half of my class is Indian. And I also had a Muslim family from Middle East, and families from Congo, Korea, Filipinas, a very diverse group of kids.”, says one of the interviewed teachers. In the same way that in the American society, children in schools have diverse levels of English, some cannot speak English at all, but others are already fluent, and all those levels can appear in the same classroom. For those who are fluent in English, they still come from very different cultural backgrounds, this is the reason why teachers in one of the focus group agreed that cultural literacy seminars would help them to better understand some of the cultures, and connect and build relationships with students. Their recommendation is to have seminars about cultures that are more frequent in schools such as Latin American, Indian and East Asian. Another area that teachers want more information is students with disabilities and psychological or psychiatric conditions.

Psychological and psychiatric diseases influence learning and behavior in classroom. Even though those conditions affect about 20% of children, 70-80% of those children receive no help (Koppelman, 2004). Some of the children are diagnosed as one of the teachers in the focus groups exemplifies: “I have kids who just got out of the psychiatric facility. I have kids who are emotionally disabled, I have kids who are schizophrenic, but I have no training in this.” However, there are those with no diagnose. Teachers in one of the focus groups suggest the program to have more seminars about psychological and psychiatric conditions in which they could learn about some of the disorders and their symptoms, and how to build relationships with students and facilitate their learning, According to the National Health Policy Forum (2004), these are the most common disorders among children: anxiety disorders, learning disorders, attention disorders (ADHD, for example), major depression, bipolar disorder, schizophrenia and autism. In addition, teachers revealed interest in learning more about the Individualized Education Program (IEP), 504 plan for students and Personalized Education Plans (PEP).

### **Pre-service teachers**

Pre-service teachers, undergraduates who are sophomores, juniors and seniors, had five professional development seminars called Teacher Toolbox Tuesday. Students considered all of them as highly effective (see table 17).

## **Final Considerations**

First 3 is effective as an induction program. Although there are no long-term studies on the effects of First 3 on turnover rates because it is a new induction program, Table 16 shows that the majority of the beginning teachers wants to continue in the program, and wants to continue in the classroom. The program provides an environment for socialization, networking, advancement of teaching knowledge, professional development, resources such as tools, activities and technologies and strategies to balance personal and professional life, which are essential needs of beginning teachers. Some areas of improvement and suggestions for First 3 are: administrative paperwork, classroom management strategies, differentiation strategies, cultural literacy and more information about disabilities and psychological and psychiatric conditions among children.

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Table 1.  
Demographic Information - End of Fall

		Year 1 (n = 37)	Year 2 (n = 12)	Year 3 (n = 8)
Gender	Female	91.70%	100%	100%
	Male	8.70%	0.00%	0.00%
Race	African American	19.40%	16.70%	37.50%
	Asian	2.80%	0.00%	0.00%
	Caucasian	75.00%	83.30%	62.50%
	Hispanic	2.80%	0.00%	0.00%
	Native American	0.00%	0.00%	0.00%
	Other	0.00%	0.00%	0.00%
	Level	B-K	8.30%	8.30%
	Elementary	52.80%	25%	50.00%
	Middle School	33.30%	41.70%	12.50%
	High School	5.60%	25.00%	25.00%
District	Rural	11.40%	18.20%	25.00%
	Suburban	31.40%	18.20%	25.00%
	Urban	57.10%	63.60%	50.00%
Licensure Tyle	Initially Licensed Teacher	76.50%	91.70%	87.50%
	Lateral Entry	23.50%	8.30%	12.50%
Teaching Fellow	Yes	8.60%	8.30%	37.50%
	No	91.40%	91.70%	62.50%

