Theses and Dissertations (All)

6-8-2010

No Teacher Left Behind: Effectiveness of New Teacher Groups to Facilitate Induction

Jessica Lee Durn
Indiana University of Pennsylvania

Follow this and additional works at: http://knowledge.library.iup.edu/etd

NO TEACHER LEFT BEHIND: EFFECTIVENESS OF NEW TEACHER

GROUPS TO FACILITATE INDUCTION

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

Jessica Lee Durn

Indiana University of Pennsylvania

May 2010

Indiana University of Pennsylvania
The School of Graduate Studies and Research
Department of Educational and School Psychology

We hereby approve the dissertation of

Jessica Lee Durn

Candidate for the degree of Doctor of Education

_____   _____
                                          Becky Knickelbein, Ed.D.
                                          Associate Professor of Special Education and
                                          Clinical Services, Chairperson

_____   _____
                                          Leslie Babinski, Ph.D.
                                          Research Scientist, Center for Child and
                                          Family Policy, Duke University

_____   _____
                                          Lynanne Black, Ph.D.
                                          Assistant Professor of Educational and
                                          School Psychology

_____   _____
                                          Mary Ann Rafoth, Ph.D.
                                          Dean, College of Education and Educational
                                          Technology

ACCEPTED

_____   _____
Timothy P. Mack, Ph.D.
Dean
The School of Graduate Studies and Research

Title: No Teacher Left Behind: Effectiveness of New Teacher Groups to Facilitate
    Induction

Author: Jessica Lee Durn

Dissertation Chair: Dr. Becky Knickelbein

Dissertation Committee Members: Dr. Leslie Babinski
    Dr. Lynanne Black
    Dr. Mary Ann Rafoth

ABSTRACT

An effective teacher is the key to student achievement. Teachers entering the profession today come from various backgrounds and previous experiences. As we increase our understanding of the generation of teachers currently educating our children, we can improve the ways we provide support to best meet their needs and continue to improve teacher retention, teacher effectiveness, and student achievement.

This qualitative study examines the first year experiences of 13 newly hired professional staff in Pennsylvania and New York who volunteered to participate in year-long New Teacher Groups facilitated by a school psychologist. This study analyzes the following archival data: attendance percentages, demographic questionnaires, and interview transcripts from individuals who participated in a New Teacher Group.

Specifically, this study addresses the following research questions:

1. Which school district staff members (identified by role) did the new staff members perceive to be particularly helpful to them in their first year?

2. How did the participants describe their mentors?

3. Overall, how satisfied were the new teachers with the institutional support they received in their first year?

4. What do participants perceive to be the benefits and important characteristics of new teacher consultation groups?

5. How did the New Teacher Groups differ from other first year support resources provided to new faculty?

All thirteen newly hired professional staff that participated in the New Teacher Groups reported positive experiences, described various benefits, and explained how the support they received in their New Teacher Groups was different from any other type of support they received in their first year. The overall annual attendance rate of 85% indicates the usefulness of New Teacher Groups as a form of induction support. Another important finding of this research is that several different staff can provide support to new teachers in their first year.

School psychologists have the necessary background and prerequisite training in problem-solving and consultation skills to facilitate New Teacher Groups. This form of indirect service allows school psychologists to affect student-learning at a systems-level. The induction initiative of conducting New Teacher Groups is a valuable investment for students, staff, and school districts.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

ix

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

STATEMENT OF THE PROBLEM AND RESEARCH QUESTIONS

Statement of the Problem

Existing research clearly reports that the teacher is the primary influence in a

student's learning experience. An effective teacher is the key to student achievement.

According to the National Commission on Teaching and America's Future, "teacher

expertise is the most important factor in student achievement" (1996, p. 6). In an era

where student achievement is the primary indicator of school success, it is critical that we

provide the needed support for those new to the field. "The quality of teachers and

teaching are undoubtedly among the most important factors shaping the learning of

students" (Ingersoll, 2004, p. 1). Student achievement suffers when new teachers lack

experience and professional development (Brandt, 2005). The effects of poor quality

instruction can be cumulative, amplified over time, and persistent (Darling-Hammond &

Ball, 1998; Haycock, 1998). In addition, Haycock (1998) reports that the achievement of

at-risk students is even more influenced by the quality of the teacher.

Accountability for both teachers and students has never been higher. With the

implementation of the No Child Left Behind Act of 2001, all students are required to

make adequate yearly progress towards rigorous academic standards, which is measured

by performance on standardized state tests (Villegas & Lucas, 2004). For teachers, the

No Child Left Behind Act of 2001 required every classroom to have a "highly qualified

teacher" by the 2005-06 school year. A highly qualified teacher, by definition, requires

that the teacher hold at least a bachelor's degree, a teaching certificate, and demonstrate

subject matter competency for the core content area they teach. This federal mandate

demands highly competent teachers. While there is a large body of research that correlates teacher quality and student success (Rice, 2003; Rockoff, 2003; Wright, Horn, & Sanders, 1997), nearly half of the middle and high school teachers of the United States fail to meet the definition of "highly qualified" (U. S. Department of Education, 2003).

Retaining Quality Teachers

The federal mandates become increasingly difficult to maintain when you examine the alarming statistics on national teacher retention (Ingersoll & Smith, 2004; Menchaca, 2003). The overall average career length of an American teacher is 11 years. This is analogous to the career length of a professional athlete in a physically demanding sport (Belmonte, 2006).

Richard Ingersoll (2002) reports on the serious problem of beginning teacher attrition. Figure 1 shows the data of the cumulative percent of teachers leaving the profession each year. Nationally, 30% of new teachers leave the field within their first three years, and as many as half of new teachers leave the field within the first five years on the job (Ingersoll & Smith, 2003). While these overall statistics may seem high, recognize that the rates of teacher turnover vary depending on the type of school. Affluent schools have less teacher turnover than high poverty and public schools, while rural and suburban schools have less teacher turnover than urban schools (Ingersoll, 2004). School administrators and principals who struggle to find qualified teachers "most commonly do three things: hire less qualified teachers, assign teachers trained in another field or grade level to teach in the understaffed area, or make extensive use of substitute teachers" (1997, p. 42).
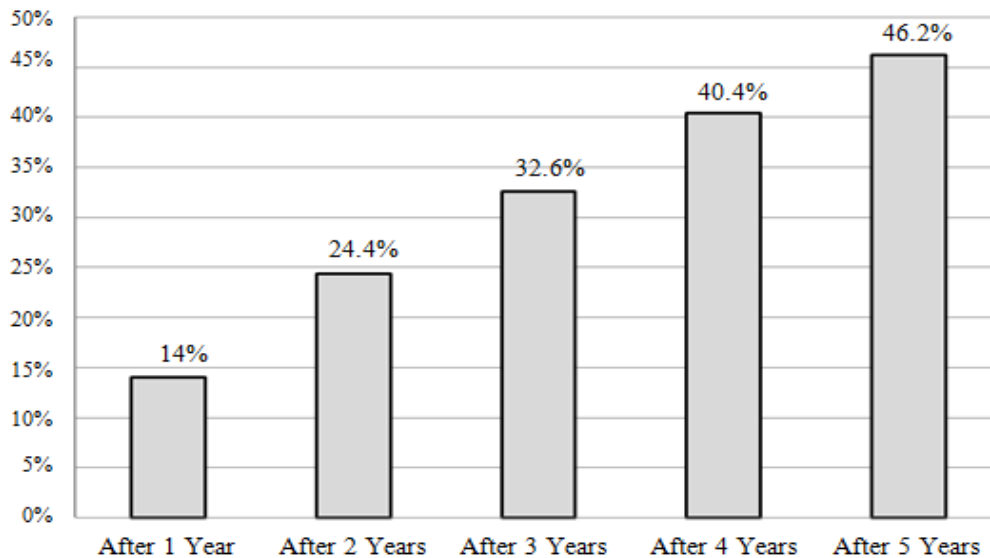
Figure 1. Beginning teacher attrition is a serious problem. This figure shows the cumulative percent of teachers leaving the profession each year. Source: Richard M. Ingersoll, adapted for NCTAF from "The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription." NASSP Bulletin, 86 (June 2002): 16-31.

In education, both tax payers and students end up paying the price of the revolving door of teachers. Time and money are depleted from school systems that are constantly replacing teachers. These attrition rates quickly become costly. We must recognize that each time a teacher transfers or resigns, the hiring process must begin anew. In fact, a 2000 Texas study estimated that the cost of statewide annual teacher attrition was approximately $329 million (Texas State Board for Educator Certification, 2000). In corporate America there is a direct correlation between high employee turnover and substantial recruitment and training costs, as well as productivity problems (Bluedorn, 1982; Hom & Griffeth, 1995).

Brandt (2005) states, "In addition to the astronomical financial costs of teacher attrition, the less measurable impact of losing quality teachers just as they are gaining experience and refining their practice becomes a detriment to student achievement" (p. 16). Students are not receiving quality instruction because their teachers lack content

knowledge and necessary teaching skills. Ingersoll (1998) describes the significant problems that result from out-of-field teaching. His research reports that almost one fourth of high school English teachers have neither a major nor a minor in English or a related field; almost one third of all high school math teachers have neither a major nor a minor in math or a related discipline. Also nearly 50% of all high school students enrolled in physical science courses are taught by teachers without at least a minor in any physical science, and over 50% of all high school history students are taught by teachers without either a major or a minor in history. As a result, "for English, math, and history, several million students a year in each discipline are taught by teachers without a major or minor in the field" (Ingersoll, 1998, p. 774).

Since it is well-documented that teachers are a critical component of the education of our students, it is clearly important that administrators not only attract quality candidates to teaching, but also keep them in the field. Sadly, some studies have found that the "best and brightest" among new teachers (those with higher test scores on the SAT and the National Teacher Exam) are the most likely to leave the profession (Henke, Chen, & Geis, 2000; Schlechty & Vance, 1981). Boser (2000) found that new teachers who scored in the top quartile on college entrance exams are nearly twice as likely to leave the field as those with lower scores.

The difficulty of attracting and maintaining quality teachers is not just an American problem. This problem resonates throughout the world. King (2000) reported that 13 out of 15 European Union States faced teacher shortages, as well as several Australian states. New Zealand has been marketing its vacancies throughout the European World. Even Canada, which has some of the highest-paid teachers worldwide,

cannot always fill its math and science posts. Anne and Haydn (2004) conclude that "the global nature of the problem of teacher supply adds a further dimension to concerns about the creation and maintenance of a high caliber, highly motivated teaching force" (p. 7).

There are many analogies utilized in the research on retaining quality teachers. Schlechty and Vance (1981, 1983) describe new teacher attrition as the "exodus of best and brightest from teaching" (p. 105). Some researchers have compared the teaching profession to a revolving door (U.S. Department of Education, 2000a). While others have called teaching "the profession that eats its young" (Halford, 1998, p. 34). Johnson (2004) reports that the factors that affect new teacher retention statistics (NCLB mandates, retirements, transfers, attrition) combine to:

> Create the conditions for a "perfect storm" in education, a storm in which valuable teaching expertise is lost and never replaced, schools suffer repeated disruption as new teachers come and go, and low income schools are further undermined by their inability to attract and retain strong teachers. Such a storm might severely weaken the quality of our nation's schools and compromise the future of our nation's students. (p. 14-15)

Figure 2 depicts the revolving door of the teacher turnover. The Total Teaching Force in America is 3,451,316. Thirty percent of this teaching force is always in transition. See Figure 2.

While most researchers agree that there is a shortage of highly-qualified teachers, the cause of the shortage is highly debated. John Merrow (1999) suggests that "the teaching pool keeps losing water because no one is paying attention to the leak. That is,
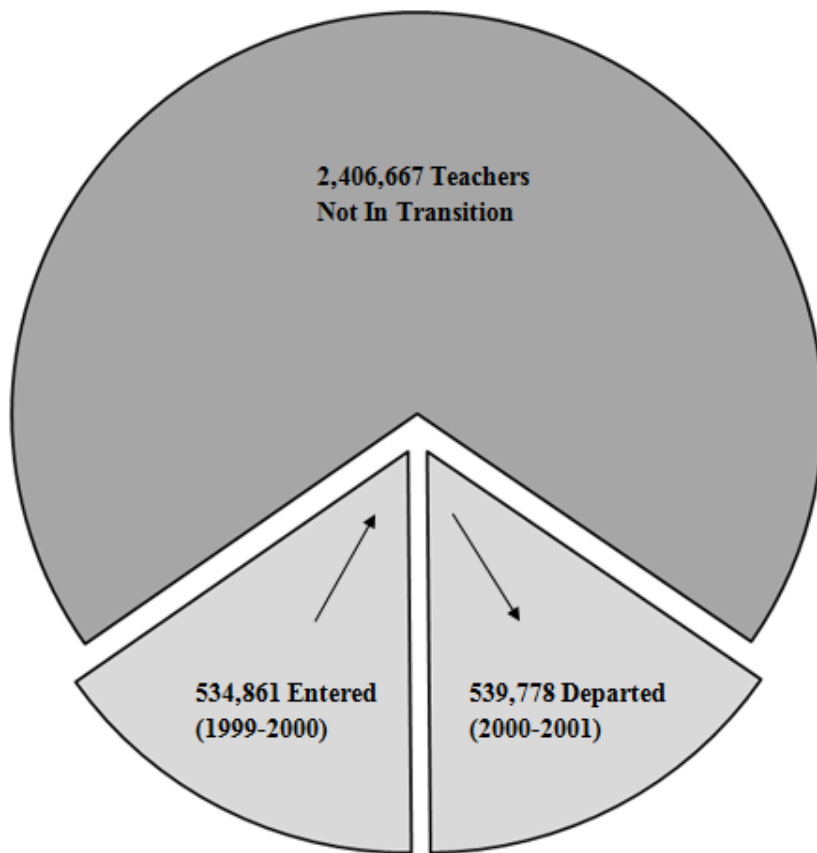
Figure 2. Teacher turnover has been described as a revolving door. Source: Richard M. Ingersoll, adapted for NCTAF from "Teacher Turnover and Teacher Shortages: An Organizational Analysis." American Educational Research Journal, 38 (Fall 2001): 499-534.

we're misdiagnosing the problem as 'recruitment' when it's really retention" (p. 64).

The 2003 report of The National Commission on Teaching and America's Future (NCTAF) indicates that America's teacher shortage is actually a problem of teacher retention. The NCTAF report explains: "The real school staffing problem is teacher retention. Our inability to support high-quality teaching in many of our schools is driven not by too few teachers entering the profession, but by too many leaving it for other jobs" (NCTAF, 2003, p. 23). While there was an increase in new teachers entering the field in the 1990s, existing teachers were leaving at an even faster rate (Ingersoll & Smith, 2004; Menchaca, 2003). For example, The Philadelphia Education Fund (PEF, 2002)

conducted a study that closely examined their teacher shortage problem. It found that while the state of Pennsylvania annually produces a surplus of teachers, this large urban district continuously struggles to fill positions. Consequently, it continues to be forced to issue emergency certifications, especially in certain subject areas such as special education, science, and mathematics. Another study in Phoenix found similar results. In the wealthy Phoenix districts, there is not even one uncertified teacher; whereas, in the poorest Phoenix districts there are between 50 and 60 uncertified teachers (Scherer, 2003). This study also reported that "the uncertified teachers achieve less with students than the certified teachers do" (Scherer, 2003, p. 18).

Struggles of the First Year

It is valuable to carefully examine the struggles of new teachers since their early professional experiences affect their decisions about remaining in the field of teaching, as well as their long-term performance in the classroom (Feiman-Nemser, 1983; Gold, 1996). The first year in the classroom may be the most difficult year a teacher encounters. Some new teachers will have such a challenging first year that it will be their last year in the field, while other first-year teachers will not even survive the entire first academic year. Inman and Marlow (2004) describe that new teachers often confuse this feeling of "reality shock" with the idea that they mistakenly chose their field. They then leave the field prematurely. This is unfortunate since research reports that "the quality of the first teaching experience is more important in retaining new teachers than either the quality of the teacher preparation program or the new teacher's prior academic performance" (Peterson & Williams, 1998, p. 730).

The field of education is unique, in that it expects those new to the field to perform all of the same tasks as veterans in the field, from the first day on the job. All teachers are expected to deliver quality instruction while teaching specific objectives to all children in their classroom. Peggy Redman (2006) describes classrooms as complex. "The teacher is responsible for the nuts and bolts of managing the classroom, developing effective lesson plans, collecting lunch money, addressing the standards, taking roll, working with parents, and collaborating with colleagues. The list is endless" (p. xii). "Teaching has been called the most people-oriented profession, requiring 1200 personal interactions each day" (Belmonte, 2006, p. 112).

Education is also unlike any other field, in that it often requires its novices to perform the most difficult job duties in the least desirable conditions, and sometimes without the necessary equipment or supplies. Leading educational experts agree on the severity of the situation. Charlotte Danielson (1996) shares that,

> In some teaching environments, rookies are presented with the most challenging students, the largest number of preparations, inadequate or limited materials, and the least attractive rooms. First-year teachers are far more likely than veterans not to have their own rooms, working on an itinerant basis and moving supplies from room to room on a cart. (p. 55)

Education and teacher development spokesperson, Linda Darling-Hammond (1998), also shares that,

> Most U.S. teachers start their careers in disadvantaged schools where turnover is highest, are assigned the most educationally needy students whom no one else wants to teach, are given the most demanding teaching loads with the greatest

number of extra duties, and receive few curriculum materials and no mentoring.

After this hazing, many leave. (p. 10)

These conditions are analogous to giving a very difficult surgery to a new, inexperienced doctor, and asking her to conduct the operation with out-dated equipment. Since the first year of teaching is so incredibly demanding and difficult, many researchers describe it as a "sink or swim" experience (Ingersoll & Smith, 2004; Reiman & Parramore, 1994; Weiss & Weiss, 1999).

Decades of research document difficulties experienced by new teachers at the beginning of their careers in the classroom (Gold, 1996; Inman & Marlow, 2004; Johnson & The Project on the Next Generation of Teachers, 2004; Lortie, 1975; McDonald & Elias, 1983; Ryan, 1970; Veenman, 1984). While a large variety of problems are described throughout the research, there are some common problems that new teachers experience. Veenman (1984) reviewed 83 studies conducted beginning in 1960 to examine the most commonly cited concerns of new teachers. From this meta-analysis, he developed a list of the 24 most frequently cited problems of new teachers. He concluded that the top five problems reported were: classroom discipline, motivating students, dealing with individual differences among students, assessment of student work, and relationships with parents.

More recently, additional studies have indicated the following concerns of first year teachers, including: large class size, limited instructional resources, and the inability to meet student needs (Certo & Fox, 2002); low pay or a long commute (Johnson & The Project on the Next Generation of Teachers, 2004); student discipline problems (Langdon, 1996); lack of time to accomplish all that is expected (Darling-Hammond,

1996); collegial relationships (Little, 1982); success with their students (Johnson & Birkeland, 2003); and poor organizational decision-making or leadership (Bogler, 2001). Ingersoll (2004) reports that approximately half of all teachers who leave the field report that their primary reason was either job dissatisfaction or the desire to pursue a better job or career. See Figure 3.

