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## Technical Report

## The Center for Educational Measurement and Evaluation

First 3 Induction Program 201( Report

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**First 3 Induction Program's Report 2014**

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Teaching is a highly demanding career, in which as many as 50% of teachers who teach in low-income schools, and more than 30% of teachers regardless of school's income exit the profession in the first five years (Darling-Hammond, & Sykes, 2003). The high turnover rate has been prevailing for decades, and is the result of a profession that does not provide enough support for beginners, leaving them to strive for their own survival (Ingersoll, & Smith, 2004). Besides economic costs, high turnover also engenders organizational instability (Ingersoll, & Smith, 2004; Kersaint, Lewis, Potter, & Meisels, 2005). Further, in the words of Natalie Mehlman, who resigned from teaching in her first year in the career, while teachers can change careers "the real victims of this exodus are the children, who do not have the option of abandoning the classroom" (2002). Kersaint et. al (2005) also adds that this instability has emotional and psychological effects that impairs learning.

Understanding the problem is only the first step to the question of what can be done to retain teachers. Some research studies indicate that part of the answer are strong and high quality induction programs (Darling-Hammond, & Sykes, 2003; Ingersoll, & Smith, 2004; Smith, & Ingersoll, 2004). Wang, Odell, and Schwille (2008) found that formally structured mentorship is a key part of the professional development of beginning teachers, in addition to lessons observations, lesson-based discussions, relationships with colleagues, reflections on self and peers' practices, subject-specific induction programs, and programs that are based on national curriculum standards. Ingersoll and Smith (2004) also emphasize the importance of mentorship, especially a mentor from the same field, in addition to collective planning with teacher in the same subject, collaboration with other teachers, and an external network of teachers. This report uses those characteristics of induction programs and the opinion of participants of First 3 — an

induction program at the University of North Carolina at Charlotte — to evaluate the efficacy of First 3.

First 3 is an induction program for teachers that are in their first three years in the teaching career. Year one is called the Year of Survival, and it goes through the five phases that teachers normally experience in their first year: anticipation, survival, disillusionment, rejuvenation, and reflection. Year two is called the Looking Through Varied Lenses. Year three is called Creating a Professional Learning community. Both year 2 and 3 are more focus on professional development. To evaluate the program, participants answered opened-ended surveys after each seminar, and two overall surveys called First 3 Beginning Support Program Induction Practices Questionnaire that evaluate the whole program. Participants responded to the first overall survey at the end of Fall semester, and the second at the end of the Spring semester.

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

**Instrument**

First 3 Beginning Support Program Induction Practice Questionnaire is the main method of evaluation. The questionnaire has demographic questions and four sections: Induction Program Activities Received as a Beginning Teacher, Induction Program Assistance Received in Teaching and Non-Teaching Areas, Induction Program Support Received, and General Perceptions as a Beginning Teacher. The two versions of the survey differ slightly. The Fall version does not ask teachers if they participate or not in the First 3 activities and it does not uses a scale from 1 to 5 to measure effectiveness. It only asks if First 3 was effective in its assistance or support, and the participants had the option to answer yes or no. The Spring version measures effectiveness with a scale from 1 to 5, being 1 highly ineffective and 5 highly effective. This report considers positive answers as rated 4 and 5. The percentage rate reflects the percentage of

teachers who rated each area with a 4 or 5. In addition, this report only includes the end of the year evaluation of the Induction Program Activities Received as a Beginning Teacher, because the seminars evaluated in the Fall version are also evaluated in the Spring version.

**Fall**

  **Participants.** The questionnaire had 88 respondents: 67% were first-year teachers (20 off-campus and 39 on-campus), 26.1% were second-year teachers (23 teachers) and 6.9% were third-year teachers (8 teachers). The off-campus first-year group was required to participate in the program while teachers in the on-campus first-year, second-year and third-year groups chose to participate in First 3. The majority of respondents was female (89.8%), Caucasian (79.5%), teaching elementary school (64.8%) in a suburban school (42.2%), 88.2% were licensed teachers, and 5.8% was a teacher-fellow (see table 1).

  **Induction Program Assistance Received in Teaching and Non-Teaching Areas.** Overall, participants affirmed that First 3 provided effective assistance in all teaching and non-teaching areas, especially in "Dealing with Individual Differences" and "Effective Use of Different Teaching Strategies" (see table 2). However, an area for improvement is the "Administrative Paperwork". The first-year off-campus group also had less positive answers in "Incorporating Research-Based Instructional Strategies in Curriculum" and "Dealing with Student Issues, Related and Unrelated to Instruction". Yet, the other groups of teachers, including first-year on-campus teachers, agree that they received effective assistance in these areas.

  **Induction Program Support Received.** Overall, all groups answered that First 3 provided effective support in all areas on table 3. Third-year teachers are unanimous in their answers to all categories of support on table 3. The off-campus first group had lower positive

answers when compared to the other groups, but its lowest categories, "Orientation before beginning of school year" and "Assistance in implementing research-based instructional strategies", still reveals that the majority — 72.2% and 75% respectively — agrees that First 3 provided effective support in the areas on table 3.

**General Perceptions as a Beginning Teacher.** Most of the teachers, 87.2%, agree that First 3 contributed to their success during their first year of teaching. Also, 71.1% would still choose teaching as a career now that they know more about teaching and have more experience. However, second- and third- year agree less with this statement — 66.7% and 60% respectively.

**Spring**

**Participants.** The questionnaire had 79 respondents: 73.4% were first-year teachers (21 off-campus and 37 on-campus), 16.5% were second-year teachers (13 teachers), and 13.8% were third-year teachers (8 teachers). Off-campus first-year teachers did not have the demographic, Induction Program Support Received, and General Perceptions as a Beginning Teacher sections in their survey. From the 58 teachers who had a demographic section in their survey, the majority of them was female (89.4%), Caucasian (74.1%), teaching elementary school (69.0%) in suburban (46.4%) or urban (44.6%) school, 96.5% was licensed teachers, and 8.6% was not a teacher-fellow (see table 5).