Table 2.  
Demographic Information - End of Spring

		Year 1 (Off-site) (n = 16)	Year 1 (n = 34)	Year 2 (n = 10)	Year 3 (n = 7)
Gender	Female	91.70%	88.50%	100%	100.00%
	Male	8.30%	11.50%	0.00%	0.00%
Race	African American	0.00%	18.80%	0.00%	42.90%
	Asian	0.00%	0.00%	0.00%	0.00%
	Caucasian	100%	81.20%	100.00%	57.10%
	Hispanic	0.00%	0.00%	0.00%	0.00%
	Native American	0.00%	0.00%	0.00%	0.00%
	Other	0.00%	0.00%	0.00%	0.00%
	Level	B-K	0.00%	3.00%	11.10%
	Elementary	42.90%	60.60%	22%	42.90%
	Middle School	28.60%	30.30%	44.40%	14.30%
	High School	28.60%	6.10%	22.20%	28.60%
District	Rural	85.70%	9.10%	0.00%	28.60%
	Suburban	0.00%	33.30%	33.30%	42.90%
	Urban	14.30%	57.60%	66.70%	28.60%
Licensure Tyle	Initially Licensed Teacher	92.30%	81.20%	100.00%	85.70%
	Lateral Entry	7.70%	18.80%	0.00%	14.30%
Teaching Fellow	Yes	25.00%	6.20%	12.50%	42.90%
	No	75.00%	93.80%	87.50%	57.10%

Table 3.  
Section 1 - Seminar Participation - End of Fall

	% of Participation		
	Year 1 (n = 37)	Year 2 (n = 12)	Year 3 (n = 8)
Summer Institute	100.00%	72.70%	100.00%
Classroom Management and Parent Involvement	88.90%	100.00%	87.50%
Differentiation and Active Learning and Engagement	97.20%	90.90%	87.50%
Professional Learning Community	72.70%	40.00%	62.50%
Networking	90.90%	100.00%	100.00%

Table 4.  
Section 1 - Seminar Effectiveness - End of Fall

		Year 1	Year 2	Year 3
		(n = 37)	(n = 12)	(n = 8)
Summer Institute	Mean	4.29	4.56	4.62
	SD	0.71	0.72	0.52
	% <sup>a</sup>	85.70%	88.90%	100.00%
Classroom Management and Parent Involvement	Mean	3.94	4.33	4.29
	SD	0.93	0.65	0.76
	% <sup>a</sup>	67.80%	91.70%	85.70%
Differentiation and Active Learning and Engagement	Mean	3.94	4.5	4.29
	SD	0.97	0.52	0.76
	% <sup>a</sup>	72.80%	100.00%	85.70%
Professional Learning Community	Mean	3.92	3.75	4.60
	SD	0.93	0.50	0.55
	% <sup>a</sup>	70.90%	75.00%	100.00%
Networking	Mean	4.22	4.80	4.14
	SD	0.88	0.45	1.07
	% <sup>a</sup>	72.20%	100.00%	85.70%
<i>TOTAL Section 1</i>	Mean	4.02	4.45	4.02
	SD	0.72	0.51	0.72
	% <sup>a</sup>	68.62%	83.30%	68.60%

Note : <sup>a</sup>% of responses which are 4 or 5 on a scale from 1 to 5, where 5 = highly effective

Table 5.  
Section 1 - Seminar Participation - End of Spring

	% of Participation			
	Year 1 ( <i>n</i> = 16)	Year 1 ( <i>n</i> = 34)	Year 2 ( <i>n</i> = 10)	Year 3 ( <i>n</i> = 7)
Summer Institute	75.00%	97.00%	80.00%	85.70%
Classroom Management and Parent Involvement (Year 1 and 2 only)	93.80%	97.10%	100.00%	
Differentiation and Active Learning and Engagement (Year 1 and 2 only)	100.00%	88.20%	90.00%	
Professional Development Seminar - PLC I (Year 3 only)				83.30%
Networking	81.20%	91.20%	100.00%	100.00%
Common Core and Essential Standards	75.00%	82.40%	90.00%	66.70%
Worksheets Don't Grow Dendrites	93.80%	73.50%	80.00%	100.00%
Reflection and Planning (Year 1 and 2 only)	100.00%	73.50%	90.00%	
Professional Development Seminar - PLC 2 (Year 3 only)				66.70%