A frequently discussed theme in the research on struggles encountered in the first year is the feeling of isolation (Feiman-Nemser, 2003; Little, 1990; Lortie, 1975; Menchaca, 2003; Shanker, 1990). Some researchers report that isolation is the most important reason that new teachers leave the field prematurely. Albert Shanker (1990) states that it is "the narrowness of the teacher's world which denies the possibility of satisfying exchanges with other adults in the sense that one is part of a thoughtful community of professionals" (p. 210). He compares education to other fields and notes that it is rare to hear of vast numbers of former engineers, former doctors, or former lawyers. And yet the numbers of former teachers are plentiful. Educational isolation is both physical and cultural.

The physical design of traditional schools limits teacher interaction and breeds professional isolation. Little (1990) refers to the physical design of schools as "individual classrooms connected by a common parking lot" (p. 256). The actual design makes it difficult to collaborate with other teachers. Teachers often spend their days isolated in their classrooms, cut-off from interactions with their colleagues. Menchaca (2003) states that teachers can suffer emotional isolation when they are assigned classrooms in the peripheral of the school.

Poor Administrative Support
50.1%
30.1%

Lack of Faculty Influence
42.5%
14.3%

Classroom Intrusions
39.4%
7.6%

Inadequate Time
31.3%
6.5%

Poor Salary
26.9%
51.1%

Student Discipline Problems
25.6%
16.3%

Poor Student Motivation
9.2%
20%

Class Size too Large
7.6%
2.2%

0%   10%   20%   30%   40%   50%   60%

■ High Poverty, Urban Public

□ Low Poverty, Suburban Public
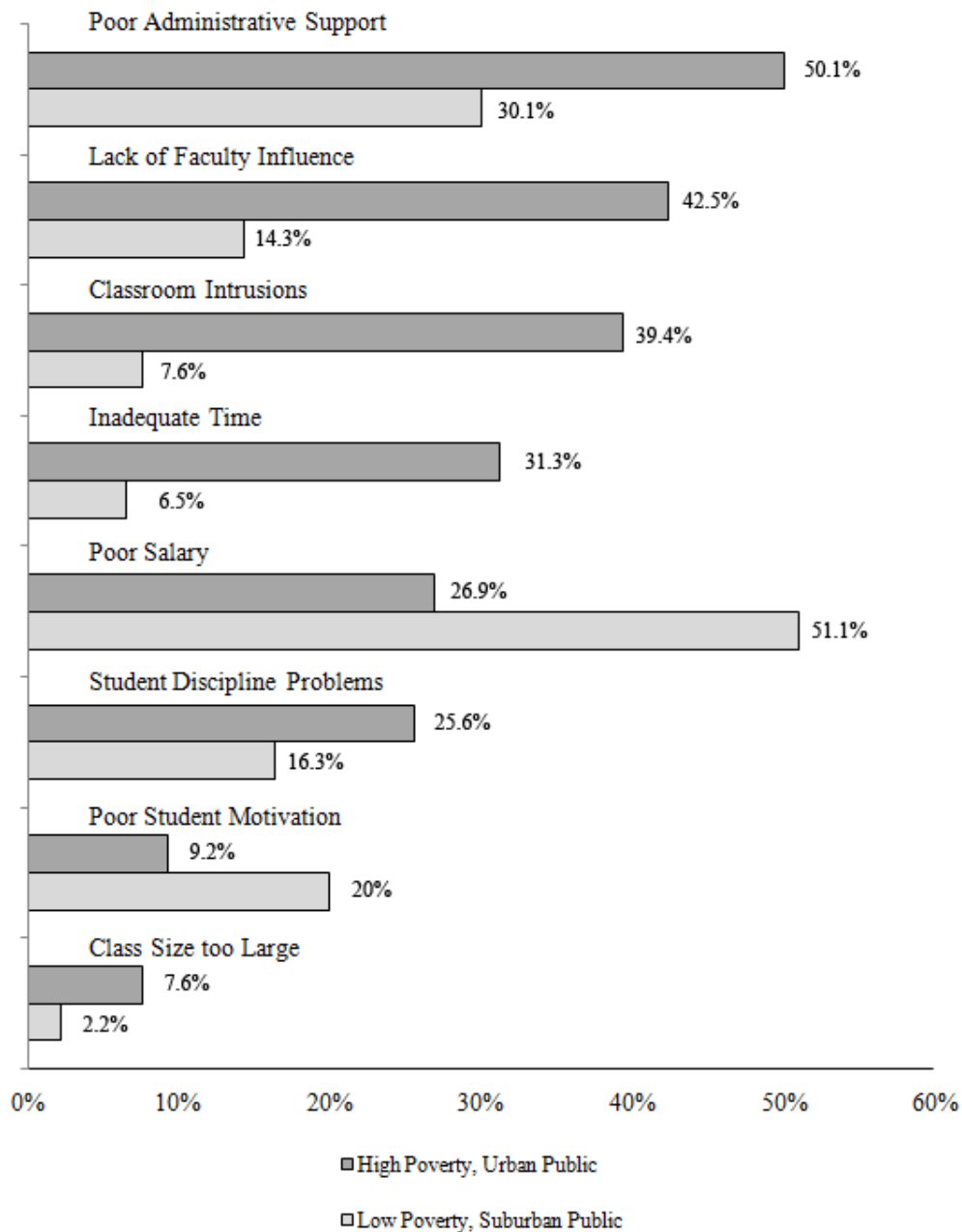
Figure 3. There are many reasons reported for teacher dissatisfaction. Source: Richard M. Ingersoll, adapted for NCTAF from "Teacher Turnover and Teacher Shortages: An Organizational Analysis." American Educational Research Journal, 38 (Fall 2001): 499-534.

In addition, the schedule of the school day is not conducive to professional

interaction. The various professional demands of the school day leave very little time to

observe colleagues or exchange ideas. Teachers rarely have the opportunity to participate in professional dialogue about what students are learning, educational best practices, and improving teaching techniques. Teachers rarely have time to professionally reflect with their colleagues. Cochran-Smith and Lytle (1992) report that some schools have such strong cultural norms that teachers are perceived by others as not working when they venture out of their classrooms or when they are talking to other teachers. Feiman-Nemser (2003) suggests, "Without easy access to one another, teachers may feel reluctant to share problems or ask for help, believing that good teachers figure things out on their own" (p. 29). Working problems out on your own is often the accepted practice in classrooms across our nation. This strong tradition of noninterference (Little, 1990) means that the valuable experiences of veteran teachers are not shared with others. Brandt (2005) shares:

> While most teachers find student learning and student relationships rewarding, interaction with other teachers can provide different rewards in friendship and improved instruction. Especially when rewarding interactions with students are scarce, the exchanges with other teachers can be the primary source of intrinsic rewards (Feiman-Nemser & Floden, 1986). Teacher isolation is a salient problem for all teachers, but the lack of collegiate interaction is especially relevant to novice teachers. (p. 21)

Additional research has concluded that teachers make their decisions to remain in the field or not right within their classrooms (Johnson & Birkeland, 2003; Johnson & The Project on the Next Generation of Teachers, 2004). It, therefore, becomes critical to have a deep understanding of the experiences new teachers have at their actual schools.

New Teacher Support

The literature well establishes the fact that new teachers need support. Empirical research describes that new teacher support improves teacher retention, new teacher effectiveness, and overall student achievement (Darling-Hammond, 2003; Gold, 1996; Ingersoll & Smith, 2004; Odell & Ferraro, 1992). Two national studies reported that teachers who did not receive induction support left teaching at a 70% higher rate than teachers who received it (U.S. Department of Education, 2000b). Smith and Ingersoll (2003) found that the more intense an induction program, the greater the retention rates. A study by Luczak (2004) included 2,219 first-year public school teachers who completed the 1999-2000 Schools and Staffing Survey (SASS). This study confirms that "after controlling for life cycle variables, teacher degrees and characteristics, and school conditions, the amount of preparation and support received by new teachers significantly influences their likelihood of staying in the profession" (p. iv-v). Furthermore, Belmonte (2006) reported that "teachers who rely upon a network of other teachers have the best chance of soldiering on in the profession" (p. 117). See Figure 4.

Johnson and The Project on the Next Generation of Teachers (2004) call schools that both attract and retain new teachers "finders and keepers." These schools conduct a thorough hiring process to establish a match between a teacher candidate and a particular school. Teachers are provided with quality curriculum and professional development opportunities. New and experienced staff work together to enhance the learning experiences for all students. These schools utilize comprehensive induction programs and provide ample opportunities for professional growth.

School Staffing Action
- High Poverty, Urban Public: 40.3%
- Low Poverty, Suburban Public: 35%

Family or Personal
- High Poverty, Urban Public: 36%
- Low Poverty, Suburban Public: 20.2%

Dissatisfaction
- High Poverty, Urban Public: 22.5%
- Low Poverty, Suburban Public: 28.2%

To Pursue Other Job
- High Poverty, Urban Public: 18.7%
- Low Poverty, Suburban Public: 19.3

Retirement
- High Poverty, Urban Public: 13.8%
- Low Poverty, Suburban Public: 26.1%

■ High Poverty, Urban Public
□ Low Poverty, Suburban Public

Figure 4. There are various reasons why teachers move schools or leave teaching all together. Source: Richard M. Ingersoll, adapted for NCTAF from "Teacher Turnover and Teacher Shortages: An Organizational Analysis." American Educational Research Journal, 38 (Fall 2001): 499-534.

The Next Generation of Teachers

A team at Harvard has initiated a project called "The Next Generation of

Teachers" (Peske, Liu, Johnson, Kauffman, & Kardos, 2001). This research team is

thoroughly investigating trends in the population of new teachers, and providing data

which can be useful for improving new teacher support. Specifically, the research reports

differences between the current generation of new teachers and those teachers who are

presently in the field, nearing retirement.

The research on the next generation of teachers reports three key ways that

these teachers are different from their predecessors. First, they enter the field at different

stages of their lives than their predecessors did. Second, their perceptions of the field of

teaching are different. Third, they enter teaching through various, possibly non-

traditional routes. Looking at each of these specific differences allows us to better

understand the characteristics of today's new teachers.

The first difference reported is that current new teachers enter the field at different

stages of their lives than their predecessors did. Today's new teachers are not just young

females fresh out of college. Today's new teachers include both men and women that

have various other experiences prior to becoming a classroom teacher. There are more

mid-career entrants than ever before (Kardos, 2001; Kauffman, 2004; Liu, 2002).

Understanding mid-career entrants is critical to providing them with appropriate support.

Mid-career entrants bring their previous experiences and expectations with them into

their new setting. They have a comparison point that traditional new/inexperienced

teachers do not have. New teachers that have previously worked in other fields, such as

business or law, have expectations of well-equipped facilities in which their work is

supported. Another important distinction of mid-career entrants is that they are typically

older than traditional new teachers fresh out of college. This age difference can also mean

a difference in maturity. They are more likely to have their own children, which means

they may have more experience with children. Since they have out-of-field experiences,

they recognize that other jobs and career fields offer higher pay and more prestige (Johnson & The Project on the Next Generation of Teachers, 2004).

The second difference reported is that current new teachers' conceptions of the field of teaching are different. The findings of this research indicates that "rather than regarding teaching as a lifelong commitment, many [present-day] new teachers, both those who completed traditional teacher preparation programs and those who did not, approach teaching tentatively or conditionally" (p. 305). "These findings parallel other work that indicates the long-term commitment to one job or even a single career is becoming far less prevalent than in the past" (Bartell, 2005, p. 11). Many new teachers today may plan to make short-term contributions to the field (Peske, Liu, Johnson, Kauffman, & Kardos, 2001). Simmons (2000) found that some new teachers may just be passing time until they are accepted into medical school or law school.

The third difference reported is that current new teachers enter teaching through various, possibly non-traditional routes. There is a full spectrum of possible pre-teaching experiences that range from absolutely no preparation through comprehensive university programs (Johnson & The Project on the Next Generation of Teachers, 2004). Administrators cannot assume that their new hires are prepared to handle the ever-changing demands of the classroom. The range of pre-teaching experiences directly impact the type and intensity of support we provide our new hires.

To increase the understanding of the generation of teachers currently educating children, school administrators can improve the ways they provide support to best meet their needs and continue to improve teacher effectiveness and student achievement.

Expanding the Role of the School Psychologist

While school psychologists have vast training and areas of expertise, they have traditionally been identified by their test kits. Their primary role within school systems has been assessment. Bradley-Johnson and Dean (2000) report that "calls for change in the role of school psychologists have appeared in the literature over a period of nearly 50 years" (p. 1). They discuss "ideas for role change that have appeared rather consistently in the literature: an emphasis on indirect service… an emphasis on prevention" (p. 1).

Rosenfield (2008) shares that "As schools increasingly move away from sorting and sifting students to accountability for academic outcomes, school psychologists have a valuable contribution to make at the classroom and system level rather than serving as the gatekeeper for special education" (p. 1646). Phelps and Kehle (2004) describe that:

> The role of a school psychologist has evolved from the traditional position of psychometrician to a scientist-practioner who assumes a more progressive, proactive leadership position in initiating reform in the schools. This shift is guided by a changing paradigm from child deviance…to a collaborative, problem-solving orientation that is characterized by a focus on interventions and altering student outcomes (Ysseldyke & Elliot, 1999). This shifting philosophy mandates that school psychologists, to serve as the effective advocates for children, should focus on outcomes, employ more preventative techniques, utilize empirically supported interventions, and take an active role in initiating changes in their schools and the communities (Davis, 2001) (p. 489).

When describing indirect service, Bradley-Johnson and Dean (2000) explain:

The idea of spending more time in indirect service to students is one which school psychologists consistently indicate they endorse (Cheramie & Sutter, 1993; Hatzichristou, 1998; Stewart, 1986). Indirect service includes consultation, research, program development for systems change, and in-service training. There are too many children and adolescents in need of services for school psychologists to work with them on a one-to-one basis; instead we must attempt to change the behavior of those who work with students daily. To effect changes within the system has longer lasting and more far reaching effects. We have not fulfilled our promise to children, families and schools because we have been providing direct rather than indirect services (Conoley & Gutkin, 1995) (p. 2).

Batsch (1992) urges that, "School psychologists must accept the responsibility for promoting change and providing a broader range of services. Our future depends upon it" (p. 2).

Blueprint III (2006) guides the training of school psychologists. In its most recent publication, it discusses the roles of school psychologists. It clearly reports that "services that are exclusively individually focused are no longer sufficient" (p. 3). Ysseldyke, et al. (2006) then goes on to state that the role of school psychologists includes "enhancing the development of academic and cognitive skills. Such services involve consulting with teachers and other educational personnel to assist them in creating effective learning environments and implementing evidence based instructional processes." School psychologists facilitating New Teacher Groups are an excellent way to fulfill this recommendation.

Purpose of the Study

This study analyzes the archival data collected from the participants of multiple New Teacher Consultation Groups. Data analysis utilizing qualitative software allows the examination of similarities and differences between multiple groups. This could improve the understanding of "the next generation of teachers." This study could also increase the understanding of the various forms of induction support (mentors, supervisors, consultative problem-solving groups). In addition, research could explore how the consultative skills of school psychologists can enhance the support provided to educational professionals new to a school. The first-year induction process of beginning teachers is arguably one of the critical factors in determining the quality of the district's educational program. Thus, it warrants study and understanding.

While many studies have demonstrated the vital roles consultative groups have played in the lives of teachers, few studies exist which look at specific group dimensions and characteristics of groups rated as beneficial by teachers. There is an urgent need for data regarding the effectiveness and sources of support for new teachers (Gold, 1996), as well as specific recommendations for providing that support in the name of teacher retention.

Each year schools employ teachers new to the district. Some of these teachers are just beginning their careers, while others are new to the district but have had teaching experience elsewhere. The current study differs from previous research (Rogers & Babinski, 2002) in that it includes both types of new teachers: all teachers that were newly hired in the district. Some of the participants had multiple years of previous teaching experience and even experience in administration, while other participants were

entering their first full-time teaching position, while yet even others were hired as long-term substitutes. Another significant difference of this research from previous (Rogers & Babinski, 2002) in the area of new teacher support is the expansion to a population of secondary school teachers. Previous research (Rogers & Babinski, 2002) has primarily focused on providing support to beginning elementary teachers. In addition, this research included any type of newly hired certified professional within the educational setting: elementary teachers, middle school teachers, high school teachers, wood shop teachers, and speech therapists. Yet another distinction of this study from previous research is that the New Teacher Groups were facilitated by a school psychologist. Research from Rogers and Babinski (2002) utilized co-facilitators, a school psychologist and an experienced teacher.

Definition of Terms

Induction: "A program of planned experiences designed to help teachers new to the school achieve the goal of better learning for teacher and students. A few features of the definition should be noted. First, the induction program is a set of planned experiences, not a collection of spur-of-the-moment meetings. Second, the core of the program should be presented to all teachers new to the building, including teachers who have been teaching in some other school. Finally, induction has one main goal – better learning for teacher and students. If a given activity does not help teachers learn and, in turn, foster student learning, it is a waste of time. In accomplishing this central goal, you should keep in mind other related outcomes. One is to help the new teachers develop a sense of affiliation-an attitude of, "This is my school, and I belong here." The second is to help them become socialized to the organization, understanding its values, norms of

20

behavior, rituals, and ceremonies. Finally, the program should provide the new teacher with support needed when things go wrong" (Glatthorn, Jones, & Bullock, 2006, p. 53).

Mentor: "A veteran teacher assigned to a novice teacher by an administrator for the purpose of helping the novice teacher" (Wong, 2004b, p. 8).

Mid-career entrant: A teacher who enters the field later in life, after having worked in a different career field or profession. Professional training and pre-teaching experiences vary for mid-career entrants.

New Teacher Group: Collaborative peer problem-solving group that meets on a regular, ongoing basis and is led by a non-evaluative facilitator. Within the group process, participants share leadership, participate in meaningful discussion, are empowered to solve their own problems, and reflect on their decisions and practice.

Research Questions

Specifically, this study addresses the following research questions:

1. Which school district staff members (identified by role) did the new staff members perceive to be particularly helpful to them in their first year?

2. How did the participants describe their mentors?

3. Overall, how satisfied were the new teachers with the institutional support they received in their first year?

4. What do participants perceive to be the benefits and important characteristics of new teacher consultation groups?

5. How did the New Teacher Groups differ from other first year support resources provided to new faculty?

CHAPTER 2

REVIEW OF THE LITERATURE

Think about the number of students a teacher interacts with over the life of their career in education. The opportunities for influence are infinite. Investing in new teachers is actually an investment in students. New teachers need support. They need support throughout their careers. They need a variety of support and it needs to be continuous. Feiman-Nemser (2003) suggests that "we must treat the first years of teaching as a phase in learning to teach and surround new teachers with a professional culture that supports teacher learning" (p. 25). The literature is clear about the influence of a teacher on students. It is also clear about the importance of understanding new teachers to best meet their professional needs.

Teaching, like most professions, is a lifelong learning process. Teaching is not unique from other professions in the difficulties experienced during the transition from student to professional. All professions experience a time of transition from learning to actual practice. As Turow (1977) writes:

> In baseball, it's the rookie year. In the Navy, it is boot camp. In many walks of life there is a similar time in trial and initiation, a period when newcomers are forced to be the victims of their own ineptness and when they must somehow master the basic skills of the profession in order to survive. (p. 9)

Effective teachers are lifelong learners. They are committed to evaluating their practices to improve student outcomes throughout their careers.