**Induction Program Activities Received as a Beginning Teacher: Summer Institute.** First 3 starts with a one-day Summer Institute in August for first-, second- and third-year teachers. The topic for the first-year teachers in 2013 was "Orientation and Induction for Year 1 Journey", and the topic for second- and third-year teachers was "Common Core that We Can Do!". 80 beginning teachers participated in the 2013 Summer Institute: 16 were off-campus first-year teachers, 42 were on campus first-year teachers, 16 were second-year teachers, and 6 were

third-year teachers. Each group of teachers received an open-ended survey to evaluate the Summer Institute. In addition to the open-ended survey, 79 teachers: 21 off-campus first-year, 37 on-campus-first year, 13 second-year, and 8 third-year teachers also evaluated the Summer Institute in the final questionnaire in May 2014.

*First-Year Teachers (on- and off-campus).* The open-ended survey for first-year teachers had three parts: "ideas I can use in my classroom", "activities that were beneficial", and "concerns I have". Both on- and off-campus first-year teachers agree that the best ideas to apply in classroom are "Clock Partners", strategies to form partners, "Community Connections", strategies to learn about each other and make connections, and "Grouping Strategies", strategies to group students. They also considered these activities in addition to the Personality Assessment as the most beneficial activities in the Summer Institute. Their main concerns were classroom management, parent-teacher relationship and time management.

In the final questionnaire, there is a difference in rating between off-campus and on-campus groups. Although off-campus group was required to participate in the Summer Institute, only 66.7% confirmed their participation in their response to the final questionnaire, while 91.9% of the on-campus group confirmed that they participated in the Summer Institute (see tables 6 and 7). In addition, on-campus group also rated the Summer Institute notably higher than the off-campus group, 97.1% to 64.3%.

*Second- and Third-Year Teachers.* Most of the second- and third-year teachers answered that they learned instructions strategies in literacy, common core standards and engaging students. The majority of them especially appreciated the resources and the book that First 3 provided. In the final questionnaire, both groups had analogous answers. Second-year and third-year teachers had a 76.9% and 75%, respectively, participation rate, and most of them gave a

positive rate to the Summer Institute, 90.0% (second-year teachers), and 100% (third-year teachers (see tables 6 and 7)

**Induction Program Activities Received as a Beginning Teacher: Seminars.** Teachers participated in monthly seminars. Two seminars, "Active Engagement Strategies" and "Author Workshop" were open to all teachers regardless of their year. The other six seminars were for determined years. "Author Workshop" seminar had a high participation rate among first-year and third-year teachers (see table 6). But it was the lowest rated seminar among all groups—off-campus first-year: 42.2%, on-campus first-year: 41.2%, second-year: 50%, and third-year teachers: 50% (see table 7). In their evaluation of this seminar, most of the teachers from the four groups agree that the seminar needed more examples, hands on activities, interaction, discussion, and organization. This seminar was also considered excessively long and without enough breaks.

*Year 1 off- and on-campus.* Teachers who were off-campus were the least satisfied with the seminars. In addition, although they also answered a survey evaluating each seminar, there was no clear consensus of their needs or suggestions to First 3. Yet, this is also the only group of teachers to whom First 3 is mandatory, which may influence their perception and evaluation of the program. Even though their rating was overall lower for most seminars, both off- and on-campus groups rated "Classroom Management" seminar highly — off-campus: 90.0%, on-campus: 91.5% (see table 3). This was the highest rated seminar for off- and on-campus first-year teachers. In their evaluation survey for this seminar, both groups affirm that this seminar helped them with classroom management and involving parents. They appreciate the research-based strategies and recommendations for online classroom management applications such as: Kikutex, Remind 101 and Classroom Dojo.

*Year 2 and 3.* For Year 2, the best seminar was "Active Learning and Student Engagement" — 100% positive answers — which was a seminar only for second-year teachers. Both groups also considered the "Active Engagement Strategies" seminar as highly effective: 91.6% and 85.7% positive answers from second-year and third-year teachers respectively (see table 7). Both second- and third-year teachers agree that the main benefits from the "Active Engagement Strategies" seminar were the handouts and the opportunity to actively engage in the activities, which helped them to learn how to implement these activities.

For all groups, the least effective seminar had the least interaction between speaker and teachers. While the most effective seminars provided teachers with tools and activities to improve learning, and a time during the seminar to practice some of the strategies that they were learning. Thus, teachers' answers reveal that the most important characteristics in seminars are practicability and participation. Seminars that offer new resources and activities, and clearly show how to implement them in the classroom are more efficient and helpful for beginning teachers.

**Induction Program Assistance Received in Teaching and Non-Teaching Areas.**
Teachers agree that First 3 provided the most assistance in the areas of "Incorporating Research-Based Instructional Strategies in Curriculum" (94.8%), "Dealing with Individual Differences" (93.5%) and "Motivating Students" (93.5%); and the least assistance in "Administrative paperwork" (54.7%) (see table 8). Although all groups affirm that First 3 has helped them in teaching and non-teaching areas, there is again a disparity in effectiveness rates between off-campus first-year teachers and the other groups. Table 9 shows that most of off-campus teachers rated First 3 assistance in any of the teaching or non-teaching areas lower than the other groups, reaching as low as 25.1% for "Administrative Paperwork". Yet "Administrative Paperwork" had

an overall low rate among all teachers: 47.9%, which indicates that this is an area for improvement for First 3. On the other hand, First 3 was most effective in their assistance with "Motivating Students" (80.6%), "Classroom Discipline" (77.3%) and "Effective Use of Different Teaching Methods" (77.3%).