Table 6.  
Section 1 - Seminar Effectiveness - End of Spring

		Year 1 (Off-site) (n = 16)	Year 1 (n = 34)	Year 2 (n = 10)	Year 3 (n = 7)
Summer Institute	Mean	4.33	4.39	4.50	4.00
	SD	0.78	0.67	0.76	0.89
	% <sup>a</sup>	83.30%	90.30%	87.50%	66.70%
Classroom Management and Parent Involvement (Year 1 and 2)	Mean	4.13	4.12	4.40	
	SD	0.74	0.98	0.52	
	% <sup>a</sup>	80.00%	81.30%	100.00%	
Differentiation and Active Learning and Engagement (Year 1 and 2)	Mean	4.00	4.00	4.44	
	SD	0.93	1.00	0.73	
	% <sup>a</sup>	66.60%	69.00%	88.90%	
Professional Development Seminar - PLC I (Year 3)	Mean				4.00
	SD				0.00
	% <sup>a</sup>				100.00%
Networking	Mean	4.29	4.25	4.10	4.00
	SD	0.73	1.00	0.88	0.63
	% <sup>a</sup>	85.70%	78.50%	70.00%	83.30%
Common Core and Essential Standards	Mean	4.08	3.86	3.89	3.00
	SD	0.79	0.97	1.27	1.41
	% <sup>a</sup>	75.00%	64.30%	66.70%	50.00%
Worksheets Don't Grow Dendrites	Mean	4.93	4.64	4.75	4.83
	SD	0.26	0.86	0.46	0.41
	% <sup>a</sup>	100.00%	96.00%	100.00%	100.00%
Reflection and Planning (Year 1 and 2)	Mean	4.20	4.24	3.89	
	SD	0.68	0.72	0.78	
	% <sup>a</sup>	86.70%	84.00%	66.70%	
Professional Development Seminar - PLC 2 (Year 3)	Mean				4.25
	SD				0.50
	% <sup>a</sup>				100.00%
<i>TOTAL Section 1</i>	Mean	4.28	4.2	4.27	4.08
	SD	0.60	0.78	0.53	0.31
	% <sup>a</sup>	81.20%	67.70%	70.00%	66.70%

Note : <sup>a</sup>% of responses which are 4 or 5 on a scale from 1 to 5, where 5 = highly effective

Table 7.

## Section 2 – Assistance Received in Teaching and Non-Teaching Areas – End of Fall

	<sup>a</sup> % Positive Answers		
	Year 1 ( <i>n</i> = 37)	Year 2 ( <i>n</i> = 12)	Year 3 ( <i>n</i> = 8)
Classroom Discipline	91.70%	100.00%	87.50%
Organization of Classroom and Classwork	91.40%	100.00%	87.50%
Dealing with Individual Differences	88.90%	100.00%	87.50%
Motivating Students	100.00%	91.70%	100.00%
Administrative Paperwork	80.60%	45.50%	37.50%
Organizational Structure and Rules	47.10%	91.70%	50.00%
Effective Use of Different Teaching Methods	91.70%	100.00%	100.00%
Determining Learning Levels and Styles of Students	83.30%	100.00%	62.50%
Time Management	80.60%	91.70%	87.50%
Relations with Parents	86.10%	90.90%	100.00%
Assessing Student Work	61.10%	66.70%	50.00%
Planning for Instruction	91.70%	83.30%	75.00%
Incorporating Research-based Instructional Strategies	86.10%	91.70%	75.00%
Dealing with Students Issues	80.60%	91.70%	75.00%

<sup>a</sup>Participants answered that they have received assistance

Table 8.  
Section 2 – Effectiveness in Teaching and Non-Teaching Areas – End of Fall