Teacher Development

The professional development of new teachers is analogous to human development. New teachers are very impressionable early in their careers. They are like sponges ready to absorb all that surrounds them. These early years are incredibly formative. New teachers will utilize the strategies, attitudes, and approaches they learn in their early years throughout their careers. Therefore, supporting teachers in their early years is a long-term investment.

While pre-service training programs are certainly an important piece of teacher development, they are not enough to properly prepare these young professionals not only for the struggles they will experience not only throughout their career, but also for the trials and tribulations of just their first year in a real classroom (Darling-Hammond, 2003; Ingersoll & Smith, 2004). Despite all of the research in the field of new teachers, there is still no perfect way to predict which new teachers will be most challenged in their early experiences. In fact, research has actually found that the success of an individual in pre-service training or even in student teaching does not predict how well a teacher will handle the challenges of their first year in the classroom (Brock, 1988; Dropkin & Taylor, 1963). In a new teachers' guide, Singer (2003) describes the transition from being a student of teaching to becoming a teacher of students:

Your first year of teaching is likely to be the most difficult, and challenging, and perhaps even the most exciting year of your entire career. And you'll probably learn more about teaching in that first year than you've learned in your four years of college. In fact, you may find that you learn more about the practical aspects

of day-to-day teaching in that first year than you will learn any other single year

of your next 35 to 40 years as a teacher. (p. 1)

A great deal of research describes the various stages that teachers experience

throughout their professional career (Katz, 1972; Moir, 1999). Each author describes the

stages with different titles; however, they tend to describe the same main constructs.

Teacher development begins with preservice teaching. As new teachers enter the career

they typically experience what Rogers and Babinski (1999) describe as "reality shock."

The first year is typically a year of survival. The focus during this first year tends to be

on self. With increasing experience, teachers begin to improve their instructional

techniques and the focus moves to the students and their learning. As teachers grow in

the profession, they begin to reflect on their practices and the field of education.

Katz (1972) categorizes the following four developmental stages of a teacher as:

survival, consolidation, renewal, and maturity. Stage One/Survival is the introductory

time for teachers. It is a very stressful time, which requires a great deal of support. Stage

Two/Consolidation is still a time of training. It is characterized by building foundational

skills to survive in the classroom. Stage 3/Renewal typically occurs during year three or

four in the classroom. The teacher has become routinized by doing the same thing for a

few years and can look beyond the basic operations. Stage Four/Maturity is characterized

by a deeper searching and understanding of teaching. Katz (1972) highlights the point

that each teacher progresses through the stages at their own pace.

Moir (1999) utilizes a stage theory to describe the emotional experience of new

teachers. She describes the following stages: anticipation, survival, disillusionment,

rejuvenation, and reflection. The anticipation stage is characterized by the initial

excitement of teaching. This stage passes quickly, as new teachers become overwhelmed with the realities of the job, and they then transition into the survival stage. The survival phase deals with the daily operations of keeping your head above water in the classroom, which then leads to the stage of disillusionment. It is during this stage that new teachers question their career decision. The disillusionment stage ranges in both intensity and duration. After the disillusionment stage, there is then a period of rejuvenation after the winter break. New strategies and confidence emerge during this stage. The stage of reflection occurs near the end of the school year, as new teachers look back on the year and begin to look ahead to the next year. Figure 5 depicts the emotional stages of the first year of teaching.
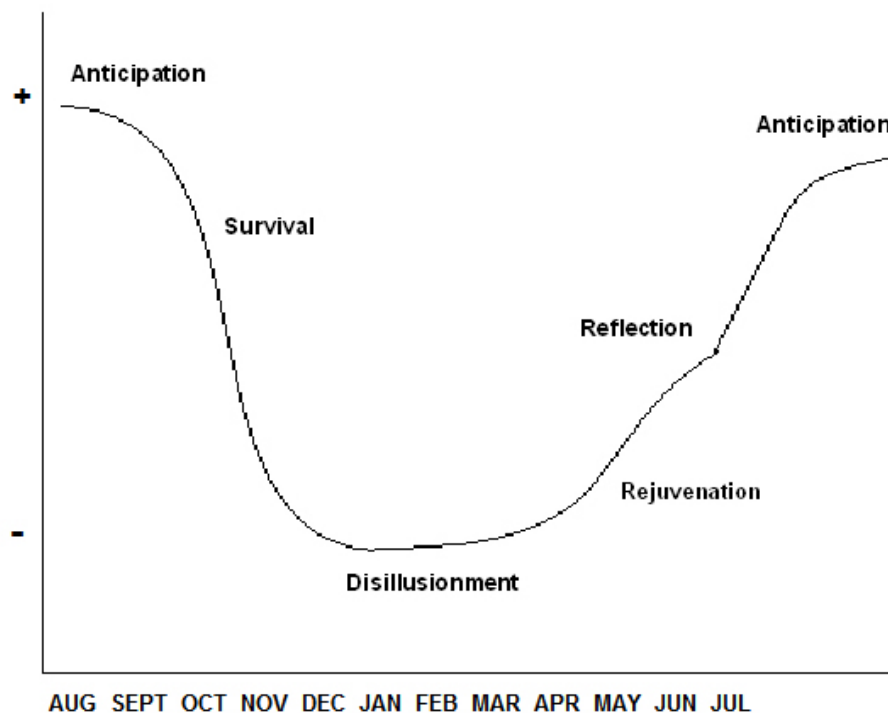
Figure 5. This graph depicts the range and cycle of positive through negative feelings a new teacher may experience in their first year of teaching.

By improving the understanding of the emotional state of first year teachers, school administrators can provide timely and appropriate support throughout the entire first year, making "the first year of teaching a more productive experience for our new colleagues" (Moir, 1999, p. 23). Providing support for new teachers moves them from focusing on themselves to focusing on the needs of their students.

The art of effective teaching requires the combination of experience and support to blossom. While teachers continue to learn throughout their careers, researchers describe timelines of mastery. Gold (1996) reports that it takes at least three years of teaching for the process of professional socialization to occur. In an interview with Marge Scherer, David Berliner reported that "it takes between five to eight years to master the craft of teaching" (Scherer, 2003, p. 14).

Professional Development

Various researchers have identified quality staff development as a critical component in both teacher development and overall school improvement (Darling-Hammond, 1997; Sparks, 1995). Since new teachers enter classrooms at various points in their careers, it is imperative that school leaders have an understanding of where they are in terms of teacher development. Student learning and instruction should be at the center of all professional development activities (Abal-Haqq, 1995; Elmore, 2002).

Traditional professional development activities were primarily one-shot in-services or workshops presented at the teaching staff. These types of programs were based on a deficit-model, assuming teachers were lacking a skill, requiring professional development. This deficit-model breaks teaching down to a skill-based activity instead of an interactive, intellectual process. These traditional models also typically brought in

26

experts and materials from outside the school. People within the school were not considered valuable resources. These traditional trainings did not typically incorporate staff input. Pennell and Firestone (1998) state, "Teachers said that opportunities to share ideas and learn about colleagues' classroom-tested practices were highly rewarding and more useful than being "talked at" by subject-matter experts or instructional specialists" (p. 356).

An extensive amount of research has examined the conditions that promote effective learning for teachers (Abal-Haqq, 1995; Bryk, Camburn, & Louis, 1999; Elmore, 2002; King, 2004; Little, 1982; McLaughlin, 1993). The literature has identified that effective professional development activities include ongoing peer collaboration that facilitates reflection. Teachers need to work together to meet the needs of their students (Bryk, Camburn, & Louis, 1999; McLaughlin, 1993). Their ongoing development actually depends on teacher interaction. Judith Little (1982) shares that continuous professional development is best achieved when teachers engage in "precise talk about the teaching practice" (p. 331). It comes as no surprise that teachers learn best when they have the opportunity to contribute to the topic and style of their own professional development, when they construct their own knowledge. This method of empowerment increases their "buy in" and promotes their actual learning (King, 2004). Peer collaboration is a form of support that is indeed different than, and should be provided in addition to, the activities provided by "authorities." New teachers benefit from collaborating with colleagues both within and outside of their schools.

New teachers should also have opportunities to collaborate with experts outside of their schools (King, 2004). Hassel (1999) reports that effective professional

development includes a combination of strong content and skills to facilitate an ongoing decision-making process. Research supports that professional development activities should be continuous and sustained, as opposed to a one-time activity or workshop (Elmore, 2002; Lieberman, 1996).

In addition, effective professional development provides teachers with the opportunity to reflect on their teaching (Abal-Haqq, 1995; Elmore, 2002; Lieberman, 1996). Schon (1983) advocates that schools need reflective professionals who can evaluate their own performance and effectively solve problems to facilitate student learning. Vygotsky (1978) suggested that reflection is more likely to occur during peer interaction. People learn best from one another. This social-constructivist theory also includes the facet that learning occurs best by connecting new concepts with already existing knowledge.

Constructivist-based models of professional development utilize various delivery formats and techniques, including study groups, discussion groups, and action research. New staff members need more than an orientation meeting, a new teacher manual, a pre-assigned mentor, a school map, and a copy of the student handbook. Johnson and Kardos (2003) summarize by stating:

> What new teachers want in their induction is experienced colleagues who will take their daily dilemmas seriously, watch them teach and provide feedback, help them develop instructional strategies, model skilled teaching, and share insights about students' work and lives. What new teachers need is sustained, school-based professional development-guided by expert colleagues, responsive to their teaching, and continual throughout their early years in the classroom. Principals

and teacher leaders have the largest roles to play in fostering such experiences. (p.

27)

New Teacher Induction

Research indicates that effective induction practices improve not only teacher job

satisfaction and retention, but also improve teacher effectiveness (Bartell, 2005; Ingersoll

& Smith, 2004; Wong, 2004a). Induction programs that focus solely on retention are

missing the big picture on the possibilities of effective induction programs. A study

conducted on California's induction programs showed that "teachers that are well

supported and mentored are more effective earlier in their careers and move more quickly

from survival to success" (Bartell, 1995, p.15).

That being said, induction programs are increasing in popularity. While there

were only seven state induction programs during the 1996-1997 school year, 33 states

had programs in 2002. The drawback, however, is that only 22 of those states actually

funded their programs (Darling-Hammond, 2003). So, while the literature recognizes the

importance of comprehensive induction programs, state budgets have been slow to

follow.

Induction is a comprehensive, multi-year process that begins a teachers'

professional development path to a lifetime of learning. Ingersoll and Smith (2004)

define induction as programs that offer support, guidance, and orientation for new

elementary and secondary teachers during their first teaching jobs. Menchaca (2003) also

describes induction as a process which provides adequate training and support for

beginning teachers (including the first one to three years after becoming certified).

Induction does not just happen. It is systematically planned. Bartell (2005) reminds

those planning induction that the goal of induction "is to help new teachers not just survive, but to succeed and thrive. Induction programs are intended not to reteach, but to build upon and extend that initial preparation experience" (p. 6-7). Induction programs should really encourage teachers to collaborate and problem-solve. This formal process provides teachers with a structure to hold actual conversations about both student learning and professional practices. It can be a safe place for new teachers to admit their inexperience and seek help from others.

Wong (2004a) notes that no two induction programs are the same. The programs need to meet the individual needs of new teachers, their schools, and their districts. That being said, Glatthorn, Jones, and Bullock (2006) reported the following features of effective induction programs:

- The program is tailored to the needs of the participants. Rather than copying other programs or assuming what your teachers need, those in charge access the needs of their clients.
- The program emphasizes learning-for both teacher and students. The ultimate goal is better student learning, and teacher learning is the best way to foster student learning.
- The program provides important information "just in time." If the first parents' meeting is scheduled for September 15, the assistance for new teachers should be offered around September 8, not August 15 or September 14.
- The program is flexible. As new teachers develop professionally and understand the school, the program becomes less intense.

- The program is collaborative. University faculty from both the teacher education department and the liberal arts units cooperate as equals in planning and delivering a high-quality induction program.

- The program emphasizes support and development, not evaluation. Evaluation is deferred and minimized until the inductees seem ready for formal evaluation.

- The program is supported by district and school administrators who value the program and provide sufficient resources for it.

- The program embodies the principles of adult learning, emphasizing the integration of sound knowledge and effective practice.

- The program emphasizes classroom observation and constructive feedback. (p. 58)

Johnson and Kardos (2002) report that "The best induction programs are sustained, on site, and on time" (p. 46).

It is important to make a distinction between induction and mentoring. Wong (2003) clearly explains:

Induction means more than mentoring. Induction and mentoring are not the same. Induction entails much more than connecting the novice with a veteran teacher-it is an organized, sustained, multiyear program structured by a school or district. Induction is a group process that organizes the expertise of educators within the shared values of a culture, whereas mentoring is a one-on-one process concerned with supporting individual teachers. (p. 46-47)

Mentoring-The blind date. Mentoring can be a component of induction programs. Mentoring alone, however, does not provide enough support for new teachers. New teachers' experiences with mentors vary greatly (Little, 1990), even within schools (Johnson & The Project on the Next Generation of Teachers, 2004; Kardos et al., 2001). Research has identified the following factors in effective mentoring programs: reflection, dialogue, and collaborative learning experiences (Halford, 1998).

While the process of mentoring has been utilized as a means of new teacher support for over 20 years, there are few studies that validate its effectiveness (Feiman-Nemser, 1996). Just because a mentor is assigned, this does not mean any mentoring actually occurs or that the new teacher is supported appropriately. If not done correctly, mentoring can actually have detrimental effects on beginning teachers. The results of mentoring studies are influenced by the method of selecting mentors and matching new teachers with mentors. Mentors are often veteran teachers that are haphazardly selected by administrators. With neither teacher knowing the other and neither having input to their matching, this pairing is analogous to a blind-date (Saphier, Freedman, & Aschheim, 2001).

While mentoring can work well, there are multiple reasons why it often ends up being ineffective. By definition, mentoring establishes the experienced teacher as the "expert" and the new teacher as the "student" or "novice." This clearly infers an imbalance of power. It does not take into account any of the experiences or expertise of the new teacher. It also requires the new teacher to listen to the veteran teachers' philosophies and opinions. Lastly, appropriate mentor matches are often not available within the new teachers' school building or subject area.

Despite the widespread use of mentoring programs, new teachers still overwhelmingly report feeling isolated in their first year in the classroom. New teachers need to have planned opportunities to engage in meaningful discussion and problem-solving with colleagues in a safe, non-threatening environment. They need a place where they can be both a novice and an expert, a place where their ideas are acknowledged and considered valuable. New teachers need a place where they can expose their vulnerabilities, be encouraged, and feel supported. They need a place where others can relate to their experiences (both positive and negative), a place where they feel like they belong.

Collaborative teacher groups. The literature describes various collaborative teacher groups that have been found effective as a means of support for the teachers and resulted in improved student learning (Babinski & Rogers, 1998; Cramer et al., 1996; Dodd & Rosenbaum, 1986; Redman, 2006; Rogers & Babinski, 1999). Like mentoring, this type of induction is designed to operate in conjunction with other methods of induction, not as the only or stand-alone means of induction.

These peer problem-solving groups are able to meet the needs of new teachers that other induction formats cannot. Rogers and Babinski (1999) reported, "End-of-year interviews with new teachers revealed that nearly two-thirds attended the meetings regularly for the personal and professional support they could not get anywhere else" (p. 39). Schlechty (1984) describes that beginning teachers develop a sense of belonging and become part of a meaningful professional group when they meet together on a regular, ongoing basis. As a member of the group, they share and become less isolated as they recognize that others are experiencing similar stresses. This forum allows them to count

33

on each other for support. For some teachers, this may be the first time since college that they engage in meaningful, organized, professional conversation with their peers.

Effective problem-solving groups are rooted in the principles of collaboration. The groups go beyond faculty- lunchroom conversations of complaining about staff, students, or situations. Cramer et al. (1996) explains that these groups are not a "venue for venting, but rather a forum for communicating about change and professional growth" (p. 37). Collaboration is a valuable aspect of teacher consultation groups. It is through interactions with colleagues that new teachers share ideas and encourage each other to try new methods (Cramer et al., 1996).

Teachers who participate in collaborative problem-solving groups often pass their experiences on to their students. Participating in a small group of learners encourages teachers to incorporate this strategy into their repertoire of classroom teaching methods (Dodd & Rosenbaum, 1986). Teachers involved in problem-solving groups develop reciprocal relationships. Roles within the group constantly change. At times, a new teacher can be the one presenting a problem and at other times they can listen, be validated, or contribute to possible solutions to the problem. This fluid process allows teachers to share their experiences and not always be seen as the "novice." Their experiences and areas of expertise are valued amongst group members. Within the group process, participants share leadership, participate in meaningful discussion, are empowered to solve their own problems, and reflect on their decisions and practice. These are the same characteristics we want our students to display within the classroom. Dodd and Rosenbaum (1986) describe that students learn better from teachers who are lifelong learners.

Schools are the perfect place for teachers to develop. Networking with teachers across schools and districts provides teachers additional learning opportunities (Redman, 2006). Peggy Redman (2006) describes the changes that need to take place within school systems to encourage teacher development:

> Good teachers work together. To be successful in today's world, teachers need to rid themselves of the mythical sense of classroom as kingdom. That was, for many years, an accepted part of the teaching profession. Teachers need to reach out and become collaborators, supporters of one another and of the school as a whole. We need to develop skills of teacher leaders to end the isolation that can stunt professional learning and development. Good teachers know that teaching is no longer a lonely job. (p. 59)

New Teacher Groups are designed to end the isolation, meet these various needs of beginning teachers, and to improve the overall learning of students.

The Role of the School Psychologist in Induction Support

School psychologists are trained in problem-solving and consultative practices that can be utilized in supporting new teachers. This background and training can be applied to groups of newly hired educational professionals in a school to affect student performance at a system-level. In additional to their professional preparation and experience, school psychologists are ideally suited to facilitate New Teacher Consultation Groups because they serve in a non-evaluative role to the newly hired professional staff. In the most recent edition of "Best Practices for School Psychologists," Sylvia Rosenfield discusses the utility of Instructional Consultation teams and the role of the school psychologist within Instructional Consultation teams. She reports that "IC Teams, as a

consultee-centered approach to problem-solving (Knotek, Kaniuka & Ellingsen, 2008; Knotek, Rosenfield, Gravois & Babinski, 2003) focus on improving and enhancing staff competence as a route to both systems improvement and positive individual student outcomes" (p. 1645). The New Teacher Groups in this study are based on many of the same theoretical principles as Instructional Consultation teams. Both Instructional Consultation teams and New Teacher Groups utilize a problem-solving model to improve overall student outcomes.

Bradley-Johnson and Dean (2000) discuss the importance of school psychologists working with various stakeholders in a school system:

> Rather than functioning as direct service providers, school psychologists must work with the adults who do work directly with the students. The adults (e.g., teachers, parents, administrators, and other school personnel) are often referred to as key players or stakeholders in order to emphasize the importance of their role in intervention. Their involvement from the initial stage of defining the problem, assessing the extent of the problem, planning intervention, implementing programs, and evaluating outcomes is invaluable. If they are partners in the process, the probability of success and maintaining gains is increased considerably. To enlist the assistance of stakeholders, school psychologists should avoid presenting interventions *to* them for acceptance and instead, develop interventions through dialog *with* them (Nastasi, Varjas, Sarkar, & Jayasena, 1998) (p. 3).

School psychologists are appropriately trained to accomplish this through the facilitation of New Teacher Groups.