First-year teachers, in general, gave the lowest rates for First 3 effectiveness in teaching and non-teaching areas. For off-campus teachers, the highest rate was 55.5% for "Determining the Learning Levels and Styles of Your Students" and "Incorporating Research-Based Instructional Strategies in Curriculum". For on-campus teachers, the highest grade was 86.1% for "Effective Use of Different Teaching Methods". Second- and Third-year teachers gave the highest rates for First 3 effectiveness in teaching and non-teaching areas. For second-year teachers, the highest rate was 91.7% for "Dealing with Individual Differences and Motivating Students". For third-year teachers, the highest rate was 100% for "Motivating Students, Effective Use of Different Levels" and "Styles for Your Students, and Relations with Parents".

**Induction Program Support Received.** As off-campus first-year teachers did not have section 3 or 4 included in their general evaluation of First 3, year 1 reflects only the opinion of on-campus teachers. First 3 had an outstanding support in all areas in table 10. All 58 teachers agree that First 3 supported them through resources, for example. Table 11 shows that 92.9% of teachers agree that, overall, First 3 support was highly effective. The highest rated area of support was assistance through resources (96.5%), and the lowest rated was assistance in differentiating instruction (64.2%).

**General Perceptions as a Beginning Teacher.** All second-year and third-year teachers and 88.9% of on-campus first-year teachers agree that the assistance from First 3 was sufficient to experience success in their first year of teaching. All second-year teachers and 91.7% of on-

campus first-year teachers intend to participate in First 3 next year. Overall, 96.5% of all teachers intend to remain in the position of classroom teacher. However, 77.8% of on-campus first-year teachers, 53.8% of second-year teachers and only 50% of third-year teachers would still choose teaching as a career, knowing what they know about teaching. Overall, 31.6% of the participants would not choose the teaching career or are unsure of their decision. This report does not know the reasons for those who wish they had chosen another career or who are unsure about their decision. Therefore, their reasons may be beyond First 3 scope.

**Focus Group**

At the end of the Spring 2014 semester, all First 3 participants had the opportunity to participate in a focus group. Ten teachers choose to participate and share their experience about strengths and weaknesses of the program, and how First 3 helped them professionally and personally, for example, in areas such as time and classroom management, and establishing relationships with parents, peers and school administrators. The participants shared that First 3 helped them with their confidence, teaching and differentiation strategies, and gave them resources such as books and the iPad:

> "I cannot say enough about the iPad. It's not just that its cool – it is such an effective and engaging tool, and my classroom will never be the same! I feel like I am armed with an arsenal of weapons that I can use and adapt for any situation. This program has kept me from burning out and gives me the opportunity to collaborate with my peers, that support is invaluable."

The program is also a networking opportunity, and a chance to share ideas and frustrations of the first three years as one of the teachers affirms, "It [First 3] allowed me to

know that I was not alone, other teachers felt the same way that I did". Further, First 3 influences communication outside of the program's meetings,

"I gained knowledge about how to better and more effectively communicate with students (show respect), parents (compliment sandwich: good, bad, good), colleagues (collaborate, borrow materials/ resources) and administration (don't be afraid of them, they are there to help!). This has improved my relationships with all of them.

A common worry among First 3 teachers is time management and balancing their career with their personal lives. This is another area where First 3 helped them with strategies. This teacher affirms that even the simple act of participating in the program helped her with time management:

"I had to realize that I need to plan ahead in order to accomplish all of my goals and tasks. If I had a First 3 meeting, then I had to plan ahead knowing I would not have time to stay after school (just an example). I realized how important it is to plan."

However, teachers also talked about First 3 weaknesses. Two of the most prominent weakness are fewer resources for lower grades' teachers, and the lack of division by grades rather than years. "I wish that some sessions were broken into smaller groups for elementary, middle, and high school because some issues are specific to certain school levels.", says one of the teachers. She is not alone in her opinion, other teachers also agree that First 3 should divide teachers by grade levels and give them resources and strategies based on the grade that they are teaching. Participants gave further recommendations to First 3: having a panel discussion after one to two months, formal mentoring by level, cross-district collaboration, science related contents for all grades, social events, more emphasis on classroom management and explanation

of lingo and procedures that first-year teachers normally encounter, for example, Educational Value-Added Assessment System (EVAAS) evaluations.

Therefore, the focus group revealed that the main strengths of First 3 are: teaching strategies, teaching resources, time management strategies, networking opportunity and strategies to establish relationships with parents, peers and administration. While, the main weaknesses of the program are: fewer resources for lower grades' teachers and lack of division by grade levels rather than years.

## Undergraduate Students

First 3 has two programs for undergraduate students. The first is the Teacher Toolbox Tuesday, professional development seminars for preservice teachers. The second is the Urban Youth in Schools 49ership, an internship open to students from any major at the University of North Carolina at Charlotte.

**Teacher Toolbox Tuesday**

The Teacher Toolbox Tuesday had 11 seminars (five in the Fall 2013, and six in the Spring 2014). Participants rated seminars from 1 (poor) to 5 (excellent) in surveys that evaluated the length of sessions, usefulness, clarity of presentation, how interesting is the material, enough quantity of examples, and overall rate for each seminar. Table 13 shows overall rates for each seminar, and reveals that preservice teachers highly evaluated all seminars. However, the number of participants decreased from a mean of 44 per seminar in Fall 2013 to 16 per seminar in Spring 2014.

The best rated seminars were "Building Community in Classroom" and "Instructional Strategies"; and the lowest was the Kappa Delta Pi seminar in November. Preservice teachers suggested to the future Kappa Delta Pi seminars to include more relaxation techniques, less

examples, more participation from the audience and more focus on stress management during the first day in classroom and first year of teaching.