		Year 1 (n = 37)	Year 2 (n = 12)	Year 3 (n = 8)
Classroom Discipline	Mean	4.03	3.91	4.25
	SD	0.71	0.70	0.71
	% <sup>a</sup>	77.10%	72.70%	87.50%
Organization of Classroom and Classwork	Mean	4.21	4.25	4.29
	SD	0.86	0.62	0.76
	% <sup>a</sup>	87.90%	91.70%	87.50%
Dealing with Individual Differences	Mean	3.71	3.92	4.29
	SD	0.93	0.79	0.76
	% <sup>a</sup>	65.70%	66.70%	85.70%
Motivating Students	Mean	3.69	4.27	4.38
	SD	1.16	0.65	0.52
	% <sup>a</sup>	65.70%	90.90%	100.00%
Administrative Paperwork	Mean	3.29	3.57	4.33
	SD	1.30	1.40	0.58
	% <sup>a</sup>	54.20%	57.10%	100.00%
Organizational Structure and Rules	Mean	4.03	4.18	4.25
	SD	0.65	0.75	0.50
	% <sup>a</sup>	80.50%	81.80%	100.00%
Effective Use of Different Teaching Methods	Mean	4.05	4.50	3.88
	SD	0.62	0.67	0.84
	% <sup>a</sup>	83.80%	91.70%	62.50%
Determining Learning Levels and Styles of Students	Mean	4.06	4.17	4.60
	SD	0.60	0.72	0.55
	% <sup>a</sup>	85.30%	83.30%	100.00%
Time Management	Mean	3.83	3.91	4.29
	SD	0.95	0.70	0.95
	% <sup>a</sup>	65.60%	72.70%	71.40%
Relations with Parents	Mean	3.91	4.70	4.25
	SD	0.89	0.68	0.71
	% <sup>a</sup>	77.10%	90.00%	87.50%
Assessing Student Work	Mean	3.63	3.67	4.50
	SD	1.03	1.23	0.58
	% <sup>a</sup>	69.90%	66.70%	100.00%
Planning for Instruction	Mean	4.06	4.20	4.17
	SD	0.67	0.92	0.75
	% <sup>a</sup>	86.10%	70.00%	83.30%
Incorporating Research-based Instructional Strategies	Mean	3.69	4.18	4.50
	SD	0.83	0.87	0.55
	% <sup>a</sup>	65.80%	72.70%	100.00%
Dealing with Students Issues	Mean	4.03	4.00	4.33
	SD	0.81	0.63	0.52
	% <sup>a</sup>	81.80%	81.80%	100.00%
<i>TOTAL Section 2</i>	Mean	3.89	4.12	3.89
	SD	0.56	0.53	0.56
	% <sup>a</sup>	56.80%	66.70%	56.80%

Note: <sup>a</sup>% of responses which are 4 or 5 on a scale from 1 to 5, where 5 = highly effective

Table 9.

## Section 2 – Assistance Received in Teaching and Non-Teaching Areas – End of Spring

	<sup>a</sup> % Positive Answers			
	Year 1 (Off-site)	Year 1	Year 2	Year 3
	( <i>n</i> = 16)	( <i>n</i> = 34)	( <i>n</i> = 10)	( <i>n</i> = 7)
Classroom Discipline	100.00%	97.00%	100.00%	100.00%
Organization of Classroom and Classwork	100.00%	93.80%	90.00%	85.70%
Dealing with Individual Differences	100.00%	100.00%	100.00%	100.00%
Motivating Students	100.00%	90.90%	100.00%	100.00%
Administrative Paperwork	71.40%	68.80%	80.00%	28.60%
Organizational Structure and Rules	92.90%	93.80%	100.00%	85.70%
Effective Use of Different Teaching Methods	100.00%	100.00%	100.00%	100.00%
Determining Learning Levels and Styles of Students	100.00%	90.60%	100.00%	85.70%
Time Management	92.90%	90.60%	100.00%	100.00%
Relations with Parents	100.00%	93.50%	100.00%	85.70%
Assessing Student Work	100.00%	80.60%	100.00%	57.10%
Planning for Instruction	92.90%	96.90%	100.00%	85.70%
Incorporating Research-based Instructional Strategies	100.00%	100.00%	100.00%	85.70%
Dealing with Students Issues	78.60%	96.90%	100.00%	100.00%

<sup>a</sup>Participants answered that they have received assistance

Table 10.  
Section 2 – Effectiveness in Teaching and Non-Teaching Areas – End of Spring