CHAPTER 3

METHODOLOGY

Background Specific to this Study

New Teacher Groups were designed and researched by Rogers and Babinski (2002) in North Carolina. The New Teacher Groups utilized in this study were modeled after those designed by Rogers and Babinski (2002) in their research. The New Teacher Groups were originally conducted as a form of induction support provided to new teachers. All newly hired professional staff members were invited to participate in a New Teacher Group.

This study analyzes the following archival data: attendance percentages, demographic questionnaires (see Appendix A), and transcriptions of interviews (see Appendix B) from individuals who participated in a New Teacher Group. Information from the demographic questionnaire describes the population. The questions from the End-of-the-year Teacher Interview were adapted from the Rogers and Babinski (2002) end of the year interviews.

Description of New Teacher Groups

The New Teacher Groups were developed to allow teachers the opportunity to deal with issues they faced in their first year of teaching in a new school district. They were conducted in addition to the other forms of induction support provided to the new teachers. The problem-solving approach, based on Caplan's (1993) framework, was used to guide discussion, and was introduced to group members during the first session. The group meetings were typically focused on discussion of issues and concerns described by one or more of the participants.

During the first session, participants made a commitment to confidentiality regarding the content of group discussions. The non-evaluative position of the facilitator was also emphasized. During a typical meeting, all teachers were given the opportunity to briefly share with the others their recent successes and challenges. This became known as "Brags and Drags." Through this process, the group would then address two or three problems and work through the problem-solving process. This provided a framework for group discussions.

Initially, the group facilitator described the steps of the problem-solving process to the group members. The process began with a teacher presenting a concern. Then, the group helped the teacher define and refine the specific problem. This was followed by a generation of possible solutions by the group members. Lastly, the group generated an action plan to help the teacher. The presenting teacher determined which solutions best suited the issue and decided which suggestions she would then employ. During the next group meeting, the teacher provided follow-up to the problem. Since this was a fluid process, the group could return to the problem in later meetings and generate additional action plans.

Although this was the structure commonly used to guide meetings, each meeting differed slightly according to the needs of the group. Recognizing the many demands placed on beginning teachers, it was most practical to convene the New Teacher Groups approximately once a month over the school year. Snacks became an anticipated part of the meetings. In each of the groups, the teachers took turns hosting the meetings in their classroom after school.

Organization of the Study

This research includes the analysis of archival data from three New Teacher Groups. Group 1 was composed of five volunteer participants from two schools in central Pennsylvania in 2000/01. Group 2 was composed of three volunteer participants from two different schools in central Pennsylvania in 2000/01. Group 3 was composed of four volunteer participants from three schools in New York in 2003/04. All participants were volunteers. Some newly hired professional staff members from these schools chose not to participate in the New Teacher Groups. Overall, thirteen educational professionals participated in year-long New Teacher Groups as an additional means of induction support. Descriptions of each group follows.

Overview of the Pennsylvania School District

Located in the outskirts of central Pennsylvania, the school district consisted of 1,570 students who attended the elementary (one grades K-3, one grades K-5), middle (one grades 6-8) and high (one grades 9-12) schools. The ethnic make-up of the student population was approximately 90 percent Caucasian and 10 percent non-Caucasian, primarily African American. Free/reduced lunch was provided to approximately 10 percent of the student population. The district employed 93 full-time teachers. A master's degree was held by 45 percent of the instructional staff. An elected nine-member school board oversaw the school district. The central administrative staff consisted of a district superintendent, assistant superintendent, and school business manager, who were assisted by a director of student services. At each of the schools, a principal was responsible for the daily operation of the school; at the high school an assistant principal shared in this responsibility.

The school district had a district-wide induction plan which consisted of multiple levels of support, including: introductory meetings prior to the beginning of the school year, monthly meetings run by the assistant superintendent, a mentor program, sending teachers to a five-day teaching strategies workshop, and observations by administrators throughout the school year. The New Teacher Groups were offered to the newly hired staff as an additional form of support. Teachers were encouraged, but not required, to attend by district-level administrators.

This Pennsylvania school district hired ten new teachers at the beginning of the 2000-2001 school year. All ten teachers were required to participate in the district's induction program and they were all also invited to participate in this study. Nine teachers voluntarily participated in the New Teacher Groups conducted throughout the school year. The participants were three elementary school teachers and six secondary teachers. One-third of the participants had previous experience teaching, but were new to the school district.

All teachers in their first year of service in the district were invited to participate in this study. By including all teachers, regardless of elementary or secondary, male or female, previous experience in education or brand new teacher, any subject area, first or later career, might provide additional, potentially valuable information to the research on new teacher induction.

Initially, the opportunity to voluntarily participate in the New Teacher Groups was presented at the first district-wide induction meeting. During this time a description was provided on the research on beginning teachers and on the structure of New Teacher Groups. A written description of the group was also provided for the inductees to take

home with them (see Appendix A). There was time for the new teachers to ask questions.

There were no continuing education credits offered or monetary compensation provided.

The district administrators were not informed of who volunteered to participate and who

chose not to participate in the New Teacher Groups. In addition, administration was not

informed of the meeting attendance of those who volunteered to participate. New

teachers who were interested left their phone numbers and were later contacted to set up

the first meeting.

New Teacher Group 1. This group was composed of participants that were all

secondary level new teacher hires in a school district in central Pennsylvania. They

taught various subjects, including science, business education, English, social studies,

and woodshop, from grades 7-12. Group participation was encouraged by the district

level administrators, though no compensation to participate was offered. The group met

after school, 10 times throughout the entire school year. The sessions lasted between one

and two hours. The average attendance rate for these 10 sessions was five out of six

teachers. In addition, each participant also participated in an individual, end-of-year

interview.

The Secondary New Teacher Group (Group 1) was composed of four women and

two men. They were all Caucasian. Their ages ranged from early 20s through late 40s.

One participant was hired to fill a one-year sabbatical position. All of the other

participants in this group were hired in a full-time capacity. Three of the participants

entered the field through traditional routes and three were mid-career entrants. Their

previous experiences ranged from student teaching, through many years teaching in

previous schools, even other states, as well as a participant who was an assistant principal

and athletic director in another school for multiple years. In this sense, half of the

participants were new to the teaching profession and half of the participants were quite

experienced. All six Secondary New Teacher Group participants were new to the district.

See Table 1.

Table 1

New Teacher Group 1 Demographics

Participant Number	Gender	Age	Education	Stage	Teaching Experience	Level	Attendance
1	M	41-50	Masters +30	Mid-career entrant	Experienced	High school	82%
2	F	41-50	Masters	Traditional	Experienced	High school	91%
3	F	31-40	Bachelors	Mid-career entrant	New	High school	91%
4	F	31-40	Masters	Mid-career entrant	New	High school	82%
5	M	26-30	Masters	Traditional	Experienced	Middle & high school	82%
6	F	20-25	Bachelors	Traditional	New	Middle school	82%

New Teacher Group 2. This group was composed of participants that were all

elementary level new teacher hires in the same school district in central Pennsylvania.

Group participation was encouraged by the district level administrators, though no

compensation to participate was offered. The Elementary New Teacher Group met once

a month from September through January, due to the size and population of the members.

The sessions lasted between 1 ½ and 2 ½ hours. In addition, each participant also

participated in an individual, end-of-year interview. The overall annual rate of

attendance was 100%.

The Elementary New Teacher Group (Group 2) was composed of three females in their first year of full-time teaching. All of the participants were Caucasian and in their mid to late 20's. All three teachers had previously worked in the district as substitute teachers, however they had never taught full-time. One full-time first grade teacher and one long-term substitute first grade teacher were in the same elementary school. The other Elementary New Teacher Group member was a long-term substitute fourth grade teacher working in another elementary school. All of the participants in the Elementary New Teacher Group entered the field through traditional routes. See Table 2.

Table 2

New Teacher Group 2 Demographics

Participant Number	Gender	Age	Education	Stage	Teaching Experience	Level	Attendance
7	F	20-25	Bachelors	Traditional	New	Elementary	100%
8	F	26-30	Bachelors	Traditional	New	Elementary	100%
9	F	20-25	Bachelors	Traditional	New	Elementary	100%

Overview of the New York County

Located in rural, upstate New York the county included six school districts. Professional educational staff from two small, rural neighboring school districts participated in this New Teacher Group. Combined, these two school districts employed 190 teachers. The ethnic make-up of the student population was approximately 98 percent Caucasian.

The school districts provided district-wide induction plans which consisted of multiple levels of support, including: introductory meetings prior to the beginning of the school year, monthly meetings run by the assistant superintendent, a mentor program, and observations by administrators throughout the school year. The new teacher consultation

groups were offered to the new teachers as an additional form of support through the county teacher center.

New Teacher Group 3. This group was composed of participants that were all new professional hires in a county in rural, upstate New York. Group participation was encouraged by the district level administrators. The new teachers were financially compensated to participate. Funding was provided through a county-level teacher study group grant. The group included a speech therapist, a librarian, a classroom teacher, and a special education teacher. All of the participants in this group entered the field through traditional routes. This group met after school, nine times throughout the school year. The length of each meeting was approximately two hours. In addition, each participant also participated in an individual, end-of-year interview. The overall annual rate of attendance was 80%. See Table 3.

Table 3

New Teacher Group 3 Demographics

Participant Number	Gender	Age	Education	Stage	Teaching Experience	Level	Attendance
10	F	20-25	Bachelors	Traditional	New	Middle school	80%
11	F	20-25	Masters	Traditional	New	K-12	50%
12	F	20-25	Bachelors	Traditional	New	Middle school	90%
13	F	20-25	Bachelors	Traditional	New	Middle school	100%

Overall, among the three groups, thirteen educational professionals participated in year-long New Teacher Groups as an additional means of induction support to what was already provided in their respective schools/districts.

New Teacher Group Facilitator

This researcher served as the facilitator of all three New Teacher Groups. The facilitator was a school psychologist and school counselor that also had teaching experience. The facilitator had no supervisory role to the participants in the study.

The role of the facilitator included the following: introducing and explaining the New Teacher Group to the newly hired professional staff, answering questions about the New Teacher Group, coordinating the schedules of the participants to arrange meeting times, coordinating meeting locations, reminding the participants about the New Teacher Group meetings, and bringing beverages and food to the meetings. The facilitator took attendance at each meeting. During the first New Teacher Group meeting, the facilitator explained the problem-solving model and the importance of confidentiality. The facilitator also distributed the demographic information questionnaire. During monthly meetings the facilitator reminded the participants of confidentiality and then guided the discussion of "brags and drags." The facilitator was responsible for ending the meeting and reminding participants about the next meeting. At the end of each New Teacher Group, the facilitator conducted end of the year interviews individually with each participant.

Ethical Considerations

This study directly involved the participants in the data collection. Care was taken to disguise the identity of the respondents and the location of their schools. Names, geographic locations, and any other identifying terms were removed. Written informed consent was obtained from each of the participants when they volunteered to participate in a New Teacher Group. The informed consent gave permission for their information to

be utilized for data analysis and research. Participation in the New Teacher Group was

completely voluntary. Participants could withdraw at any time without penalty. Some

newly hired professional staff members from these schools chose not to participate in the

New Teacher Groups with no penalty. Furthermore, the researcher designed the research

questions to eliminate any potential bias from the facilitator, as the facilitator and the

researcher are the same person. In addition, the researcher no longer works in any of the

school districts from where the New teacher Groups were conducted. There is no present

professional connection between the researcher and any of the participants.

Measures

The archival data utilized in this study was collected through demographic

information questionnaires and end of the year interviews. This data was collected as

part of the induction process of the school districts. Qualitative methods were used in the

data analysis process. As with all types of research, qualitative researchers have a

responsibility to produce information that is both valid and reliable (Merriam, 1998).

Demographic information questionnaire. Each participant completed a

demographic information questionnaire at the beginning of their New Teacher Group.

All items contained in the questionnaire were designed to gather background and

demographic information about the group participants and their teaching assignment

during their first year (see Appendix C). Information was also obtained on previous

teaching experience, since this was not the first teaching experience for some of the

participants.

End of the year interviews. This qualitative research focuses on new teacher experiences and the process of induction. At the end of the school year, individual interviews were conducted with each of the teachers (see Appendix D). The end-of-the-year interviews were conducted by the New Teacher Group facilitator.

The interview questions were adapted from Rogers and Babinski (2002). Participants were asked thirteen open-ended questions. Two additional multiple choice questions were added to the thirteen questions utilized from Rogers and Babinski (2002). The multiple choice questions asked about level of satisfaction with support received in the first year and general reactions to the first year of teaching.

Since the interviews were semi-structured, questions could be expanded upon or refined as deemed appropriate during each interview. Interview length varied from thirty minutes to ninety minutes. Interviews were audio-recorded and transcribed for use in data analysis.

Qualitative Research

Qualitative research has multiple focal points, including the culture, what people say, what people do, and their needs and desires. Qualitative research seeks out different kinds of information than quantitative research. Qualitative research looks beyond the numbers and statistics of quantitative research. Qualitative research looks at factors that influence 'why' questions. Specifically, this research is investigating why new teachers participated in New Teacher Groups and why they found New Teacher Groups to be helpful.

NVivo. The data was analyzed using NVivo qualitative analysis software. This sophisticated research software was designed to help classify, sort, and arrange

47

information in a meaningful way. Davidson and Jacobs (2008) describe the usefulness of using NVivo for qualitative data analysis in doctoral work. They share that "Although qualitative research software has been around for more than a decade, until recently doctoral students and faculty members have been fairly isolated in their attempts to use qualitative research software to any extent in dissertations or coursework."

Nodes. Coding schemes designed by Rogers and Babinski (2002) were used as a starting point in the qualitative data analysis. "Building on earlier research can be an effective technique to contribute to the development of knowledge" and does not require a researcher to "reinvent the wheel" (Boyatzis, 1998, p. 31).

Additional categories were formed to handle new findings. Boyatzis (1998) stated that, "A good thematic code is one that captures the qualitative richness of the phenomenon. It is usable in the analysis, interpretation, and presentation of the research" (p. 31). Qualitative coding allows the researcher to determine the applicability of the raw information to the code to identify themes. In this research, previously established, as well as additional themes, emerged from the transcribed end of the year interviews. See Appendix E.

CHAPTER 4

RESULTS

Each New Teacher Group member (n=13) participated in an end-of-the-year interview conducted by their New Teacher Group facilitator. This data was analyzed to answer the following research questions:

1. Which school district staff members (identified by role) did the new staff members perceive to be particularly helpful to them in their first year?

2. How did the participants describe their mentors?

3. Overall, how satisfied were the newly hired staff members with the institutional support they received in their first year?

4. What do participants perceive to be the benefits and important characteristics of new teacher consultation groups?

5. How did the New Teacher Groups differ from other first year support resources provided to new faculty?

Research Question #1: Helpful Staff Members

Research question #1 investigates: Which school district staff members (identified by role) did the new staff members perceive to be particularly helpful to them in their first year? During the end-of-the-year interviews, the participants were asked to discuss the people they felt were helpful to them in their first year. The new teachers discussed many people they found helpful during this first year in the school district. Responses included mentors, other teachers, other New Teacher Group participants, secretarial staff, building principals and assistant principals, and their New Teacher Group facilitator. Others who provided support to new teachers during their first year included: classroom

aides, custodial staff, family, friends, library staff, and school psychologists (not the facilitator).

Mentors	Other teachers	Other New Teacher Group participants	Secreterial staff
Building Principal/Assistant Principal	New Teacher Group Facilitator	Classroom Aide	Custodial Staff
Friends	Family	Library Staff	School Psychologist
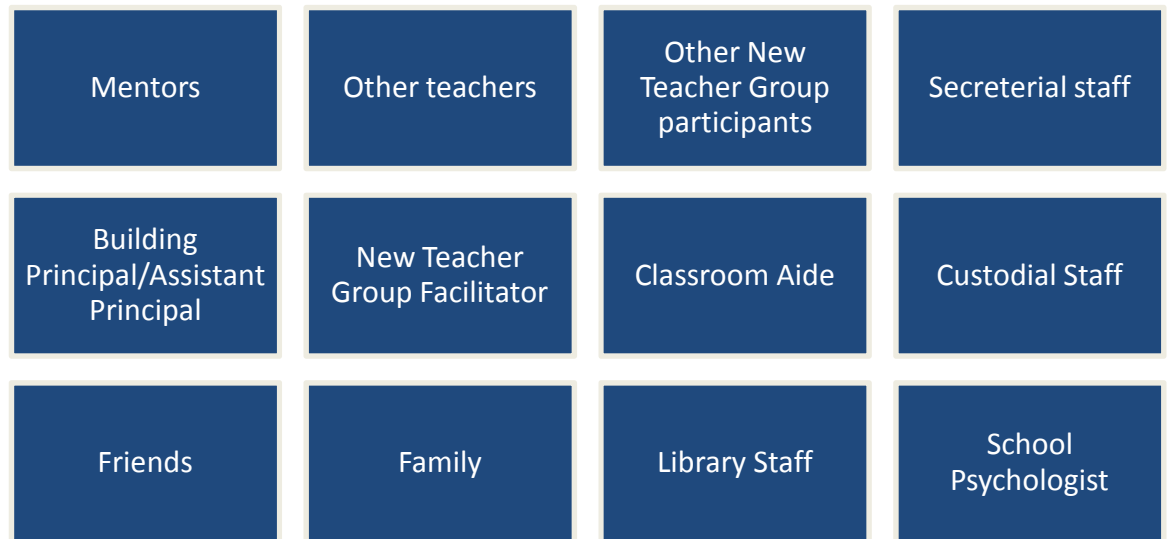
Figure 6. The new teachers reported that many different people were helpful and supportive to them during their first year in a new school. Each of the above categories were reported by the participants.

While people playing many different roles were identified as providing support, some were reported more frequently than others. Eighty-five percent (n=11) of the participants reported that their mentor was helpful to them in their first year. The next most common response to the question of who the new teachers found helpful and supportive in their first year was other teachers. Sixty-nine percent (n=9) of the participants reported that other teachers were helpful to them during their first year. Forty-six percent (n=6) of the participants reported that their colleagues in the New Teacher Group were helpful during the first year. Thirty-eight percent (n=5) of the participants shared that the secretarial staff were helpful to them during their first year. One third (n=4) of the participants reported that their building principal and/or assistant principal were helpful to them during their first year. Fifteen percent (n=2) of the

participants reported that the New Teacher Group facilitator was helpful to them during their first year. The rest of the people mentioned were only reported by one participant. Specific responses regarding the most helpful individuals are discussed below, beginning with mentors, who were discussed most often.

Support provided by mentors. Eighty-five percent (n=11) of the participants reported that their mentor was helpful to them in their first year. New teacher #6 shared, "My mentor was very influential, and very helpful, extremely helpful."

Another new teacher also discussed how her mentor helped her adjust to her new environment. New teacher #12 shared "My mentor definitely helped acclimate me to fourth grade. Because it is quite different from what I came from… it's different than sixth [grade]." While this new teacher had previous teaching experience in a different district she found that she required support in her new school district and in her new grade level assignment. While her previous experience was teaching 4th grade, she found 6th grade to present its own set of challenges. She credited her mentor with helping her make the necessary adjustments.