**Urban Youth in Schools 49ership**

The Urban Youth in Schools 49ership is a one-semester internship in which any undergraduate student at the University of North Carolina at Charlotte can participate regardless of his/ her major. The students work 80 hours during the semester in an urban elementary or middle school in Charlotte. Some of the activities are tutoring, teaching assistantship such as in Mathematics and Reading, and out-classroom activities in which the school is participating. At the end, the students write a portfolio to document what activities they did, and how was their experience.

In 2013-2014, the program had eight interns. All of them were contacted to be interviewed by phone, Skype or in person. Four of them accepted being interviewed. The interview questions were about their previous teaching experience (if any) and their experience in the internship, for example, in-class and out-class activities, challenges that they faced, how the internship changed or confirmed their views about urban schools, and what they learned from the experience.

[1]Melissa (pseudonym) is a psychology major student who wants to be a counselor in a K-12 school. She comes from a family of war refugees. Although her parents did not have the opportunity to go to school because of the civil war in El Salvador (1979-1992), they always taught her about the value of education. Melissa had worked in urban schools before. Thus, this was already a familiar environment for her. Yet, she still affirms that the internship was a great experience for her, and it was different because this was her first time helping middle school students, she had worked only with elementary school children. Her main challenge was her

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[1] All names in this report are pseudonyms to keep the identity of the participants confidential.

young look. She tells in the interview how school staff and students would mistake her by a high school or even middle school student, which made difficult for her to gain respect from students at first.

Yet, Melissa had the opportunity to impact the life of one of her students. She was tutoring him, and, although he was passionate about history, he complained about the school system and was very unmotivated. Melissa tells how challenge, but rewarding was to tutor him, and teach him a value that she learned from her parents: the importance of education. She discussed with him how education is not limited to the classroom and the K-12 curriculum that he disliked. For Melissa, education transcends the school environment and is in everyday life, for example, in books.

The Urban Youth in Schools 49ership reinforced Melissa's plans to become a school counselor. The same happened for Heather, Karen and Susan (pseudonyms). For Heather, the internship was not her first experience teaching either. Yet, it was a very different experience:

"I work with kids since I had a job. I work after school at the YMCA. I've always worked with children, and it is always like the perfect situation. Usually these kids are very privilege. So they come in, they listen, but with the Urban in Schools Program… it [the internship] just opened me up to kids do have problems, and they come from issues at home to here. And we are trying to teach them on top of their issues."

Among her activities, Heather would read with the children, and ask questions to test their comprehension. She explains that although the children could read, they could not understand what they were reading. Heather wants to be a teacher, and the challenges that she faced made her to think about her future career, "It [the internship] definitely changed my views.

But I am glad because now I know that when I start teaching I need to go there with some rules, and what I would do, and what I wouldn't do."

For Karen and Susan, the Urban Youth in Schools 49ership was their first experience with teaching children. Karen was disheartened with what she observed in the school where she was working. She was assisting a third grade class. First, the school would not have enough food left for the third grade, which was the last group for lunch. Karen criticizes how, throughout the semester, they constantly would look for leftovers for her class. Second, and what bothered Karen the most, was the communication style between teacher and student:

"I feel as the teachers aren't prepared to handle the students. I didn't like how a lot of teachers would yell at the students, or how they talked with the students. Especially the teacher that I had, the communication that they had with the children was very demeaning at times. I believe that if you just take the time to connect with the children, give them respect as much as you want respect from them, I believe that if you want to put that time and effort, I believe that you can get better results."

The Urban Youth in Schools 49ership revealed to Karen certain issues in her school. Yet, she affirms that she "loved the opportunity to be in the classroom. The internship gives real world experience". Her advice for new interns are, "you need to put preconceived notions aside and just deal with what you are given instead of coming in with any prejudices and judgment." Karen also tells that the internship gave her "a better idea of what [she needs] to prepare for", since she wants to teach secondary education or college level.

Finally, the Urban Youth in Schools 49ership also impacted Susan's professional decisions. She already wanted to work with children in the future. However, Susan was contemplating to become a psychologist, but the Urban Youth in Schools 49ership made her to

rethink her career plans, "now I am thinking about social work because I want to be able to actually get in there and help the children instead of being on the side lines, running tests."

Melissa, Heather, Karen and Susan's histories reveal the outcomes of the Urban Youth in Schools 49ership. The internship gave them the opportunity to influence and help elementary and middle school children. For Melissa, the Urban Youth in Schools 49ership was her opportunity to impact a student with the values that she learned from home, and the internship also confirmed her plans to become a counselor. For Heather, the internship exposed her to a very different group of children than what she was used to teach, and made her to think about her future career as a teacher. For Karen, the internship revealed to her some of the challenges in the school where she was working, and made her to reflect on teacher-student communication. Finally, for Susan, the internship changed her career plans. The Urban Youth in Schools 49ership had a positive impact on these four interns' life.

## Discussion and Final Considerations

### First 3 and Effective Induction Program Characteristics

As discussed in the beginning of this report, both Wang et. al. (2008), and Ingersoll and Smith (2004) emphasize the importance of mentorship, programs that focus or divide in specific subjects, and relationship and collaboration with colleagues. First 3 does not have a mentorship program for beginning teachers, which may a possible addition to the program that could benefit beginning teachers since "the more often that beginning teachers had lessons observed and discussed by mentors, the higher they rated their induction programs." (Wang et. al, 2008).

Another area that can be more developed is the division in specific subjects. Some teachers suggest a division based on the age of the students rather than years of teaching, for example, kindergarten and elementary school, middle school and high school. This may facilitate

the discussion among teachers, and help them to have access to material that will assist them in specific issues that they have with students. However, First 3 is highly rated and valued as a space of networking and collaboration among teachers. The surveys and focus groups show how First 3 has become a place of support, where teachers learn new strategies and also share their problems with other teachers, reducing stress and helping them to realize that they are not alone.