		Year 1 (Off-site) (n = 16)	Year 1 (n = 34)	Year 2 (n = 10)	Year 3 (n = 7)
Classroom Discipline	Mean	4.21	4.06	4.00	3.71
	SD	0.70	1.01	0.82	0.76
	% <sup>a</sup>	85.70%	75.00%	70.00%	57.10%
Organization of Classroom and Classwork	Mean	4.00	4.00	4.11	3.67
	SD	0.78	1.10	0.93	0.82
	% <sup>a</sup>	71.40%	74.10%	66.70%	50.00%
Dealing with Individual Differences	Mean	4.00	3.87	4.33	4.14
	SD	0.88	1.09	0.71	0.69
	% <sup>a</sup>	78.60%	58.10%	88.90%	85.70%
Motivating Students	Mean	4.29	3.81	4.11	4.14
	SD	0.73	1.08	0.78	0.69
	% <sup>a</sup>	85.70%	64.50%	77.80%	85.70%
Administrative Paperwork	Mean	3.64	3.48	4.00	3.33
	SD	1.21	1.23	0.76	0.58
	% <sup>a</sup>	54.50%	56.00%	75.00%	33.30%
Organizational Structure and Rules	Mean	3.92	4.00	4.10	3.50
	SD	0.76	0.95	0.88	0.84
	% <sup>a</sup>	69.20%	70.00%	70.00%	33.30%
Effective Use of Different Teaching Methods	Mean	4.29	4.12	4.40	4.43
	SD	0.73	0.93	0.70	0.79
	% <sup>a</sup>	85.70%	78.80%	90.00%	85.70%
Determining Learning Levels and Styles of Students	Mean	4.21	3.94	4.10	4.17
	SD	0.70	1.06	0.88	0.75
	% <sup>a</sup>	85.70%	74.10%	70.00%	83.30%
Time Management	Mean	4.15	4.14	4.30	3.57
	SD	0.80	0.79	0.68	0.79
	% <sup>a</sup>	76.90%	82.80%	90.00%	42.90%
Relations with Parents	Mean	4.21	3.86	4.40	3.50
	SD	0.58	0.85	0.70	0.55
	% <sup>a</sup>	92.90%	64.30%	90.00%	50.00%
Assessing Student Work	Mean	3.93	3.41	4.00	3.75
	SD	0.83	1.34	0.82	0.50
	% <sup>a</sup>	64.30%	55.60%	70.00%	75.00%
Planning for Instruction	Mean	3.79	3.70	4.00	4.33
	SD	0.8	1.15	0.82	0.82
	% <sup>a</sup>	71.50%	63.30%	70.00%	83.30%
Incorporating Research-based Instructional Strategies	Mean	4.00	4.06	4.10	4.17
	SD	1.11	1.03	0.74	0.75
	% <sup>a</sup>	71.40%	72.80%	80.00%	83.30%
Dealing with Students Issues	Mean	4.00	3.81	3.90	4.86
	SD	0.85	1.09	0.88	0.69
	% <sup>a</sup>	83.40%	65.60%	60.00%	71.40%
<i>TOTAL Section 2</i>	Mean	4.05	3.85	4.13	3.90
	SD	0.62	0.80	0.65	0.55
	% <sup>a</sup>	57.10%	47.10%	40.00%	57.10%

Note: <sup>a</sup>% of responses which are 4 or 5 on a scale from 1 to 5, where 5 = highly effective

Table 11.  
Section 2 – Induction Program Support Received – End of Fall

	% Positive Answers		
	Year 1 (n = 37)	Year 2 (n = 12)	Year 3 (n = 8)
Orientation Before Beginning of School Year	100.00%	100.00%	100.00%
Treatment as a Respected Colleague	91.70%	100.00%	100.00%
Welcomed as a Part of a Learning Community	94.40%	100.00%	100.00%
Safe and Open Environment	94.40%	91.70%	87.50%
Assistance in Meeting Challenges	97.20%	91.70%	87.50%
Assistance in Making a Smooth and Effective Transition	91.70%	100.00%	100.00%
Assistance in Dealing with Stress	91.70%	100.00%	100.00%
Assistance in Differentiating Curriculum	94.40%	91.70%	75.00%
Assistance in Implement Research-based Strategies	94.40%	100.00%	75.00%
Assistance in Selecting and Delivering Content	94.40%	100.00%	87.50%
Assistance in Setting Classroom Procedures and Routines	94.40%	100.00%	100.00%
Assistance in Relationships with Students	94.40%	100.00%	100.00%
Assistance in Relationships with Parents	94.40%	100.00%	100.00%
Provided with Overall Support	97.20%	100.00%	100.00%