Other new teachers also talked about the helpfulness of their mentors. They specifically shared that their mentors were experienced in their particular grade or field. New teacher #13, a special education teacher, shared that her mentor:

> has taught me about the school, has taught me about the kids. She gave me background on the kids because she knew the sixth graders before I had them. She gave me a lot of information about the type of kids I'd be working with and their personalities. She's been there for me through everything. She taught me a lot about CSE [Committee on Special Education] meetings, about how to do IEPs

[Individual Education Plans], what they were, how to test the kids. She's taught me a lot.

A few of the new teachers were partnered with the head of their department as mentors. They reported that was a helpful pairing. New teacher #2 shared that her department head mentor was helpful to her. She also shared that the mentor of another new teacher was also helpful to her.

When describing the support of mentors, some new teachers discussed the importance of their mentors being both approachable and available. New teacher #4 shared "My mentor was very, very supportive and still is to this day. I can walk over there and ask her anything and she'll help me." This mentoring relationship also included close physical proximity between the new teacher and the mentor.

When discussing the helpfulness of their mentors, other new teachers shared how the nature of the relationship with their mentor changed throughout the school year. New teacher #10 shared:

> My mentor was a big help. In the beginning, we saw each other really regularly, maybe like every week. But then as time went on, I didn't need her. And then it was like once a month. And now I haven't seen her… I mean, I see her in the hall or pass an e-mail, but to have to actually sit and have to be like, "well, what do I do now?" or "where do I send this?" or whatever. That really hasn't happened much. But she's been great.

The new teacher's need for support changed as the school year progressed.

New teacher #3 also commented about her supportive relationship with her mentor. When asked the question: "Please discuss those who you believe were helpful to

you in your first year. How did they play a role in your development as a teacher," she

provided the following response:

> Well the first one would have to be my mentor. She's a tenth grade English
>
> teacher and she just watches out for me in the day to day issues, like what I should
>
> put up with, what I shouldn't put up with, from both students and administration.
>
> She doesn't really interfere or assist me as far as teaching of anything, other than
>
> sometimes I bounce ideas off of her and she'll give me input there. But overall,
>
> she just makes sure that I know where I'm supposed to be and when and what I'm
>
> supposed to have with me. Kind of a housekeeping. Plus she helps me find any
>
> materials that I need.

New teacher #10, a young traditional female new teacher, also commented on the

support received by her mentor. "Definitely, my mentor treated me like one of her

daughters. She was wonderful. She was friendly and helpful." New teachers #8 and #9

also shared that they found their mentors helpful.

The responses provided by the new teachers strongly supports the use of mentors

in the induction process. Important features of the mentoring relationship include being

experienced in the new teacher's grade and or specialty, having regular, ongoing, open

communication, being approachable, physical proximity, and being familiar with the

specific school and daily routines, policies and procedures, the students, and the

curriculum.

Other teachers' support of new faculty. The next most common response

regarding who the new teachers found helpful and supportive in their first year was other

teachers. Sixty-nine percent (n=9) of the participants reported that other teachers were

53

helpful to them during their first year. These are teachers that were not identified as official mentors to the new teachers. New Teacher #7 shared "this year I've learned a lot from my mentor and from other teachers besides mentors, everybody helps out."

Teachers that work together can also provide support to new teachers. When asked who was helpful in the first year, teacher #13 reported:

Also the two teachers that I'm in the classrooms with, Mrs. [Regular Education teacher's name] and Mrs. [Regular Education teacher's name]. I've had a chance to observe them and how they teach, and they're really experienced so I really just learned a lot from them, even just from watching them. How they teach, how they interact with kids. So being in the classroom I learn a lot. I help with the kids, but I also get to observe the teachers, how they teach, what methods they use. So I've learned a lot from them too, because they've been teaching for a long time.

Most teachers never have the opportunity to observe other teachers in action. This new teacher clearly reports that observing other teachers was incredibly helpful to her in her first year. New teacher #11 also commented:

There were a couple other younger teachers who I connected with, maybe just because we were younger. So luckily, this one teacher in particular that I had a lot of kids in her class, it just so happened, so I think part of it was working relationships. Because I saw certain people a little bit more than others. And so a little bit more communication there.

New teacher #6 shared that "My team leader was extremely helpful." New teacher #12 discussed the regular support and working relationship she had with her co-teacher:

> She comes into my classroom and she's just like me. We have actually just hit it off and done a really good job this year together. And I just learned a lot from her. I had to learn a whole new curriculum, a whole new… I had to think back to my elementary roots, rather than being in my middle school roots.

The new teacher truly benefitted from the regular daily interaction provided in a co-teaching setting.

While new teachers found that working together and proximity to other teachers helpful, they are not necessary requirements for support. New teacher #11 reported that:

> there were a couple other new teachers. There were four of us who all started at the same time, but they were in middle school or the high school, so I didn't see them that often. But if I did see them, it was a bond. You know, we just started with a bond. It was nice to see them even though I didn't get to see them that often.

These new hires shared a common bond.

New teachers recognized and appreciated support provided from other experts in their field. New teacher #1 shared, "[Teacher's name] is the other social studies guy, just when I think I haven't seen him a long time, he'll pop in."

New teachers also recognized support provided from others outside their field. New teacher #1 reported:

[English teacher's name] across the hall over here, she's been a huge help, she's
not even in my department but she's been like real, she's been a mentor
essentially. She's been around the [SCHOOL DISTRICT NAME] block a few
times, so she knows the ins and outs. She has a good sense of humor.

A new teacher that was filling a maternity leave shared that "[TEACHER ON
MATERNITY] was a big help over the summer last year, getting me ready for her year."
That same new teacher also shared that "the [SPECIAL EDUCATION TEACHER] was
also an enormous help." New Teacher #10 shared:

And almost every coworker has been really helpful and supportive, coming to me

and said whatever they could do to help me or if I had any questions of them, or

what I thought of the past or if I wanted to change things. They've been flexible.

So everybody's been really, really great.

Every school administrator would be proud of such a comment about her staff. The goal
is to make new teachers feel both welcomed and supported to provide the best possible
education to students. The responses of the new teachers clearly encourage all teachers
to extend a helpful, supportive hand to the new teachers in their schools.

Support provided by New Teacher Group peers. The new teachers that
participated in New Teacher Groups found the other participants in their group to be an
additional form of support. Forty-six percent (n=6) of the participants reported that their
colleagues in the New Teacher Group were helpful during the first year. They were very
clear about the level of support they received in the New Teacher Group. New teacher #4
stated "the biggest support system was the new teacher group. We were very fortunate,
with the new teacher group." New Teacher #7 clearly described her experience in the

New Teacher Group. "I think from what we did, our group, helped a lot. Because I got answers to a bunch of questions, about problems and stuff, and I got ideas from them. They worked."

New teacher #3 named many of the other teachers in her New Teacher Group as sources of support.

> [NEW TEACHER #2] and [NEW TEACHER #1] and [NEW TEACHER #5] and [NEW TEACHER #4] - they've just been helpful as far as being able to talk to someone. They all have more experience than I do, but at least they're sympathetic ears. They helped my first year go much better. I know that there have been induction programs in every school. I feel that this is much more helpful and should be continued in place of that.

The common bond that these new teachers shared as well as the relationships developed over the course of the school year really helped this new teacher, who was a mid-career entrant.

New teacher #1 was very experienced in education and still chose to participate in the New Teacher Group. Even he reported "Our new group has been… it's been really nice."

Previous teaching experience, gender, grade level, age, point of entrance into the field, and other previous outside experiences did not affect the responses of the new teachers. All kinds of new teachers found the other teachers in the New Teacher Group to be an important form of support during their first year in their position and school district.

Support provided by secretarial staff. If you work in a school, you understand the important role of the secretarial staff. Thirty-eight percent (n=5) of the participants shared that the secretarial staff were helpful to them during their first year. New teacher #2 shared:

> The office staff has been very helpful, as well. Just helping with how things are run, what is due when, and you know, how to even get sick leave, all of that, daily routine stuff that varies from one school to the other that you need to know about.

New teacher #10 shared how her school secretary really went above and beyond to help her in her first year:

> [The office secretary] - she's helped me with just regular things, like helped me find an apartment, where to go for this, in what store, what doctor, what dentist, who's doing what and who's going where, what church to go to, and I mean, just life in general. But that's helped me feel more comfortable here so I can start feeling more confident in doing my job, instead of worrying about where I'm going to live.

Many new teachers are managing new personal settings in addition to their new professional setting. School secretaries can be incredibly helpful in acclimating new teachers to the locality as well as the nuts and bolts of their school.

Support provided by building principals and assistant principals. One third (n=4) of the participants reported that their building principal and assistant principal were helpful to them during their first year. New teachers felt supported by the building administrators that found them worthy of being hired. When asked who was helpful to her in her first year, new teacher #8 shared "Then starting here at the school, I have to say

[PRINCIPAL] first because he was the first person that I encountered." New teacher #7 shared:

> I think the most helpful was my principal here. He was the most helpful. I mean
> I did have other teachers that were helpful, but he was the most helpful. I guess
> because I go to him basically when I have a question.

When discussing those people who were helpful in the first year, new teacher #3 shared, "the assistant principal of our high school. He's loaned me materials and he's always willing to give me advice." New teacher #5 shared:

> I thought the assistant principal did...he does a great job at backing up the
> discipline aspect, and he works with the kids but yet he sees both sides: the
> teachers and the kids; and he tries to come to an agreement rather than a "you
> were wrong, you were right."

This experienced male teacher appreciated the administrative support he received in the first year.

Support provided by the New Teacher Group facilitator. Fifteen percent (n=2) of the participants reported that the New Teacher Group facilitator was helpful to them during their first year. New teacher #8 shared that the New Teacher Group facilitator was:

> A big help talking about the things that we were going through. It was good to
> get that off my chest and just see what other circumstances people were under and
> how we deal with them, and it was good to talk about it.

Support provided by others. Other people mentioned who provided support to new teachers during their first year included: classroom aide, custodial staff, family,

friends, library staff, and school psychologist (not facilitator). In describing her

classroom aide, new teacher #13 shared:

> I think first of all I have to say one of the aides, special education aides. She
>
> helps all of the kids. She is experienced because she has been at this school for
>
> many years. She knows her job really well. She has a natural ability to relate
>
> with the kids. I've just observed her and she's helped me out. She takes
>
> initiative. She does what I tell her, but she also takes initiative to help her kids…
>
> to help the kids out. Without her, it would be really hard. It would be too many
>
> kids. She helps so much. So I think that she's the first one I'm thinking of.

New teacher #1 reported that the custodian "was very helpful." New teacher #8 reported

that her family was helpful in her first year of teaching. New teacher #4 shared that she

has "friends who are teachers that I talk to a lot." New teacher #2, a secondary English

teacher, shared that "The library staff has also been extremely helpful." New teacher

#11, a speech and language therapist, shared "Because I work mostly with classified

children, the psychologist and the CSE [Committee on Special Education] secretary just

helped a lot, like what to do and what went on, and even just clues about the families.

Because that affects what I would see [to provide speech and language therapy]."

Newly hired professional staff members require a great deal of support throughout

their early years. When asked who they found helpful to them in their first year, they

listed many different people. Every new teacher listed multiple people that helped them

throughout their first year. See Figure 7. The thirteen new teachers named five people

on average as helpful in their first year. Support came from varied sources. The

responses to this question indicate that just about anyone within a school district can

extend a welcome and helping hand to newly hired staff. There is no one person that can

meet all the various needs of a new teacher. Schools need to provide support

opportunities at various levels for new teachers.
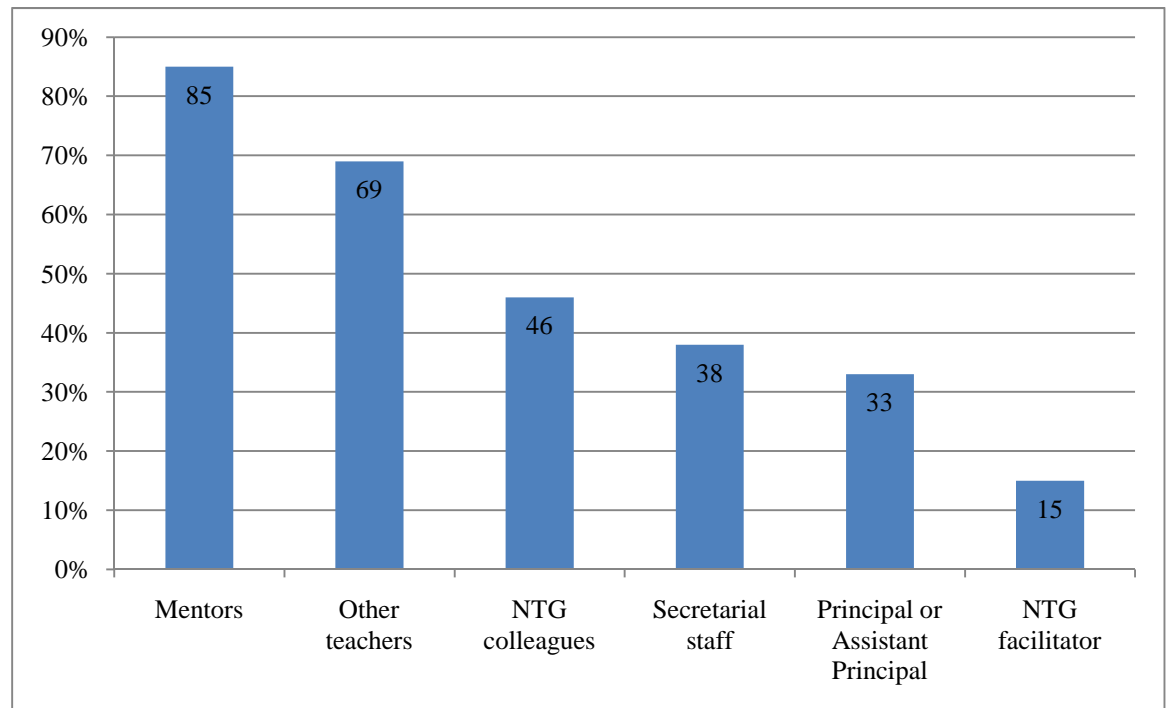
Figure 7. The new teachers reported the people they found most helpful to them during their first year in the school.

Research Question #2: Description of Mentors

The most common person identified by the New Teacher Group participants for

support was their mentor. Mentors were the most common response to the question

asking who provided support to the new teachers.

Positive mentorship experiences. The majority of the new teachers shared

positive experiences with their mentors throughout the school year. New teacher #6

shared "my mentor was very influential, very helpful, extremely helpful." The facilitator

inquired how specifically the mentor was influential and helpful. The new teacher

shared:

Well, in our team we have some older teachers that were extremely negative, and even negative towards me because they, because I was kind of coming in here...taking the place for a year of a teacher that they liked and wanted to come back and they were afraid he wasn't coming back. And I intimidated them. My young age. And she kept my spirits up. She kept me positive. She really gave me a lot of support that way. She gave me a lot of support in my teaching. She always gave me a lot of resources, like if I didn't know where to go for something, she knew where to go or at least help me find where to go. You know I really didn't know where in the school to go to find things or what to do to do something. So she always gave me that, she played that role, as well. Plus she's my friend. So really, we developed a close friendship.

Negative mentor experiences. While many new teachers shared positive aspects of their mentoring relationship, a few new teachers shared that their mentors did not meet their expectations. One new teacher reported her mentor as helpful, but she then confided that:

She helped me some, not as much as I thought a mentor should. She never came to me and explained things to me. I kind of had to find out for myself and when I did have questions, I didn't feel comfortable going to her, as much as I felt comfortable going to the principal, because when I did go to her about something she would just go off on how she did it and how her classes go well, and you know, I just wanted a straight down answer, I didn't want to know all that. But she never came to me and said, "How are things going?" She never asked me any

of those questions. Nothing. And I don't think they should get paid that much.

For something that they don't even do.

When the facilitator asked about the mentors getting paid, the new teacher responded:

Yeah, they get paid $550 or $525. You know if you're going to be getting paid

that much, you really need to do your job. I think there should be a set thing you

should be doing with your mentor. Maybe I'm being greedy.

Overall, it seems as though this mentor did not meet the expectations of the new teacher.
She did not feel quite as supported by her mentor as she had hoped.

Unfortunately, another new teacher also did not report a positive experience with
his mentor. This new teacher had previous teaching experience. He was in a department
of only two people in this school district and his mentor was not located in his school.
When asked about the people that supported him in the first year, he shared:

because this isn't my first year really of teaching, so they really didn't do a whole

lot with me or for me because I figured they assumed that I knew what I was

doing already, that's why they hired me, they told me. That's what they told me.

When asked in general how satisfied he was with the assistance he received in his first
year of teaching, he responded that he was both satisfied and dissatisfied. He elaborated
by sharing:

[I] didn't get much...really don't need much in being taught how to teach. I

needed more of explaining of the routine of the school and I don't want to say

their policies, but their events. I got missed for events, just because nobody told

me about them, because I'm at the other part of the school. And my mentor didn't

do hardly anything for me.

Research Question #3: Overall Level of Satisfaction with Support Provided

Each teacher was asked how satisfied they were with the overall support they received in their first year. Nearly a third (n=3) of the New Teacher Group participants reported being highly satisfied. Over half of the New Teacher Group participants (n=8) reported that they were generally satisfied with the support they received during their first year. One new teacher who was filling a year-long sabbatical position reported being generally satisfied, however she shared that "I don't get as much assistance as a regular teacher, being a substitute. They don't think as highly of me as they do the regular teachers." She then went on to share "I'm the only one in the whole school that has bus duty and cafeteria duty." All other professional staff members in her school only had one duty a day. She recognized the difference that she had double duty. Fifteen percent (n=2) of the New Teacher Group participants reported being both satisfied and dissatisfied with the support they received during their first year. None of the New Teacher Group participants reported being generally dissatisfied with the support they received during their first year. See Figure 8.

When reporting on their general reactions to their first year of teaching, 100% of the participants reported that they were generally satisfied and looking forward with confidence to the next year. While looking forward to the next year, new teacher #3 also commented that she recognized she has a lot to work on. Each of these themes will be further discussed below.
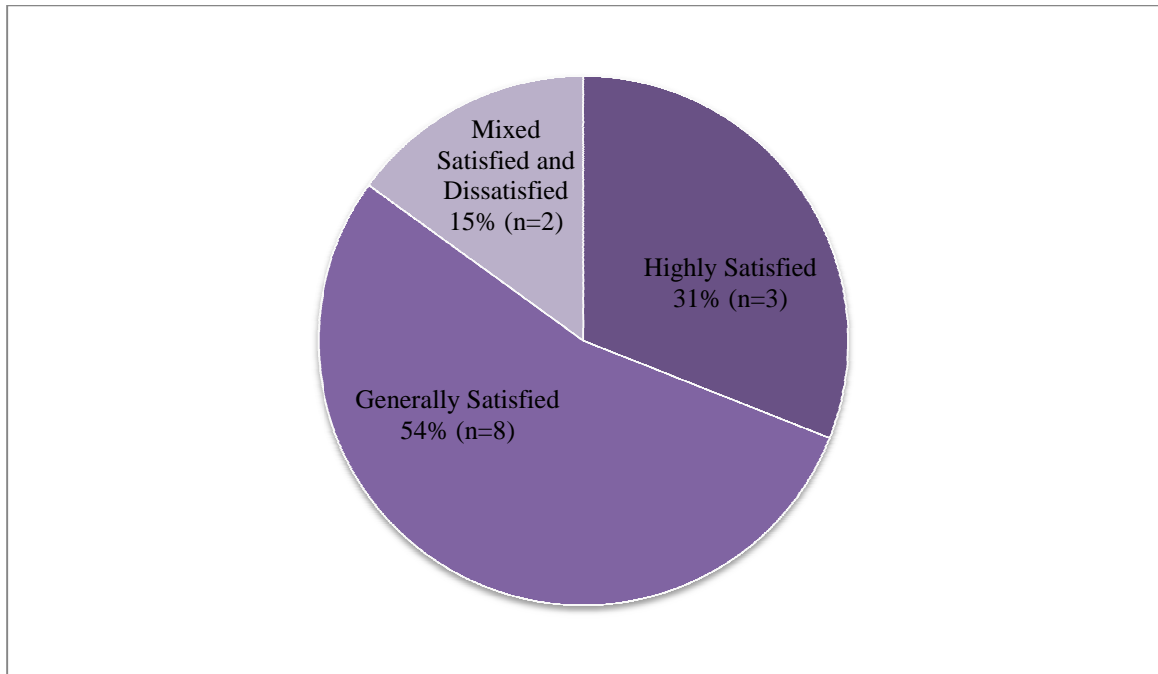
Figure 8. The 13 participants of the New Teacher Groups reported on their level of satisfaction with the support they received in the first year of teaching.