**Final Considerations**

As the overall evaluation showed, first-year teachers are the least satisfied group, especially the off-campus group. As teacher's beliefs may influence the effect of workshops (Wang et.al), investigating and understanding those beliefs are essential parts of professional development (Ogan-Bekiroglu, & Hatice Akkoç; 2008). Therefore, more investigation is needed to learn what are the beliefs and expectations of first-year teachers, as well as how a mandatory program affects teachers — seeing that First 3 was mandatory to the off-campus first-year group, but not to the other groups.

On the other hand, First 3 excels as a place of collaboration that offers support, resources, and teaching strategies such as how to motivate students, balance life and work, manage classroom and student behavior, and establish relationships with peers, parents and school administrators. The program may improve by adding mentorship and dividing teachers by subjects and class level that they are teaching (i.e., birth to kindergarten, elementary, middle school and high school) rather than years in the profession. First 3 is also successfully assisting preservice teachers with professional development seminars, and undergraduates with an internship that give them an opportunity to work in a K-12 environment.

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Table 1
*Demographic Information (Fall)*

| | | Year 1 (off-campus) | Year 1 (on-campus) | Year 2 | Year 3 | Total |
|---|---|---|---|---|---|---|
| | | ($n = 20$) | ($n = 39$) | ($n = 23$) | ($n = 6$) | ($n = 88$) |
| Gender | Female | 85.0% | 92.3% | 91.3% | 83.3% | 89.8% |
| | Male | 15.0% | 7.7% | 8.7% | 16.7% | 10.2% |
| Race | African American | 20.0% | 23.1% | 13.0% | 0.0% | 18.2% |
| | Asian | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Caucasian | 80.0% | 71.8% | 87.0% | 100.0% | 79.5% |
| | Hispanic | 0.0% | 5.1% | 0.0% | 0.0% | 2.3% |
| | Native American | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Other | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Level | B-K | 5.0% | 2.6% | 4.3% | 0.0% | 3.4% |
| | Elementary | 45.0% | 79.5% | 69.7% | 16.7% | 64.8% |
| | Middle School | 15.0% | 12.8% | 21.7% | 50.0% | 18.2% |
| | High School | 35.0% | 5.1% | 4.3% | 33.3% | 13.6% |
| District | Rural | 78.9% | 11.1% | 13.6% | 0.0% | 26.5% |
| | Suburban | 5.3% | 55.6% | 45.5% | 66.7% | 42.2% |
| | Urban | 15.8% | 33.3% | 40.9% | 33.3% | 31.3% |
| Licensure | Initially Licensed Teacher | 70.0% | 97.3% | 86.4% | 100.0% | 88.2% |
| | Lateral Entry | 30.0% | 2.7% | 13.6% | 0.0% | 11.8% |
| Teaching Fellow | Yes | 5.0% | 8.1% | 0.0% | 16.7% | 5.8% |
| | No | 95.0% | 91.9% | 100.0% | 83.3% | 94.2% |
| Percentage of Participants | | 22.7% | 44.3% | 26.1% | 6.9% | |

Table 2

*Section 2 - Induction Program Assistance Received in Teaching and Non-Teaching Areas (Fall)*

| | First 3 Provided Effective Assistance | | | | |
| --- | --- | --- | --- | --- | --- |
| | Year 1 (off-campus) | Year 1 (on-campus) | Year 2 | Year 3 | Total |
| | ($n = 20$) | ($n = 39$) | ($n = 23$) | ($n = 6$) | ($n =88$) |
| Classroom Discipline | 84.2% | 97.4% | 87.0% | 80.0% | 90.6% |
| Organization of classroom and classwork | 68.4% | 92.3% | 95.7% | 83.3% | 87.4% |
| Dealing with Individual Differences | 90.0% | 97.4% | 95.7% | 100.0% | 95.5% |
| Motivating Students | 85.0% | 97.4% | 91.3% | 83.3% | 92.0% |
| Administrative Paperwork | 25.0% | 66.7% | 65.2% | 50.0% | 55.7% |
| Understanding of Organizational Structure and Rules | 75.0% | 97.4% | 91.3% | 66.7% | 88.6% |
| Effective Use of Different Teaching Methods | 85.0% | 97.4% | 100.0% | 100.0% | 95.5% |
| Determining the Learning Levels and Styles of Your Students | 85.0% | 84.6% | 95.7% | 100.0% | 88.6% |
| Time Management | 65.0% | 94.7% | 91.3% | 100.0% | 87.2% |
| Relations with Parents | 63.2% | 94.9% | 73.9% | 100.0% | 82.8% |
| Assessing Student Work | 65.0% | 94.9% | 78.3% | 100.0% | 83.0% |
| Planning for Instruction | 85.0% | 92.1% | 95.7% | 100.0% | 92.0% |
| Incorporating Research-Based Instructional Strategies in Curriculum | 60.0% | 97.4% | 100.0% | 100.0% | 89.7% |
| Dealing with Student Issues, Related and Unrelated to Instruction | 60.0% | 94.7% | 95.7% | 100.0% | 87.4% |