<sup>a</sup>Participants answered that they have received support

Table 12.  
Section 3 - Effectiveness in Support Received - End of Fall

		Year 1 (n = 37)	Year 2 (n = 12)	Year 3 (n = 8)
Orientation Before Beginning of School Year	Mean	4.19	4.33	4.50
	SD	0.81	0.78	0.54
	% <sup>a</sup>	81.10%	83.30%	100.00%
Treatment as a Respected Colleague	Mean	4.28	4.75	4.75
	SD	0.94	0.45	0.46
	% <sup>a</sup>	80.50%	100.00%	100.00%
Welcomed as a Part of a Learning Community	Mean	4.40	4.75	4.75
	SD	0.74	0.45	0.46
	% <sup>a</sup>	91.40%	100.00%	100.00%
Safe and Open Environment	Mean	4.34	4.73	4.86
	SD	0.84	0.65	0.38
	% <sup>a</sup>	82.80%	90.90%	100.00%
Assistance in Meeting Challenges	Mean	4.03	4.45	4.57
	SD	0.93	0.82	0.54
	% <sup>a</sup>	70.30%	81.80%	100.00%
Assistance in Making a Smooth and Effective Transition	Mean	4.17	4.42	4.38
	SD	0.88	0.67	0.74
	% <sup>a</sup>	83.30%	91.70%	87.50%
Assistance in Dealing with Stress	Mean	4.12	4.33	4.75
	SD	0.95	0.65	0.46
	% <sup>a</sup>	76.50%	91.70%	100.00%
Assistance in Differentiating Curriculum	Mean	4.11	4.17	4.33
	SD	0.88	0.94	0.82
	% <sup>a</sup>	73.00%	83.40%	83.30%
Assistance in Implement Research-based Strategies	Mean	3.88	4.18	4.50
	SD	0.88	0.98	0.55
	% <sup>a</sup>	61.80%	81.80%	100.00%
Assistance in Selecting and Delivering Content	Mean	3.94	4.27	4.29
	SD	0.89	0.91	0.76
	% <sup>a</sup>	69.40%	90.90%	85.70%
Assistance in Setting Classroom Procedures and Routines	Mean	4.11	4.42	4.25
	SD	0.89	0.79	0.89
	% <sup>a</sup>	66.70%	73.30%	75.00%
Assistance in Relationships with Students	Mean	4.22	4.75	4.50
	SD	0.76	0.62	0.76
	% <sup>a</sup>	80.60%	91.70%	87.50%
Assistance in Relationships with Parents	Mean	4.05	4.33	4.25
	SD	0.97	0.65	0.89
	% <sup>a</sup>	70.30%	91.70%	75.00%
Provided with Overall Support	Mean	4.19	4.67	4.88
	SD	0.88	0.65	0.35
	% <sup>a</sup>	75.70%	91.70%	100.00%
<i>TOTAL Section 3</i>	Mean	4.12	4.47	4.12
	SD	0.68	0.53	0.68
	% <sup>a</sup>	62.20%	75.00%	62.20%

Note : <sup>a</sup> % of responses which are 4 or 5 on a scale from 1 to 5, where 5 = highly effective

Table 13.