Research Question #4

The fourth research question is: What do participants perceive to be the benefits and important characteristics of new teacher consultation groups? The following data relates to this inquiry.

Part 1: Perceived benefits of participating in the New Teacher Group. The new teachers reported many perceived benefits of participating in the New Teacher Group. Eighty-five percent (n=11) of the new teachers reported that participating in the New Teacher Group helped them combat isolation. Fifty-four percent (n=7) of the new teachers reported that participating in the New Teacher Group helped them gain a better understanding of their teaching. Over half (n=7) of the new teachers reported that participating in the New Teacher Group provided them an opportunity to both give and receive support. Thirty-nine percent (n=5) of the new teachers reported that participating

in the New Teacher Group helped them prepare to meet future challenges. Thirty-one percent (n=4) of the new teachers reported that participating in the New Teacher Group helped them reduce stress. Twenty-three percent (n=3) of the new teachers reported that participating in the New Teacher Group provided them with encouragement. See Figure 9.

      Theme 1: Combating isolation. Combating isolation was the most common response category of the new teachers. Eighty-five percent (n=11) of the new teachers reported that participating in the New Teacher Group helped them combat isolation. When new teacher #1 discussed his participation in the New Teacher Group he simply stated, "I like the camaraderie." He also shared "it's kind of nice to know everyone's having some of the same frustrations." Lastly, this new teacher said, "Most helpful was just to be able to talk and share, just…you can't always go home and do that. It's not fair. So that's nice." New teacher #9 echoed the sentiment. "It made me realize that we all experience the ups and downs of teaching, and of special relationships." New teacher #10 shared:
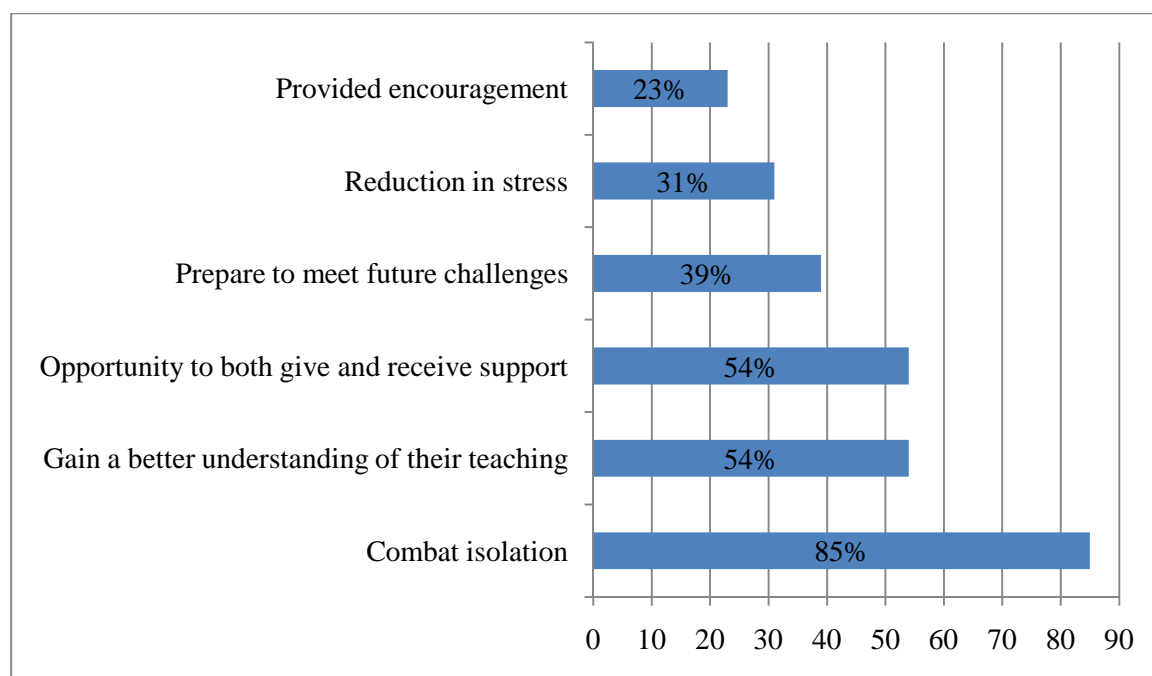
Figure 9. These were the most common themes reported by the new teachers about what they perceived to be beneficial about their participation in the New Teacher Group.

It was nice to talk to people that are in the same boat. It made me aware that there are other people out there. I didn't have to feel like 'I'm alone here… in this school… or in this district' …like being the only one that didn't know what was going on. Like, [NEW TEACHER #13] didn't know either, or [NEW TEACHER #12]'s not sure either. So that's okay, you know. It's okay not to know and that I knew that I could go and talk as a group, and say, "Did you guys know about this?" or "Can you help me out here?" and not feel threatened, like I was going to say something stupid or something that would be frowned upon, like if I had gone to my new administrator, or even my mentor sometimes. I didn't want to seem really out of it. With them, [the New Teacher Group] I really felt more comfortable to say, "Hey listen… I really don't know what's going on today."

This new teacher really found a home in her New Teacher Group. The dynamics of the group allowed her to reduce her feelings of isolation and inexperience.

The new teachers had a great deal to say about how their participation in the New Teacher Group reduced their feelings of isolation. New teacher #13 shared:

It was really nice to be able to talk to other teachers that are more on my level, that are new teachers that are facing the same things that I'm facing. There's a lot on your mind that I just feel I can't share with other teachers. It's nice just to be able to get to know younger teachers, to be able to share your feelings, to be able to share what your month has been like, or what your week has been like, to be able to talk about kids. I just felt it was very comfortable, a comfortable setting where I could share my feelings, and be open, and I could have other people listen to me.

Later, she shared:

It was very helpful, just to listen, and to know that you're not the only one going through things. Yeah, it was very helpful. It was nice to hear from others too, and to hear what they're going through at the same time.

New teacher #2 discussed the following:

I thought it was helpful to talk to other teachers about their experience because they were all new to the school. Of course I think we have a pretty neat group and the camaraderie was really wonderful. We've really been a good support system for each other.

Later in the interview this new teacher also shared that the New Teacher Group was helpful to her:

to see maybe that I wasn't alone with some of the problems that I was

experiencing. That it was also something that others had noticed or saw or had

experienced, as well. And I think that kind of helps you not to say, "What am I

doing wrong," but to see, "Well, wait a minute. There might be more than just

what I'm perceiving or what I'm experiencing. There might be a larger problem

or there may be another way." [NEW TEACHER #1] and I, especially, have had

a chance to share quite a bit with each other.

The existing literature well-documents the pervasive problem of isolation in the

field of teaching. New teacher #4 had a lot to contribute about how the group helped

reduce her isolation. "Just talking and sharing…it gives you a sense of belonging.

Everyone is in the same situation, you don't feel so lonely, like you're out there all by

yourself." This teacher continued:

I guess the thing that shocked me the most, when we started talking about

…[NEW TEACHER #2] has been teaching for so long, and you know, when we

started talking about different stuff and she started talking and I was like, "Man-

she's having the same problems I'm having," and it was just like…it was an eye-

opener. It was like "WOW!" And these meetings, too. You know? You don't

feel so lonely. You feel like, "Wow, this is happening to other people, too."

Within the walls of your own classroom, it is often difficult to realize that other

professionals may be experiencing the same or similar difficulties as you.

The demands of teaching and learning keep teachers very busy throughout the

school day, often leading to isolation. New teacher #5 shared:

I enjoyed it [the New Teacher Group]. I thought it was good. It was one chance

69

to actually get to spend time with, believe it or not, with staff here. I don't get to

see the staff at all. And to share. It was good to share. I guess you could say that

it's very rare that you get a chance to sit down and share with other teachers that it

isn't in the faculty room. So I'd say that it gave a positive, it had a positive

impact by just being able to talk with other teachers.

New teacher #6 shared, "it [the participation in the New Teacher Group] made me

see that I wasn't the only one!!! That made me feel not so bad." New teacher #8

reflected on her experience in the New Teacher Group by sharing:

I liked knowing that there were other people out there who were possibly

struggling with the same things I was going through or maybe [NEW TEACHER

#9] had something, a situation in her class, [NEW TEACHER #7] or I might have

a recollection of a similar instance that we could say "Okay, this is what we've

done. You can try it." We could take from it what we wanted, you know, we

could take a lot of personal experiences and try and use it to our advantage and

just kind of test things out to see how things could work and how other people

handle things. It was a nice little support group, which I've never been a part of

before.

The camaraderie and sense of belonging that the new teachers experienced in the New

Teacher Groups helped reduce their feelings of physical, social, and professional

isolation.

Theme 2: Gaining a better understanding of their teaching. Over half (54%) of

the new teachers reported that participating in the New Teacher Group helped them gain

a better understanding of their teaching. Research indicates that teachers who reflect on

their practices make changes to constantly improve student learning. When talking about his participation in the New Teacher Group, new teacher #1 shared "it's been good. It's helped validate what I'm doing."

New teacher #13 described how the structure of the New Teacher Group meetings encouraged her to reflect on her teaching:

Asking us about "brags and drags" helped us to reflect on what we've been doing in the classroom, helped us to reflect on the things that we want to change, or the bad things that have happened that we want to change. It just helps you to reflect and to look back on what's going on and to make you really think about what you can do better and how you can change the difficult situations. I think it was just nice that we could reflect on what we've been doing in the classroom.

This structured time really encouraged honest reflection.

Collaborating with other educational professionals encouraged the new hires to expand their thinking. New teacher #2 shared that her participation in the New Teacher Group encouraged her:

not to say, "What am I doing wrong?" but to see, well, wait a minute. There might be more than just what I'm perceiving or what I'm experiencing. There might be a larger problem or there may be another way.

These are the same kind of problem-solving strategies that teachers encourage students to employ. New teacher #3 shared:

Oftentimes, it was just a time to unwind, just to see something from another perspective. So it [the New Teacher Group meeting] was beneficial in that respect." She then went on to share "You [the facilitator] always had helpful

suggestions or a different perspective of looking at things. Times when I was

frustrated with something or [NEW TEACHER #6] or…but I remember you had

a different perspective, which was helpful. You see a little bit different kids than

we see. You were a good voice of reason.

When talking about the New Teacher Group, new teacher #4 shared "They gave

me different things to think about: how to handle different kids, how to handle different

situations. I think that's what was the most helpful." New teacher #8 confessed "that we

all get caught up in whatever we have to do, but we also need to stop and just talk about

what we're going through and I think it's really helpful." New teacher #6 shared that she

found the New Teacher Group helpful:

because it was a way to talk out things that a lot of the other teachers were going

through, like you could hear things that you were going through, while other

teachers…how they handled their things and get advice to how to handle some of

the things you were going through…from them.

When the facilitator asked, "What specific topic or session was most relevant to

you," new teacher #6 responded:

I think the one [session] where I was having so much trouble… at the beginning

of the year I had a class that was really difficult to handle and I couldn't control it.

And they were giving me all kinds of suggestions and I tried a bunch of different

strategies. They were giving me different strategies to handle different difficult

behavioral class, and I just never-there were a lot of different strategies that I

never even thought of to try, and coming from different types of teachers, from all

different angles, not just one style, but different styles. That one was really

relevant to me.

These various perspectives encouraged new teachers to look at their situations from many

different angles.

Theme 3: Opportunity to both give and receive support. Over half (54%) of the

new teachers reported that participating in the New Teacher Group provided them an

opportunity to both give and receive support. While each new teacher brings different

prior levels of experience, they are often viewed as novices with little value or potential

contribution to the field. By participating in the New Teacher Group, new teacher #10

learned that:

"It's okay not to know and that I knew that I could go and talk as a group, and say,

"Did you guys know about this?" or "Can you help me out here?" and not feel

threatened, like I was going to say something stupid or something that would be

frowned upon. If I had gone to my new administrator, or even my mentor

sometimes I didn't want to seem really out of it. With them, [the New Teacher

Group] I really felt more comfortable to say, "Hey listen… I really don't know

what's going on today."

New teacher #12 shared that she benefited from getting "the ideas and to share the

experiences with other teachers…if they were having the same issues or concerns or even

successes." She later shared:

I definitely took from their ideas and their experiences. Also, because we were

different curriculums and different grade levels… knowing what [NEW

TEACHER #13] sees in seventh [grade], and what [NEW TEACHER #10] sees

73

in the library, and what [NEW TEACHER #11] sees in her field [speech and language therapy]… that all helped with my daily classroom and how I interact.

New teacher #13 echoed the importance of both giving and receiving support from the New Teacher Group:

It was really nice to be able to talk to other teachers that are more on my level, that are new teachers that are facing the same things that I'm facing. There's a lot on your mind that I just feel I can't share with other teachers. It's nice just to be able to get to know younger teachers, to be able to share your feelings, to be able to share what your month has been like, or what your week has been like, to be able to talk about kids. I just felt it was very comfortable, a comfortable setting where I could share my feelings, and be open, and I could have other people listen to me.

At a different point in the interview, new teacher #13 reflected on a specific session:

I remember when I was talking to you about the times when I was dealing with some things with some students, and I didn't know how to handle it. You gave me a lot of possible solutions on how to handle the situations, and all of the other teachers that were there could give me suggestions on how to handle that situation. So even though I didn't know what to do at the time, with your help and your guidance, I could help the other students.

She simply stated, "It was nice just to be open and to have others listen to you."

New teacher #4 reflected on the give and take of the New Teacher Group: "I think that we all helped each other in different ways." It wasn't uncommon to hear "I want to bounce this idea off of you. What do you think?" She shared the value "that

somehow each of us contributed something to help them [the new teacher presenting the concern]. Everyone offered their suggestions." New teacher #6 reflected:

> They [the New Teacher Group participants] gave me some good ideas. I used some of them. If they didn't work out…fine…but I did try some of them. I tried quite a few actually. Some trial and error, some worked, and some didn't. Or some worked for a while and then I changed and tried another.

When new teacher #8 described the New Teacher Group she shared that they were "not just people there to talk, but they were there to listen, also. I think we did a pretty good job of doing all of that." The new teachers that participated in the New Teacher Groups valued both talking and listening.

Theme 4: Preparing teachers to meet future challenges. Thirty-nine percent (n=5) of the new teachers reported that participating in the New Teacher Group helped them prepare to meet future challenges. While the New Teacher Groups met for an entire school year, the lessons these teachers learned would last much longer.

The new teachers that participated in the New Teacher Groups were able to learn from the experiences of their colleagues. They did not have to experience the problem themselves. They were able to take from the experiences of the other teachers and apply it to their own situations. Some new teachers even found themselves more prepared for when they had to encounter a similar situation in the future.

New teacher #3 shared "there were definitely suggestions that were offered in the group, either to me or to others, that I took or that I employed." Specifically, new teacher #3 shared:

I think mainly I learned some disciplinary techniques from the group. I'd say probably one of the times that I feel like I got the most was when [NEW TEACHER #5] was specifically giving me some discipline guidance, on how to handle some things. Since classroom discipline is a common area of difficulty for new teachers, this aspect of the New Teacher Group was very beneficial to not only current, but also future classroom management decisions.

At the beginning of each New Teacher Group, the problem-solving process was taught to the participants by the school psychologist. While some teachers may have seen a similar process, most teachers had not previously employed a systematic way of solving problems. The problem-solving process was utilized throughout each New Teacher Group meeting. The goal was that the new teachers would become so familiar with the process during the meetings that they would generalize it and use it when encountering daily problems both at the present time and in the future. When new teacher #8 was asked, "What impact, if any, did the New Teacher Group have on your teaching or your life as a teacher?" her response indicated the value of the group. She shared,

> the more we got to talk about different problems that everybody had, the easier it was to come up with solutions. So I think that helped me to stop and think a little bit more about what I'm doing and how I can solve problems. It helped me go through a process of – what do you do…and if that doesn't work what's something else that you could do. And it was nice to have a follow-up with it. I know you'd always ask, "Hey-what happened with this?"

It is impossible to know just how far the experiences of the new teachers that participated in New Teacher Groups reached. From classroom management strategies to the problem-solving process, the new teachers that participated in the New Teacher Groups learned a great deal in the group that could positively affect the students in their present classrooms and their students for years to come.

Theme 5: Reduction of stress. Approximately one-third (n=4) of the new teachers reported that participating in the New Teacher Group helped them reduce stress. Since the literature is clear on how stressful the first year of teaching can be, this is an important benefit of participating in a New Teacher Group.

When talking about her experience in the New Teacher Group, new teacher #3 shared "Often, it was just a time to unwind. But it was kind of therapeutic also." New teacher #4 shared "It was a calming effect, just being there." She also shared "I think that it's very beneficial. It gives you an outlet."

Many new teachers reported looking forward to the New Teacher Group meetings.

> It was nice to be able to go and just vent. Vent when we need to vent or just joke around when we need to joke around and you know sometimes you just need that and it was just a really good experience.

Reducing the stress level of new teachers helped them throughout the school day.

Theme 6: Provided encouragement. Twenty-three percent (n=2) of the new teachers reported that participating in the New Teacher Group provided them with encouragement. It is well documented that the first year of any job, and specifically

teaching, is quite stressful. Providing new teachers with timely and specific feedback

encourages them to do the same for the students in their classrooms.

When new teacher #10 discussed her experience participating in the New Teacher

Group meetings, she shared that:

> every session had something that I took away from it. Whether it just was feeling
>
> good that I could share what I did, or finding out something I didn't know about
>
> the copy machine. I always came out with something.

When asked how her life as a teacher was affected by her involvement in the New

Teacher Group, new teacher #13 shared that in:

> my life as a teacher, I built confidence. Just being able to share brags and drags.
>
> It was nice just to be open and to have others listen to you. Others can encourage
>
> you. A lot of the other people in the [New Teacher] group were really an
>
> encouragement to me. It's nice to have someone to listen and to be there for you.

New teacher #4 was incredibly honest when she reflected on her experience in the

New Teacher Group. "If I were ever going to think about quitting [my job], it probably

convinced me not to. There were times when I felt totally defeated and talking with my

peers really helped." Receiving feedback and encouragement from peers was an

invaluable aspect of the New Teacher Groups.