Table 3
*Section 3 -Induction Program Support Received (Spring)*

| | First 3 Effective Provided Support | | | | |
| --- | --- | --- | --- | --- | --- |
| | Year 1 | Year 1 | Year 2 | Year 3 | Total |
| | (off-campus) | (on-campus) | | | |
| | (*n* = 20) | (*n* = 39) | (*n* = 23) | (*n* = 6) | (*n*=88) |
| Orientation before beginning of school year | 72.2% | 97.4% | 95.5% | 100.0% | 91.7% |
| Treatment as a respected colleague | 95.0% | 100.0% | 86.4% | 100.0% | 95.3% |
| Welcomed as a part of a learning community | 100.0% | 100.0% | 95.5% | 100.0% | 98.8% |
| Safe and open environment | 100.0% | 97.4% | 100.0% | 100.0% | 98.8% |
| Assistance in meeting the challenges of your beginning teaching assignment | 100.0% | 94.9% | 95.5% | 100.0% | 96.5% |
| Assistance in making a smooth and effective transition into the teaching profession | 95.0% | 100.0% | 100.0% | 100.0% | 98.8% |
| Assistance in dealing with stresses encountered during your first year in the classroom | 95.0% | 92.1% | 100.0% | 100.0% | 95.2% |
| Assistance in differentiating instruction | 100.0% | 97.4% | 100.0% | 100.0% | 98.8% |
| Assistance in implementing research-based instructional strategies | 75.0% | 100.0% | 95.5% | 100.0% | 93.0% |
| Assistance in selecting and delivering content in ways that were meaning to students | 80.0% | 94.9% | 95.5% | 100.0% | 91.9% |
| Assistance in setting classroom procedures and routines | 95.0% | 97.4% | 100.0% | 100.0% | 97.7% |
| Assistance in establishing positive relationships with your students | 95.0% | 97.4% | 95.5% | 100.0% | 96.5% |
| Assistance in establishing positive relationships with parents | 85.0% | 100.0% | 86.4% | 100.0% | 93.0% |
| Assistance through resources provided (handouts, books, etc.) | 95.0% | 100.0% | 100.0% | 100.0% | 98.8% |
| Provided with overall support | 100.0% | 97.4% | 100.0% | 100.0% | 98.8% |

Table 4
*General Perceptions as a Beginning Teacher (Spring)*

| | % Of Positive Answers | | | | |
| --- | --- | --- | --- | --- | --- |
| | Year 1 | Year 1 | Year 2 | Year 3 | Total |
| | (off-campus) | (on-campus) | | | |
| | (*n* = 20) | (*n* = 39) | (*n* = 23) | (*n* = 6) | (*n*=88) |
| Assistance from First 3 was sufficient to experience success in first years teaching | 80.0% | 89.7% | 86.4% | 100.0% | 87.2% |
| Would still choose teaching as a career | 70.0% | 75.7% | 66.7% | 60.0% | 71.1% |

Table 5

*Demographic Information (Spring)*

|  |  | Year 1 (on-campus) ($n = 37$) | Year 2 ($n = 13$) | Year 3 ($n = 8$) | Total ($n = 58$) |
|---|---|---|---|---|---|
| Gender | Female | 90.0% | 80.0% | 100.0% | 89.40% |
|  | Male | 10.0% | 20.0% | 0.0% | 10.60% |
| Race | African American | 24.3% | 23.1% | 12.5% | 22.40% |
|  | Asian | 0.0% | 0.0% | 0.0% | 0.00% |
|  | Caucasian | 70.3% | 76.9% | 87.5% | 74.10% |
|  | Hispanic | 2.7% | 0.0% | 0.0% | 1.70% |
|  | Native American | 0.0% | 0.0% | 0.0% | 0.00% |
|  | Other | 2.7% | 0.0% | 0.0% | 1.70% |
| Level | B-K | 0.0% | 7.7% | 0.0% | 1.70% |
|  | Elementary | 75.7% | 76.9% | 25.0% | 69.00% |
|  | Middle School | 10.8% | 15.4% | 50.0% | 17.20% |
|  | High School | 13.5% | 0.0% | 25.0% | 12.10% |
| District | Rural | 8.3% | 16.7% | 0.0% | 9.00% |
|  | Suburban | 50.0% | 25.0% | 62.5% | 46.40% |
|  | Urban | 41.7% | 58.3% | 37.5% | 44.60% |
| Licensure | Initially Licensed Teacher | 97.2% | 92.3% | 100.0% | 96.50% |
|  | Lateral Entry | 2.8% | 7.7% | 0.0% | 3.50% |
| Teaching Fellow | Yes | 10.8% | 0.0% | 12.5% | 8.60% |
|  | No | 89.2% | 100.0% | 87.5% | 91.40% |
| Percentage of Participants including Year 1 off-campus ($n = 21$) with Year 1 on-campus |  | 73.4% | 16.5% | 10.1% | $n = 79$ |

*Note:* Year 1 off-campus 21 teachers did not have a demographic section in their survey. Therefore, total in percentages does not include Year 1 off-campus.

Table 6

*Section 1 - Induction Programs Activities as a Beginning Teacher (Spring)*

| | Participation | | | |
|---|---|---|---|---|
| | Year 1 (off-campus) | Year 1 (on-campus) | Year 2 | Year 3 |
| | ($n$ = 21) | ($n$ = 37) | ($n$ = 13) | ($n$ = 8) |
| Summer Institute | 66.7% | 91.9% | 76.9% | 75.0% |
| Reception and Reflection/ Dinner and Dialog (social network) | 95.2% | 94.6% | 100.0% | 87.5% |
| Active Engagement Strategies | 100.0% | 94.6% | 92.3% | 87.5% |
| Author Workshop | 90.5% | 89.2% | 61.5% | 100.0% |
| Effective Teaching Strategies For Students with Diverse Learning Needs (only year 1) | 100.0% | 91.9% | N/A | N/A |
| Classroom Management/ Parent Involvement (only year 1 and 2) | 95.2% | 94.6% | 100.0% | N/A |
| Reflection and Summarization Strategies (only year 1 and 2) | 95.2% | 80.6% | 76.9% | N/A |
| Active Learning and Student Engagement (only a year 2) | N/A | N/A | 92.3% | N/A |
| KDP Connect and Technology in Classroom (only year 3) | N/A | N/A | N/A | 75.0% |
| Teacher Wellness and Stress (only year 3) | N/A | N/A | N/A | 100.0% |