## Section 3 – Induction Program Support Received – End of Spring

	% of Positive Answers			
	Year 1 (Off-site)	Year 1	Year 2	Year 3
	( <i>n</i> = 16)	( <i>n</i> = 34)	( <i>n</i> = 10)	( <i>n</i> = 7)
Orientation Before Beginning of School Year	100.00%	97.00%	90.00%	85.70%
Treatment as a Respected Colleague	100.00%	100.00%	100.00%	100.00%
Welcomed as a Part of a Learning Community	100.00%	100.00%	100.00%	100.00%
Safe and Open Environment	100.00%	100.00%	100.00%	85.70%
Assistance in Meeting Challenges	100.00%	100.00%	100.00%	85.70%
Assistance in Making a Smooth and Effective Transition	100.00%	100.00%	100.00%	85.70%
Assistance in Dealing with Stress	100.00%	97.10%	100.00%	100.00%
Assistance in Differentiating Curriculum	100.00%	100.00%	100.00%	71.40%
Assistance in Implement Research-based Strategies	100.00%	100.00%	100.00%	71.40%
Assistance in Selecting and Delivering Content	100.00%	91.20%	100.00%	100.00%
Assistance in Setting Classroom Procedures and Routines	100.00%	100.00%	100.00%	85.70%
Assistance in Relationships with Students	100.00%	100.00%	100.00%	100.00%
Assistance in Relationships with Parents	100.00%	94.10%	100.00%	85.70%
Assistance through Resources Provided	100.00%	100.00%	100.00%	100.00%
Provided with Overall Support	100.00%	100.00%	100.00%	100.00%

<sup>a</sup>Participants answered that they have received support

Table 14.  
Section 3 - Effectiveness in Support Received - End of Spring

		Year 1 (Off-site) (n = 16)	Year 1 (n = 34)	Year 2 (n = 10)	Year 3 (n = 7)
Orientation Before Beginning of School Year	Mean	4.42	4.22	4.56	4.00
	SD	1.00	0.70	0.73	0.89
	% <sup>a</sup>	84.40%	84.40%	88.90%	66.70%
Treatment as a Respected Colleague	Mean	4.79	4.26	4.40	4.57
	SD	0.58	0.90	0.84	0.54
	% <sup>a</sup>	92.90%	85.30%	80.00%	100.00%
Welcomed as a Part of a Learning Community	Mean	4.71	4.41	4.40	4.43
	SD	0.61	0.89	0.84	0.54
	% <sup>a</sup>	92.90%	88.30%	80.00%	100.00%
Safe and Open Environment	Mean	4.86	4.47	4.50	4.33
	SD	0.36	0.83	0.85	0.52
	% <sup>a</sup>	100.00%	94.20%	80.00%	100.00%
Assistance in Meeting Challenges	Mean	4.57	4.15	4.30	4.33
	SD	0.51	0.89	0.82	0.52
	% <sup>a</sup>	100.00%	82.40%	80.00%	100.00%
Assistance in Making a Smooth and Effective Transition	Mean	4.57	4.15	4.50	4.17
	SD	0.51	0.91	0.71	0.75
	% <sup>a</sup>	100.00%	81.80%	90.00%	83.30%
Assistance in Dealing with Stress	Mean	4.43	4.00	4.20	4.29
	SD	0.51	0.97	0.79	0.76
	% <sup>a</sup>	100.00%	75.80%	80.00%	85.70%
Assistance in Differentiating Curriculum	Mean	4.43	4.03	4.30	4.40
	SD	0.65	1.03	0.68	0.55
	% <sup>a</sup>	92.90%	70.70%	90.00%	100.00%
Assistance in Implement Research-based Strategies	Mean	4.29	4.03	4.50	4.20
	SD	0.72	0.97	0.71	0.84
	% <sup>a</sup>	85.70%	76.60%	90.00%	80.00%
Assistance in Selecting and Delivering Content	Mean	4.21	4.23	4.20	4.29
	SD	0.70	0.85	0.92	0.76
	% <sup>a</sup>	85.70%	90.30%	70.00%	85.70%
Assistance in Setting Classroom Procedures and Routines	Mean	4.21	4.09	4.50	4.00
	SD	0.70	0.87	0.71	0.89
	% <sup>a</sup>	85.70%	82.40%	90.00%	66.70%
Assistance in Relationships with Students	Mean	4.43	4.18	4.60	3.86
	SD	0.65	0.85	0.70	0.69
	% <sup>a</sup>	92.90%	84.80%	90.00%	71.40%
Assistance in Relationships with Parents	Mean	4.21	3.85	4.44	4.83
	SD	0.80	1.03	0.73	0.75
	% <sup>a</sup>	78.60%	66.70%	88.90%	66.70%
Assistance through Resources Provided	Mean	4.50	4.35	4.60	4.71
	SD	0.65	0.88	0.70	0.49
	% <sup>a</sup>	92.90%	88.30%	90.00%	100.00%
Provided with Overall Support	Mean	4.64	4.21	4.50	4.71
	SD	0.63	0.91	0.85	0.49
	% <sup>a</sup>	92.90%	82.40%	80.00%	100.00%
<i>TOTAL Section 3</i>	Mean	4.49	4.17	4.44	4.30
	SD	0.46	0.77	0.65	0.47
	% <sup>a</sup>	85.70%	76.50%	80.00%	85.70%