The new teachers that participated in the New Teacher Groups perceived many

various benefits. The benefit reported most often was combating isolation. Participating

in the New Teacher Group also encouraged the new teachers to gain a better

understanding of their teaching. Their participation in a New Teacher Group also

provided opportunities to both give and receive support. Other reported benefits included

preparing teachers to meet future challenges, reducing stress, and providing

encouragement.

Part 2: Important group characteristics. When discussing the New Teacher

Groups, the participants described many specific characteristics which they believed were

essential to the success of the group. Having a safe and confidential environment was

referenced more than any other group characteristic. Eighty-five percent (n=11) of the

participants discussed the importance of the role of the group facilitator. The next most

common response (n=9) for important group characteristics was the design of "Brags and

Drags", which will be further explained below. Forty percent (n=5) of the participants

discussed the value of the group being relevant, fun, and allowing them to establish

relationships with others. Other important characteristics of the group mentioned

included: being grouped by level (elementary and secondary), being from the same

school district or school, having snacks, the size of the group, having a variety of subject

areas represented in the group, being voluntary, and meeting in their classrooms. See

Figure 10.

Role of the group facilitator	"Brags and Drags" meeting format	Having a safe and confidential environment	Relevant
Fun	Allowing them to establish relationship with others	Grouped by level (elementary and secondary)	Participants from the same school district or school
Snacks	Small group size	Having a variety of subject areas represented	Voluntary
	Meet in classrooms		

Figure 10. The New Teacher Group participants reported the above listed characteristics as important aspects of the New Teacher Groups.

The major emergent themes are discussed in greater detail below.

Theme 1: The role of the facilitator. The role of the facilitator was clearly explained to the participants at the initial introduction of the New Teacher Groups. The facilitator had no evaluative rank over the new teachers. This person was clearly different from the building principal and administrators who hired them. The rationale behind this was quite simple. Who would go to their boss, the person who conducts their evaluations, and honestly say "I really messed up" or "I have no idea what to do" or "I am in over my head" or "Help!" ? It is quite unlikely that anyone who wanted to impress their boss or even keep their job would do this. That being said, it is also impossible for a new teacher to be prepared for every possible situation that living children bring to a real classroom setting. So, the role of the New Teacher Group facilitator, was to guide the discussion while utilizing a problem-solving model. It was imperative that the new

teachers were comfortable with the facilitator. The facilitator was the person who ensured that the New Teacher Group was more than just a gripe session. When describing the role of the facilitator, new teacher #1 stated:

I thought you did a very excellent job. You were very patient. You've had empathy. You kept a sense of humor. You've been all the things that I think are good about being a good teacher or counselor, in that respect. You take your job seriously, but not take yourself too seriously. You respected that we were going to be childish and even appreciated it and encouraged us to look at things that we needed to look at. I think you facilitated well because you helped orchestrate without a heavy hand. I don't think I could have done it.

When discussing the role of the New Teacher Group facilitator, new teacher #10 commented that:

I liked that you're in our district. So you could kind of talk about district stuff too, instead of just more general new teacher situations. And that you've been through it before too obviously. You didn't come in with so many years experience. You were new at one point. So you could relate.

New teacher #11 talked about why she felt a facilitator was necessary. "I think it's a good idea to have a facilitator. I mean, somebody needs to be on the ball, and inviting people, and reminding people. I think during the meetings, just to keep it going and on what happened." New teacher #12 shared, "I think you started the discussions great, you kept it going."

When asked "What did you like and not like about the role of the facilitator? What suggestions do you have," new teacher # 13 responded:

You're very open and you're an easy person to talk to. You're really good listener. You were always there for us. You are always available. You gave us your e-mail from the very beginning, your phone number, how we could contact you. You were a really good listener, too. And an easy person to talk to, very open, and you were also willing to share ideas, to tell us stories. I don't have any suggestions. I thought you were great. I appreciate everything.

When new teacher #3 reflected on the role of the facilitator, she shared:

You always had helpful suggestions or a different perspective of looking at things. Times when I was frustrated with something… I remember you had a different perspective, which was helpful. You see a little bit different kids than we see. You were a good voice of reason.

New teacher #4 shared how she saw the role of the facilitator.

I think you left us talk, you left us be ourselves. You interjected and you weren't pushy, like you didn't push this on us. You kind of sat back and left us do things and talk and you interjected and kind of gave us direction at times, gave us suggestions, again it was a lot more casual than when we would go to the district office and all sat in the boardroom. And we all sat up in those big straight chairs. It was a much more relaxed atmosphere. I think you just left us be ourselves.

New teacher #6 shared:

I think your role was just fine. I don't think your role was invasive or too overbearing or not involved enough. I think it was a good balance. I could tell you handled it because you kept things…you brought us back when we kind of went off on a tangent, because [NEW TEACHER #5] had a way of going off and

you knew how to …well… but without being rude. You kind of knew how to

keep us on task, but without sacrificing camaraderie.

When discussing the role of the facilitator, new teacher #7 shared "You were easy

to talk to. And you always came back. I loved…loved the follow-up. I loved that. That

was my favorite part."

When discussing the role of the facilitator, new teacher #8 shared that she

appreciated:

how flexible you were with our schedules, for one, because I know you were

absolutely crazy with your own schedule. You were a very good listener. When,

at times…I tend to ramble, and at times when I thought I could be losing the

group, you all just seemed to be right with me. That it wasn't always all one-

sided. You weren't just there to listen, you were also there to help us out and to

answer any questions we might have, too, to the best of your ability.

The participants had a lot to say about the role of the facilitator. They saw it as an

important characteristic of the New Teacher Group. They valued that the facilitator was

non-evaluative, flexible, a good listener, an organizer, and followed-up on their situations

and discussions.

Theme 2: Brags and drags. Each New Teacher Group meeting began with the

host teacher giving a tour of their room, describing their centers, reading area, and

classroom projects. After that the new teachers were encouraged to share either a recent

brag or a drag about their teaching. A brag is defined as something positive a teacher is

experiencing. A drag is defined as something with which a teacher is experiencing

difficulty.

The brags allowed the group to celebrate the small, daily victories of the new teachers. The teachers really enjoyed this aspect of professional recognition. They described the New Teacher Group as a safe place to tell other professionals the good things they were doing with students in their classrooms. The brags they shared in the New Teacher Group were different from things they could or would share anywhere else. What new teacher would walk into the faculty/lunch room and say "Want to hear about the great thing I did today?" Yet, in the New Teacher Group the new teachers both looked forward to sharing the successes of their students and hearing the successes of their peers.

The drags presented in the New Teacher Group meetings were the basis of the main discussions and utilized the problem-solving format. The new teachers were encouraged to share things with which they were struggling. They looked to the group to help them think of alternative options to their current situation. They then chose which strategies they would take back and try. At the next meeting, they would provide follow-up to the group.

New teacher #1 shared, "I thought the brags and drags were good, because that got us into thinking about good things and bad things that were happening." New teacher #9 shared, "I liked the highs and lows of the week, discussing them with everyone." New teacher #10 reflected on why she liked the brags and drags format:

It was nice to be able to share good things too. Because normally I don't walk around the halls like, "Hey everybody guess what? I did great today! Slap me five!" You can't do that. But when you came to this group it was okay to be like, "Listen, I did really good!" and everybody's like "That's great!" It was a nice

84

feeling to do that. Which is the flip side of coming there and saying, "I screwed

up really bad. I don't want to tell anyone.

New teacher #11 also mentioned valuing the brags and drags:

Well one thing that was good was just hearing about the brags and drags and how

it is good to brag and to say the good things. But then also recognize what's

dragging. So that was good. And it made me be able to think, "Hey, I did do

this!" or "Gosh, this is what I'm struggling with, but other people struggle with it

too" or other people struggle with teachers or politicalness going on in a school.

New teacher #12 shared that:

even though the brags and drags were hard to come up with, I think that once we

did, I think that that was helpful, to see what somebody else is bragging about or

see what other people's success is in their class.

New teacher #13 shared that:

asking us about brags and drags helped us to reflect on what we've been doing in

the classroom, helped us to reflect on the things that we want to change or the bad

things that have happened that we want to change. It just helps you to reflect and

to look back on what's going on and to make you really think about what you can

do better and how you can change the difficult situations. I think it was just nice

that we could reflect on what we've been doing in the classroom.

New teacher #5 found that the format of the brags and drags helped get things

rolling. "You came in with a couple questions for us right away, like brags and drags, so

you could start, so people didn't sit there and stare at each other."

When asked, "Why did you show up for the group week after week?" new teacher #7 responded, "Because I thought it was helpful and we get to talk about everything that's going wrong or something good that's happening. It was just comfortable to be able to get all of that out."

The new teachers that participated in the New Teacher Groups came to know, expect, and enjoy the brags and drags format of the meetings. They willingly and openly shared their victories and revealed their weaknesses.

Theme 3: Safe and confidential environment. Having a safe and confidential environment was referenced more often than any other group characteristic by the New Teacher Group participants. This was an area they had a lot to say about. The simple model of the New Teacher Groups was "what we say here, stays here." The specific confidentiality rules and expectations were outlined at the very first meeting. They were then reiterated at every New Teacher Group meeting. For the meetings to be useful to the participants, they had to be ensured a safe and confidential environment.

Many of the new teachers talked about the trust they experienced in the New Teacher Group. New teacher #1 valued "the camaraderie, the friendship, the trust, to be able to vent, the outlet." New teacher #10 valued that she did not feel like she was "being judged when I went there. Just being able to say what had gone on." New teacher #11 shared "I like the idea of bouncing things off of somebody in a safe environment, and that it was confidential. I just like the overall idea of being able to say whatever."

Each New Teacher Group established a sense of trust. New teacher #4 shared that she appreciated:

the ability that we could all speak and say whatever and no one was offended and I think that kind of lent itself to…just the openness, and our ability to communicate. Everyone said what was on their minds. I think it was very, very beneficial. And the biggest part of it was... we were allowed to be who we are. And I never felt like, "Who can we trust and who can't we trust?" We could trust everybody and it was just like, you know we didn't even think about it. It was a nice feeling.

New teacher #5 recommended to "keep it a relaxed atmosphere, like you did with it. It was a relaxed atmosphere and I think it needs to be known up front, just like you did, that whatever is said stays." He recognized the importance of establishing confidentiality early on in the experience.

The safe and confidential environment that was established in each New Teacher Group was foundational to the depth of discussions that took place. Without feeling safe, the teachers would not have revealed their vulnerabilities. This is a key component to the success of New Teacher Groups.

Theme 4: Established relationships. Forty percent (n=5) of the participants discussed the value of the New Teacher Group allowing them to establish relationships with each other. Many new teachers find that they are so busy trying to survive their first year and just barely keep their head above water, that they do not have time to establish and maintain new relationships. They often feel like an island, disconnected from the rest of the school. Through the New Teacher Groups the participants had a regular opportunity to build and grow relationships with other professionals. New teacher #1

shared "I like the camaraderie." New teacher #10 appreciated how real she could be with

the other participants:

> Because we're close in age and we could talk about like "Oh my God, how great
>
> did it go today?" or "Oh my God, how bad did it go?" or "Did you hear, this is
>
> what's going to go on in the building?"

Looking back on the year, new teacher #13 reflected "I just had a really good time

as a group and I'm glad that we met. It was really nice that you had this. It was a really

good time." New teacher #3 shared "we were really interactive. And it was kind of nice.

It was like a little mini reunion every time we got together."

While the new teachers worked in the same schools and districts, they may not

have met or developed the close relationships had they not been in a New Teacher Group

together. New teacher #4 pointed out "And you know that those relationships developed

because of all of this."

Theme 5: Timely and relevant. Forty percent (n=5) of the participants discussed

the value of the group being relevant. Since new teachers are so busy, their professional

development opportunities need to be both timely and relevant. New teacher #1 reported

"I thought it [the New Teacher Group] was always helpful." New teacher #11 shared "It

[the New Teacher Group] was really helpful and relevant."

The new teachers that participated in the New Teacher Group received multiple

forms of induction support. New teacher #3 discussed that she found the topics of the

New Teacher Group to be most helpful because they were relevant:

> Which to be honest with you, that's why this was so much more helpful than the
>
> new teacher meetings with Mr. [ASSISTANT SUPERINTENDENT]. Because it

was personal, and it was real. I mean the issues we were talking about were REAL. We weren't getting a pile of papers to read through for the next meeting.

New teacher #4 also appreciated the authenticity of the New Teacher Group. She shared "I got a lot of help from those people [other new teachers in the New Teacher Group], a lot of support, a lot of help, and a lot of good ideas. So it was a good thing." She elaborated by sharing:

I think the openness that we had to really talk and just…I mean, you could sit in all kinds of meetings and have people tell you how it's supposed to be, but until you sit down and say this is the way it is, and this is what I'm experiencing, then…you know…I think that was most useful.

When discussing the other forms of induction support, she described meetings where administration was:

passing out papers and reading stuff and we all learned that in school. You know that's all the book and paper stuff that you learned when you were in school, but you know, we [the New Teacher Group] were more about the here and the now.

New teacher #8, a participant of an elementary New Teacher Group, recommended:

keep it the way you did it; it doesn't have to be for all first grade, but I'm just saying elementary…it makes sense to everybody who's involved because they're taking their time after school. But I mean they're taking their time to be able to meet and I'm sure that everybody would want it to be relevant to them as much as possible, and I think that we were able to do that because we had similar backgrounds.

89

She found that the issues discussed at the New Teacher Group meetings were relevant to her and the students she was teaching.

Overall, since new teachers are volunteering their time to participate in New Teacher Groups, it is absolutely essential for the groups to be relevant to the participants. They found the discussion of the real world versus the ideal world very beneficial.

Theme 6: Fun. Forty percent (n=5) of the participants discussed the value of the group being fun. While this characteristic may not seem important, it was the node with the second most references. New teacher #9 mentioned that the New Teacher Group was fun three different times during her end-of-the-year interview. She shared "It was fun to participate with people." New teacher #3 also referenced fun three different times in her end-of-the-year interview. She shared "I enjoyed getting together with the group and there were good laughs." She also shared "At the end of the day, sometimes you just need a laugh."

New teacher #4 made five different references to fun during her end-of-the-year interview. "We joked around. We were serious when we had to be, we were silly when we could be, and I think that helped. You know it became something we looked forward to."

When new teacher #6 was asked "Specifically, what about the group was most helpful to you?," she responded "the laughter. We laughed at ourselves sometimes."

The same as students in classrooms, teachers learn better when they are smiling and having fun. The teachers in the New Teacher Groups enjoyed their participation in the process. They were all volunteers. If they were not having fun and finding it useful, they did not have to keep coming back month after month, for an entire year.

Theme 7: Other. There were various other responses that the participants shared regarding characteristics of the New Teacher Group that they found important. A few of the teachers commented that they enjoyed the snacks. This is important because the meetings were held at the end of the school day, when blood sugar can be low. Healthy snacks improve mood and thus the functioning of a group.

Some of the participants highlighted the importance of the small size of the group (three-six participants). When discussing a larger group of new teachers that met for different induction exercises, new teacher #3 stated:

I wasn't sharing in that group. I was keeping my mouth shut. I don't know. The issues that you're dealing with seem so much smaller in a big group like that. Like they don't want to hear about what I did. But with the small group I knew, we all knew, that there was an interest there.

New teacher #4 shared similar views:

I think that, also our group was more focused. We were all high school. High school and middle school, but for the most part we were more focused. That [district-wide induction group] was everybody. That was the whole district. And maybe that group was too big.

The New Teacher Groups were made available to all new professional hires within the school district. This meant that teachers with experience in other school districts were invited to attend. Multiple teachers with previous teaching experience chose to participate in the voluntary New Teacher Groups. Their experience enriched the overall group. Both the new-new teachers and the experienced-new teachers commented on the benefit of their participation in the New Teacher Group. New teacher #4, a teacher

with no previous teaching employment, shared "I think we were unique in the sense that we had three teachers there with a fair amount of teaching experience, so they were helpful to those of us who were brand new at this." New teacher #2, a veteran teacher from another state, shared that:

> [NEW TEACHER #1] and I, especially, have had a chance to share quite a bit with each other. Because we're both veteran teachers. You know… about what's going on here, you know. And we look at each other and say "What is this really?"

Other teachers mentioned the value of being in a group of new teachers from the same school district. New teacher #4 shared, "Yeah, and it's nice within your own school district. I talked to friends of mine who teach other places and it's the same, but it's different. You have different types of kids, you have different…" On the flip side, a teacher that was the only one in her building shared:

> It was helpful to have other people to turn to, to go to. It would have been nice to have someone in my building that was part of the program. Since [NEW TEACHER #8] and [NEW TEACHER #7] were in the same building together, and even the same grade together, they got to go to each other with a lot of their problems and form a more meaningful relationship. Whereas I didn't have anyone up here.

A teacher that was from a different district also shared similar thoughts:

> The frustrating part for me was just that it was not at my school, so it obviously made a difference. In the very beginning I was so thrilled to think that I'd get to meet and hang out with other young professionals, especially women, and

socialize about life and school. But then it just…. individual life, for me, that was my hard part. Saying, "ah geez, not this time." That was frustrating. If the other new people in my school had been able to get involved, it could have been, like you had said, at somebody else's school or in our own home school, or something. I think that would have been a little bit different.

This new teacher missed the most sessions since she had to travel to the meetings. Some of the new teachers commented how they liked being from the same buildings. New teacher #1 shared:

This whole hallway has been awesome. You know [NEW TEACHER #3]'s right there. Our new group has been… it's been really nice. Just from most of us being in the same hallway, there's that sense of security and we can kind of check in on each other.

New teacher #10 also appreciated being in a group with other new teachers from her school. She shared:

I just know a couple times specific things would come up, like superintendent's conference day might be coming up, so we talked about that and how that would be run, and how we would get there, and just so we would be familiar with how that was going to work out. Or things like that, that would come up that we would be able to talk about as the newbies and say, "Well, how are we going to get there?" or, "How is this going to work out?" "How does chaperoning work?" Just little things like that.

New teacher #3 discussed that "They [the other New Teacher Group participants] helped my first year go much better. And most of us are in this same hallway, so that's nice.

[MENTOR]'s in the hallway. [NEW TEACHER #1], [NEW TEACHER #2], and [NEW TEACHER #4] were all right here." When the facilitator inquired if there were any drawbacks to being in the same hallway, new teacher #3 responded:

No, I can't think of any. No, if they were somewhere else, it would make it much more difficult, especially if [MENTOR] wasn't right next door. I mean she's just through the closet and [NEW TEACHER #1]'s right across the hall if I ever need him to come over and watch a class, or if I just need to go and vent. He's right over there. So no, there's no downfall that I can think of.

Some of the other participants discussed the importance of being grouped by level. New teacher #8 shared:

I think it was good the way we split up into our grade, or at least, levels, because…like it was established at the beginning, I don't think high school people want to hear about kids who can't make it to the bathroom, and some things like that. And I wouldn't want to hear about some of the other kid's things, you know, that don't pertain to elementary school children. So I liked that.

Other participants shared that they found it very valuable to have a variety of subjects represented in the New Teacher Group. New teacher #12 shared:

I definitely took from their ideas and their experiences. Also, because we were different curriculums and different grade levels… knowing what [NEW TEACHER #13] sees in seventh [grade], and what [NEW TEACHER #10] sees in the library, and what [NEW TEACHER #11] sees in her field [speech and language therapy]… that all helped with my daily classroom and how I interact.