Table 7

*Section 1 - Induction Programs Activities as a Beginning Teacher (Spring)*

| | % of Positive Answers | | | |
|---|---|---|---|---|
| | Year 1 (off-campus) | Year 1 (on-campus) | Year 2 | Year 3 |
| | ($n = 21$) | ($n = 37$) | ($n = 13$) | ($n = 8$) |
| Summer Institute | 64.3% | 97.1% | 90.0% | 100.0% |
| Reception and Reflection/ Dinner and Dialog (social network) | 57.9% | 94.1% | 92.3% | 100.0% |
| Active Engagement Strategies | 76.2% | 88.6% | 91.6% | 85.7% |
| Author Workshop | 42.2% | 41.2% | 50.0% | 50.0% |
| Effective Teaching Strategies For Students with Diverse Learning Needs (only year 1) | 52.4% | 76.5% | N/A | N/A |
| Reflection and Summarization Strategies (only year 1 and 2_ | 65.5% | 81.3% | 80.0% | N/A |
| Classroom Management/ Parent Involvement (only year 1 and 2) | 90.0% | 91.5% | 70.0% | N/A |
| Active Learning and Student Engagement (only year 2) | N/A | N/A | 100.0% | N/A |
| KDP Connect and Technology in Classroom (only year 3) | N/A | N/A | N/A | 66.7% |
| Teacher Wellness and Stress (only year 3) | N/A | N/A | N/A | 62.5% |

*Note:* Teachers used a 1 - 5 scale (being 1 highly ineffective and 5 highly effective) to rate activities. Positives answers are 4 or 5.

Table 8

*Section 2 - Induction Program Assistance Received in Teaching and Non-Teaching Areas (Spring)*

| | First 3 Provided Assistant | | | | |
|---|---|---|---|---|---|
| | Year 1 (off-campus) | Year 1 (on-campus) | Year 2 | Year 3 | Total |
| | ($n = 21$) | ($n = 37$) | ($n = 13$) | ($n = 8$) | ($n = 79$) |
| Classroom Discipline | 89.5% | 91.7% | 46.2% | 100.0% | 84.2% |
| Organization of classroom and classwork | 80.0% | 86.1% | 69.2% | 87.5% | 81.8% |
| Dealing with Individual Differences | 85.0% | 97.2% | 92.3% | 100.0% | 93.5% |
| Motivating Students | 85.9% | 96.4% | 92.3% | 100.0% | 93.5% |
| Administrative Paperwork | 68.4% | 51.4% | 23.1% | 87.5% | 54.7% |
| Understanding of Organizational Structure and Rules | 83.3% | 91.9% | 84.6% | 87.5% | 88.2% |
| Effective Use of Different Teaching Methods | 94.4% | 94.6% | 92.3% | 87.5% | 93.4% |
| Determining the Learning Levels and Styles of Your Students | 89.5% | 94.6% | 75.6% | 87.5% | 90.9% |
| Time Management | 90.0% | 91.9% | 76.9% | 87.5% | 89.7% |
| Relations with Parents | 85.0% | 91.9% | 92.3% | 100.0% | 91.0% |
| Assessing Student Work | 80.0% | 83.3% | 61.5% | 100.0% | 80.5% |
| Planning for Instruction | 84.2% | 83.8% | 100.0% | 87.5% | 87.0% |
| Incorporating Research-Based Instructional Strategies in Curriculum | 89.5% | 97.3% | 100.0% | 87.5% | 94.8% |
| Dealing with Student Issues, Related and Unrelated to Instruction | 88.9% | 89.2% | 76.9% | 87.5% | 86.8% |

Table 9

*Section 2 - Induction Program Assistance Received in Teaching and Non-Teaching Areas (Spring)*

| | % Of Positive Answers | | | | |
|---|---|---|---|---|---|
| | Year 1 (off-campus) | Year 1 (on-campus) | Year 2 | Year 3 | Total |
| | ($n = 21$) | ($n = 37$) | ($n = 13$) | ($n = 8$) | ($n = 79$) |
| Classroom Discipline | 61.2% | 81.8% | 85.7% | 87.5% | 77.3% |
| Organization of classroom and classwork | 44.5% | 73.3% | 87.5% | 100.0% | 69.8% |
| Dealing with Individual Differences | 47.4% | 72.3% | 91.7% | 62.5% | 68.0% |
| Motivating Students | 68.4% | 78.8% | 91.7% | 100.0% | 80.6% |
| Administrative Paperwork | 25.1% | 52.4% | 50.0% | 85.7% | 47.9% |
| Understanding of Organizational Structure and Rules | 42.1% | 73.5% | 81.8% | 71.5% | 66.2% |
| Effective Use of Different Teaching Methods | 50.0% | 86.1% | 83.3% | 100.0% | 77.3% |
| Determining the Learning Levels and Styles of Your Students | 55.5% | 67.7% | 81.8% | 57.2% | 65.7% |
| Time Management | 58.9% | 68.6% | 70.0% | 87.5% | 68.6% |
| Relations with Parents | 31.6% | 64.7% | 66.7% | 100.0% | 60.3% |
| Assessing Student Work | 44.4% | 61.3% | 44.4% | 71.5% | 55.3% |
| Planning for Instruction | 38.9% | 71.9% | 77.0% | 85.7% | 65.7% |
| Incorporating Research-Based Instructional Strategies in Curriculum | 55.5% | 75.0% | 83.4% | 71.5% | 71.4% |
| Dealing with Student Issues, Related and Unrelated to Instruction | 42.1% | 73.6% | 63.6% | 71.4% | 63.3% |

*Note:* Teachers used a 1 - 5 scale (being 1 highly ineffective and 5 highly effective) to rate activities.
Positives answers are 4 or 5.