Note: <sup>a</sup>% of responses which are 4 or 5 on a scale from 1 to 5, where 5 = highly effective

Table 15.  
General Perceptions as a Beginning Teacher

		Year 1 (n = 37)	Year 2 (n = 12)	Year 3 (n = 8)
First 3 assistance was sufficient to experience success in your first 3	Yes	86.10%	100.00%	100.00%
	No	11.10%	0.00%	0.00%
	Undecided	2.80%	0.00%	0.00%
Teacher would still choose teaching as a career	Yes	80.60%	75.00%	75.00%
	No	8.30%	0.00%	0.00%
	Undecided	11.10%	25.00%	25.00%
Teacher intends to remain as a classroom teacher after this year	Yes	88.90%	91.70%	100.00%
	No	8.30%	0.00%	0.00%
	Undecided	2.80%	8.30%	0.00%

Table 16.  
General Perceptions as a Beginning Teacher - End of Spring

		Year 1 (On-site) (n = 16)	Year 1 (Off-site) (n = 34)	Year 2 (n = 10)	Year 3 (n = 7)
First 3 assistance was sufficient to experience success in your first 3	Yes	100.00%	97.00%	100.00%	100.00%
	No	0.00%	0.00%	0.00%	0.00%
	Undecided	0.00%	3.00%	0.00%	0.00%
Teacher would still choose teaching as a career	Yes	92.90%	81.80%	88.90%	71.40%
	No	0.00%	6.10%	0.00%	0.00%
	Undecided	7.10%	12.10%	11.10%	28.60%
Teacher intends to remain as a classroom teacher after this year	Yes	100.00%	97.00%	100.00%	71.40%
	No	0.00%	3.00%	0.00%	14.30%
	Undecided	0.00%	100.00%	0.00%	14.30%
Teacher intends to participate in First 3 next year	Yes		100.00%	88.90%	
	No		0.00%	11.10%	
	Undecided		0.00%	0.00%	

Table 17.  
Teacher Toolbox Tuesday

		<sup>a</sup> %
Effective Lesson Openers/Closers ( <i>n</i> = 49)	Length of Session	93.90%
	Usefulness	98.00%
	Clarity of Presentation Style	98.00%
	Made Material Interesting	98.00%
	Gave Plenty of Examples	95.90%
	Overall	98.00%
Creating Effective Lessons ( <i>n</i> = 61)	Length of Session	93.30%
	Usefulness	96.60%
	Clarity of Presentation Style	96.70%
	Made Material Interesting	86.00%
	Gave Plenty of Examples	91.40%
	Overall	96.60%
Building Relationships ( <i>n</i> = 35)	Length of Session	94.30%
	Usefulness	94.30%
	Clarity of Presentation Style	100.00%
	Made Material Interesting	100.00%
	Gave Plenty of Examples	100.00%
	Overall	100.00%
Finding your Teacher Voice ( <i>n</i> = 42)	Length of Session	88.10%
	Usefulness	97.40%
	Clarity of Presentation Style	97.40%
	Made Material Interesting	94.60%
	Gave Plenty of Examples	94.70%
	Overall	94.40%
Using Visuals/Graphic Organizers in Your Classrooms ( <i>n</i> = 16)	Length of Session	97.75%
	Usefulness	100.00%
	Clarity of Presentation Style	100.00%
	Made Material Interesting	100.00%
	Gave Plenty of Examples	100.00%
	Overall	100.00%

Note: <sup>a</sup>% of responses which are 4 or 5 on a scale from 1 to 5, where 5 = highly effective