Table 10

*Section 3 -Induction Program Support Received (Spring)*

| | First 3 Provided Assistant | | | |
| | Year 1 | Year 2 | Year 3 | Total |
| | (on-campus) | | | |
| | ( *n* = 37) | (*n* = 13) | (*n* = 8) | (*n* = 58) |
|---|---|---|---|---|
| Orientation before beginning of school year | 91.7% | 91.7% | 100.0% | 92.3% |
| Treatment as a respected colleague | 91.9% | 92.3% | 85.7% | 91.2% |
| Welcomed as a part of a learning community | 89.2% | 100.0% | 100.0% | 93.1% |
| Safe and open environment | 97.3% | 100.0% | 100.0% | 98.3% |
| Assistance in meeting the challenges of your beginning teaching assignment | 91.9% | 92.3% | 100.0% | 93.1% |
| Assistance in making a smooth and effective transition into the teaching profession | 94.6% | 100.0% | 100.0% | 96.6% |
| Assistance in dealing with stresses encountered during your first year in the classroom | 94.4% | 100.0% | 100.0% | 96.5% |
| Assistance in differentiating instruction | 91.9% | 92.3% | 87.5% | 91.4% |
| Assistance in implementing research-based instructional strategies | 94.6% | 92.3% | 87.5% | 93.1% |
| Assistance in selecting and delivering content in ways that were meaning to students | 91.9% | 92.3% | 87.5% | 91.4% |
| Assistance in setting classroom procedures and routines | 97.3% | 92.3% | 100.0% | 96.6% |
| Assistance in establishing positive relationships with your students | 91.9% | 92.3% | 100.0% | 93.1% |
| Assistance in establishing positive relationships with parents | 97.3% | 100.0% | 100.0% | 98.3% |
| Assistance through resources provided (handouts, books, etc.) | 100.0% | 100.0% | 100.0% | 100.0% |
| Provided with overall support | 100.0% | 100.0% | 100.0% | 100.0% |

*Note:* Year 1 off-campus 21 teachers did not have this section in their survey.

Table 11

*Section 3 - Induction Program Support Received (Spring)*

| | % Of Positive Answers | | | |
| --- | --- | --- | --- | --- |
| | Year 1 (on-campus) | Year 2 | Year 3 | Total |
| | ( *n* = 37) | (*n* = 13) | (*n* = 8) | ( *n* = 58) |
| Orientation before beginning of school year | 87.8% | 91.7% | 85.7% | 88.4% |
| Treatment as a respected colleague | 78.8% | 83.4% | 100.0% | 82.3% |
| Welcomed as a part of a learning community | 84.8% | 84.7% | 100.0% | 87.1% |
| Safe and open environment | 82.8% | 100.0% | 100.0% | 89.3% |
| Assistance in meeting the challenges of your beginning teaching assignment | 82.4% | 75.0% | 100.0% | 83.3% |
| Assistance in making a smooth and effective transition into the teaching profession | 82.9% | 84.6% | 100.0% | 85.8% |
| Assistance in dealing with stresses encountered during your first year in the classroom | 70.6% | 69.3% | 100.0% | 74.1% |
| Assistance in differentiating instruction | 61.8% | 75.0% | 57.2% | 64.2% |
| Assistance in implementing research-based instructional strategies | 71.5% | 83.4% | 71.4% | 74.1% |
| Assistance in selecting and delivering content in ways that were meaning to students | 80.0% | 91.6% | 100.0% | 85.2% |
| Assistance in setting classroom procedures and routines | 77.2% | 83.3% | 87.5% | 80.0% |
| Assistance in establishing positive relationships with your students | 82.4% | 83.3% | 100.0% | 85.2% |
| Assistance in establishing positive relationships with parents | 71.4% | 84.6% | 100.0% | 78.6% |
| Assistance through resources provided (handouts, books, etc.) | 94.5% | 100.0% | 100.0% | 96.5% |
| Provided with overall support | 91.4% | 92.3% | 100.0% | 92.9% |

*Note*: Teachers used a 1 - 5 scale (being 1 highly ineffective and 5 highly effective) to rate activities. Positives answers are 4 or 5.

Year 1 off-campus 21 teachers did not have this section in their survey.

Table 12

*General Perceptions as a Beginning Teacher (Spring)*

| | % Of Positive Answers | | | |
| --- | --- | --- | --- | --- |
| | Year 1 (on-campus) | Year 2 | Year 3 | Total |
| | ($n = 37$) | ($n = 13$) | ($n = 8$) | ($n = 58$) |
| Assistance from First 3 was sufficient to experience success in first years teaching | 88.9% | 100.0% | 100.0% | 93.0% |
| Would still choose teaching as a career | 77.8% | 53.8% | 50.0% | 68.4% |
| Intend to remain in the position of classroom teacher | 97.2% | 92.3% | 100.0% | 96.5% |
| Intend to participate in First 3 next year | 91.7% | 100.0% | N/A | |

*Note*: Year 1 off-campus 21 teachers did not have this section in their survey.

Table 13

*Teacher Tool Tuesday*

| Seminar | Number of Participants | Overall grade 4 or 5 |
| --- | --- | --- |
| *Fall 2013* | | |
| Building Community in a Classroom | 26 | 100.0% |
| Instruction Strategies | 52 | 100.0% |
| Kappa Delta Pi (September) | 38 | 94.7% |
| Kappa Delta Pi (October) | 54 | 88.9% |
| Kappa Delta Pi (November) | 51 | 81.5% |
| Mean of number of participants | 44 | |
| *Spring 2013* | | |
| Making Yourself Marketable: Building Your Resume | 32 | 96.9% |
| Classroom Scenarios: What Would You Do? | 14 | 92.9% |
| Technology in the Classroom | 21 | 100.0% |
| Goal Setting | 12 | 100.0% |
| Summarization Strategies | 12 | 100.0% |
| Cultural Competence | 9 | 88.9% |
| Mean of number of participants | 16 | |