The new teachers also talked about the importance of the New Teacher Group being voluntary. New teacher #2 shared "the key is not to make it mandatory because I think everybody feels so overwhelmed. They wouldn't go into this with the right attitude or state of mind."

Other participants discussed the value of meeting in their actual classrooms. New teacher #8 shared:

you know how we rotated the rooms, that's another good thing…I don't know where you would put it, but I like the way we rotated the rooms and…my rules, [NEW TEACHER #7]'s rules, [NEW TEACHER #9]'s rules…we got to see what we were doing and how we had changed in different things. But what I noticed while I was in their rooms, were different positive reinforcement techniques, how they managed their rooms. That's the kind of stuff I like too.

Overall, the participants of the New Teacher Groups discussed a large variety of characteristics they found important to the success of the groups.

Areas for Improvement

While there was not any specific interview question regarding things or people that the new teachers did not find helpful, some participants shared insights in this area. Sixty-two percent (n=8) of the participants commented on areas they felt their schools could improve in the area of support. One teacher shared:

I mean there are a lot of people with combat fatigue and it's not just the kids. It'd be nice if we had some more mental health programs for the staff to do other than let's just have this little luncheon thing. You know that's great but I don't know, something where the staff can just really… a go-to. Like if I was really struggling

95

with something, it'd be nice to be able to go and talk to the counselors at our

school.

That same teacher later stated:

It's like, "Here you go. Deal with it and come back. I want good results. We

want good test results. We want everybody to be inspired. We want you to have

all kinds of good stuff that you can show off and make everybody here look good

and make the kids feel alive. And you know, if hey-we run you into the ground in

the process, we're sorry!" I mean that's the unstated message that goes out, in a

way.

A quarter of the new teachers reported that the large group meetings led by

administration were not particularly helpful to them. One new teacher spontaneously

shared:

Especially those meetings we had at the county office or the district office, I felt

were not very helpful. Because he would give us the kind of information we

needed to know, such as, what the HEART Team was all about, such as what is

the procedure on ordering textbooks. You know, just the information that

anybody would need to know, not just new teachers and it really felt more like-oh

just one more duty that we have fulfill. I feel that those meetings need to be more

than that, than a chore that has to be fulfilled and that's it. It needs to be

something that you look forward to and that you want to say, "yeah I really got

some good information out of it." And I'm not sure we got that at all from the

county meetings, same as the district meetings.

Another new teacher commented:

Which to be honest with you, that's why this [New Teacher Group] was so much

more helpful than the new teacher meetings with Mr. [Assistant Superintendent].

Because it was personal, and it was real. I mean the issues we were talking about

were REAL. We weren't getting a pile of papers to read through for the next

meeting.

Overall, the feedback the new teachers provided through their comments can help

improve the quality of new teacher induction.

Research Question #5: Differences from Other Forms of Induction Support

Research question #5 is: How did the New Teacher Groups differ from other first

year support resources provided to new faculty? The participants from the New Teacher

Groups often discussed how the support they received in the New Teacher Group differed

from other forms of support they received or participated in during their first year as a

professional employee in their school districts.

New teacher #1 discussed the importance of receiving support in the school

system. He shared that "Most helpful was just to be able to talk and share; you can't

always go home and do that. It's not fair. So that's nice."

Even within the school system, new teachers do not always feel comfortable

asking questions and revealing their weaknesses, particularly to their administrators, and

even sometimes to their colleagues or assigned mentor. The imbalance of power that

exists between administrators and new teachers, mentors and new teachers, and tenured

teachers and new teachers can result in the new teacher feeling threatened, incompetent,

or vulnerable. New teacher #11 explained:

It's okay not to know and that I knew that I could go and talk as a group, and say,

"Did you guys know about this?" or "Can you help me out here?" and not feel

threatened, like I was going to say something stupid or something that would be

frowned upon, like if I had gone to my new administrator, or even my mentor

sometimes. I didn't want to seem really out of it. With them, [the New Teacher

Group] I really felt more comfortable to say, "Hey listen… I really don't know

what's going on today."

The level of comfort that grew from the monthly meetings allowed the new teachers to be

honest and real with the other new teachers in the New Teacher Group. She found the

New Teacher Group to be different than the faculty lunch room or any other place in her

school. New teacher #11 shared:

And it was nice to be able to share good things too. Because normally I don't

walk around the halls like, "Hey everybody guess what? I did great today! Slap

me five!" You can't do that. But when you came to this group it was okay to be

like, "Listen, I did really good!" and everybody's like "That's great!" It was a nice

feeling to do that. Which is the flip side of coming there and saying, "I screwed

up really bad. I don't want to tell anyone."

New teacher #3 talked about the differences between the New Teacher Group and

the district-wide meetings held by administration for new teachers. She shared, "The

administration was there at the other meetings. I felt stifled because of that." She

reported:

I wasn't sharing in that group. I was keeping my mouth shut. I don't know. The

issues that you're dealing with seem so much smaller in a big group like that.

Like they don't want to hear about what I did. But with the small group I knew,

we all knew that there was an interest there.

During the first year in the classroom, there are many meetings required of new

teachers: student meetings, data-decision meetings, grade-level meetings, staff meetings,

department meetings, district-wide meetings, Child Study Team/Instructional Support

Team/Response to Intervention team meetings, special education/Individual Education

Program meetings, etc. With so many meetings to attend, new teachers can often be

booked many nights of the week after the students leave the school. While each of these

meetings has a different purpose, they all take time from the newly hired staff member.

New teacher #9 shared "I know that there are grade-level meetings, but I don't know

effective they are." New teacher #4 discusses the many demands placed on new teachers:

I think it [the New Teacher Group] is a great thing. I think the biggest problem is

the fact that there are way too many meetings. There are just way too many

meetings when you are trying to get yourself situated, trying to get going. For

me, I had classes where there were no textbooks. So I had to create everything

that I did, which was very, very time consuming and to come to school and have

meetings three out of four days or three out of five days. It was so, so draining,

and I think that of all the meetings that we had, this was probably the most

beneficial. And to go back to the previous question, I think the openness that we

had to really talk and just…I mean, you could sit in all kinds of meetings and

have people tell you how it's supposed to be, but until you sit down and say this is

the way it is, and this is what I'm experiencing, then…you know…I think that

was most useful. These [New Teacher Group meetings] were much more

beneficial. You know you can read all you want about classroom management and anything like that, but I mean, actually implementing it is completely different.

She later went on to further describe the district-wide induction meetings:

The meetings with [ASSISTANT SUPERINTENDENT] were like passing out papers and reading stuff and we all learned that in school. You know that's all the book and paper stuff that you learned when you were in school, but you know, we [the New Teacher Group] were more about…our group was more focused. We were all high school. High school and middle school, but for the most part we were more focused. That [district-wide induction meeting] was everybody. That was the whole district. And maybe that group was too big.

The new teachers reported that the support they received in the New Teacher Group was different from the support they received anywhere else within the school system or even at home.

Words of Wisdom: For New Teachers, By New Teachers

Near the end of the semi-structured end-of-the-year teacher interview, the New Teacher Group participants were asked, "What suggestions would you offer to new teachers?" While not a specific research question designed in this study, this single question provided rich responses. The following responses are dedicated to new teachers from new teachers at the end of their first year.

New teacher #12 simply recommended, "Take it easy. Ask questions. Don't worry about what anybody else thinks." New teacher #8 recommended, "Don't be afraid

to ask other people questions if you're unsure about something. And keep everything

you do. If you do an activity, keep a copy of it, so you know for next year what you did."

A few of the teachers talked about survival in the first year of teaching. New

teacher # 5 simply said, "Survive-it's going to get better. That was the same advice given

to me by the principal." New teacher #13 shared,

> Your first year is survival. It's not necessarily going to be your best year, but it
>
> does definitely keep getting better. And definitely ask for help. It's better to ask
>
> for help then to try to do it and not do it as successful.

> When asked, "what other suggestions would you recommend to new teachers, in

general," teacher #2 recommended,

> Find someone on the staff who is willing to listen and give some solid advice. A
>
> good buddy who's there when you're having a lousy day and can really at least
>
> listen and commiserate or else give some suggestions or help you out.

New teacher #3 offered the following suggestions to new teachers:

> The first year in a new school, you should really work with people, faculty. Pay
>
> attention to your mentor, presumably someone who knows the ropes. First year
>
> new teacher: make rules and stick with. Don't be wishy-washy. Be organized.
>
> And that's all the stuff we heard in college: like have more to do than you think
>
> you'll need so you don't run short with 20 minutes left. And that's the time the
>
> principal walks by. And have fun.

New teacher #1 was a mid-career entrant and had a lot of experience outside of

education. He shared what he would say to new teachers,

Be ready to work your ass off or get the hell out of the career field. You know, you can sensor whatever you want, but I resent new or old teachers or in-betweeners that don't put the time in, and there's too many of them. That doesn't mean it's the majority but there's too many that punch in and punch out. If there was one thing that alarmed me when I came here it was that how quickly the halls emptied out and how quickly the classrooms were dark and how it almost forces you out of the building, and that's not my work ethic. It wasn't when I farmed. It wasn't as an air traffic controller or in marketing. I was instilled with a hardworking pattern. And I think we're here to provide service to the clientele and I don't think they're always getting it. And I always tell new teachers, you know, if you're going to hold your kids accountable for stuff, hold yourself accountable. If you expect them to be on time or be early, then you should be on time or early. If you expect them to put in extra time on projects, put extra time in on your job. You know, if you're not willing to do that then get out. Be it, if that's too much, there's no fault there, but I think we get a bad rap. People think we just take a lot of time off in the summer. That we don't work hard. That it's an easy job and that along with the desire to get into another career may ultimately drive me out of the career because, you know, I don't want to work in a career where I feel I'm misrepresented. Because I know I work my ass off and that doesn't make me a better teacher than somebody else. I'm not talking in terms of bragging about how great I am, because I'm not. But I do work at it. And as a new teacher, I think needs to do that. And know that after every really, really bad day, the new day's probably going to be better. Thank God. This is a

hard job. I've worked some hard jobs in my life. But we're [teachers] way

underpaid. If you do the job right, you're way underpaid. I know that sounds like

whining incidentally. You know air traffic control is rated in the top two or three

stressful jobs, and I've done that. And you know I had a lot of pressure in the big

business crap. Farming is very hard work, a lot of 18, 19, 20 hour days and it

makes many people who whine about 12 hour days just sound pretty pitiful. And

it's physically hard. And it can be stressful because, you know, you have no

control, really. Ha ha ha. You know, over anything! And Mother Nature is

calling every stinking shot and so are the people that you sell your food or your

crops to, so teaching to me, is every bit as tough as any of those, or tougher. And

I think the biggest challenge is to stay mentally healthy.

New teacher #4 offered the following recommendations to new teachers:

Be patient. Don't be so rigid. When I was student teaching, my cooperating

teacher told me that I was too rigid in the classroom and that goes back to being in

business for so many years. And I think that that is something that I'm still

dealing with. My mentor here says I have to let my personality come out in my

classroom more. I'm working on that. Those are probably the two biggest things:

be more patient and not so rigid.

New teacher #9 said,

Beg, borrow, and steal whatever you can, whatever information, whatever

resources, everything that you did from day one. That would be a suggestion that

I would have. And be as involved as you possibly can. Don't get caught up in the

hype of whatever might be going on in the district because it will…it can either

get your hopes up for a fall or it could just completely discourage you all together, I think.

New teacher #11 shared:

Get to know your school secretary really well. Also, even though you're new, don't be afraid to say, "Listen-this is what I would like to do" or "do you think you could work with me to change this? I know this is what the old person did, but this is what I would like to do instead," and you'll find that a lot of times they are happy to change. They might be sick of doing the same thing or they never liked the first thing to begin with. Don't assume that you have to follow exactly into whoever you replaced role. Like I had nightmares the other night that [THE NAME OF THE TEACHER I REPLACED] was watching me the whole time. Whenever I came in, and for some reason I noticed there was another door in here. And I was like, "how could I have not noticed another door all year?" And she had been in there watching me and taking pictures. So I don't know. I never really thought I had feelings of I'm not fulfilling the job, but something must've been going on subconsciously, because I guess that's what I was feeling… that she was watching me. Yeah that was amazing. I came in here and was like she had 30 years experience. I can never do that. I don't know. I'm afraid to ask questions. She probably didn't have to ask questions. And I didn't want to come in and revamp everything. But at the same time I was like I can't be her either. And they have to know that.

New teacher #14 shared:

I think just to not give up. Sometimes you're going to have worse days than better days, but don't give up because it's worth it. It's very rewarding. Teaching is such a rewarding profession. Even if you don't get response from the kids, like you don't feel like you're doing anything, you really are. They just don't tell you all time. But don't give up. And even if you have bad days, remember that you're still making a difference, even though it might not seem that way. In the long run, you're really making a difference in children's lives. Even though you don't get feedback from the kids every day on higher helping them or what you're doing. Just keep persevering and giving your best. And remember why you chose to be a teacher.

The New Teacher Group participants provided powerful words regarding what they learned in their very first year in the classroom.

CHAPTER 5

DISCUSSION

The results of this qualitative research study allow us to have a better understanding of the experiences of a first year teacher. Understanding the experiences of the first year, allows us to better meet the needs of the newly hired staff. Increasing the level of support for new teachers, helps improve overall teacher satisfaction, retention, and student outcomes. Rosenfield (2008) suggests that, "The teacher is a critical resource in enabling students to close gaps in achievement or behavior. As such, consultee-centered consultation that enhances teacher knowledge and skills is at the core of the model" (p. 1646). She also notes that, "Current best practice in professional development values creating learning communities for teachers as a prerequisite for building learning communities for students" (p. 1648). This study examined the first year experiences of 13 newly hired staff in Pennsylvania and New York who volunteered to participate in year-long New Teacher Groups facilitated by a school psychologist. The New Teacher Groups were confidential, and met monthly in the classrooms of the new teachers. The meetings utilized a problem-solving format to guide the discussion. The New Teacher Groups operated in addition to other forms of induction support (mentors, meetings with administrators, etc). The overall annual attendance rate of 85% indicates the usefulness of this form of induction support.

Summary of Major Findings

This qualitative study allowed us to examine the experiences of 13 newly hired professional educational staff across Pennsylvania and New York. These professionals included elementary and secondary teachers across all disciplines. The New Teacher

106

Group participants ranged from general classroom teacher to special education teacher, to woodshop teacher, to librarian, to speech and language therapist. Some of the New Teacher Group participants were long-term substitutes hired to fill maternity leaves or sabbaticals.

While all New Teacher Group participants were new to their positions, some had previous teaching experience elsewhere. Some New Teacher Group participants were traditional new teachers-young, fresh out of college, entering their first teaching position, while others were mid-career entrants. Including mid-career entrants in this research is important because Johnson and The Project on the Next Generation of Teachers (2004) report that there are more mid-career entrants than ever before. This study also included male and females and various age-ranges. The demographics of these participants expand upon the previous research of Rogers and Babinski (2002). The New Teacher Groups were facilitated by a school psychologist. The participants of the New Teacher Groups were all volunteers. The major findings of this study are discussed below.

Value and usefulness of New Teacher Groups. The new teachers reported many perceived benefits of participating in the New Teacher Groups. Eighty-five (n=11) of the new teachers reported that participating in the New Teacher Group helped them combat isolation. This is an important finding since a great deal of research acknowledges that "teacher isolation is a salient problem for all teachers, but the lack of collegiate interaction is especially relevant to novice teachers" (Brandt, 2005, p. 21). The literature identifies isolation as the most common reason that new teachers leave the field prematurely (Feiman-Nemser, 2003; Little, 1990; Lortie, 1975; Menchaca, 2003; Shanker, 1990). We may decrease the possibility of new teachers leaving the field of

education by reducing the isolation they experience in their first year. Participation in a New Teacher Group can help reduce the isolation a first year teacher experiences.

Fifty-four percent (n=7) of the new teachers reported that participating in the New Teacher Group helped them gain a better understanding of their teaching. Over half (54%) of the new teachers reported that participating in the New Teacher Group provided them an opportunity to both give and receive support. Thirty-nine percent (n=5) of the new teachers reported that participating in the New Teacher Group helped them prepare to meet future challenges. Collaborating with other educational professionals encouraged the new hires to expand their thinking. These are the same kind of problem-solving strategies that we encourage students to employ. Thirty-one percent (n=4) of the new teachers reported that participating in the New Teacher Group helped them reduce stress. This finding is important as it ties to the emotional stages of the first year of teaching (Moir, 1999).   Twenty-three percent (n=3) of the new teachers reported that participating in the New Teacher Group provided them with encouragement.

Rosenfield (2008) reports that "Supporting teacher reflective activities enables teacher skills to grow and improve student outcomes (Rosenfield et al., 2008)" (p. 1648). When discussing the New Teacher Groups, the participants described many specific characteristics which they believed were essential to the success of the group. Eighty-five percent (n=11) of the participants discussed the importance of the group being led by a facilitator that was non-evaluative in nature. The next most common response for important group characteristics was the design of "Brags and Drags." Having a safe and confidential environment was referenced more often than any other group characteristic. This supports the findings of Cochran-Smith and Lytle (1992) who describe the strong

cultural norms of schools that discourage professional discussion amongst colleagues. Forty percent (n=5) of the participants discussed the value of the group being relevant, fun, and allowing them to establish relationships with others. Other important characteristics of the group mentioned included: being grouped by level (elementary and secondary), being from the same school district or school, having snacks, the size of the group, having a variety of subject areas represented in the group, being voluntary, and meeting in their classrooms.

As a new teacher, time is very limited. There are many demands and expectations placed on all teachers, and specifically new teachers. Teachers volunteering to participate in New Teacher Groups and choosing to spend their time there speaks volumes to its' value. All thirteen newly hired professional staff that participated in the New Teacher Groups reported positive experiences, described various benefits, and explained how the support they received in their New Teacher Groups was different from any other type of support they received in their first year. This induction initiative is a valuable and worthwhile investment for school districts.

Financial implications of teacher induction programs. During these difficult economic times, questions of cost and compensation are critical for administrators to consider. In education, both tax payers and students end up paying the price of the revolving door of teachers. Time and money are depleted from school systems that are constantly replacing teachers. New staff recruitment, support, and training can become very costly for school districts, especially those with high turnover. This research looks specifically at the cost of New Teacher Groups as a form of support.

The New Teacher Groups researched in this study utilized two different financial structures. New Teacher Groups 1 and 2 were completely voluntary and the participants and facilitator were not financially compensated. While the participation in New Teacher Group 3 was again voluntary, the participants and the facilitator were financially compensated for their participation. Compensation was provided on an hourly basis for Group 3. The funding was provided by a county level grant. All of the groups met within classrooms within the schools, therefore there was no cost associated with this feature. In addition, snacks were provided by the facilitator. This, too, was at no cost to the school districts.

Did financial compensation affect levels of participation? All new hires within the schools were invited to participate in New Teacher Groups as an additional form of induction support. Both the schools that provided compensation and the schools that did not provide compensation had new staff members that chose to not participate in the New Teacher Groups. Actually, the schools that did not provide financial compensation had a 90% volunteer and participation rate of new hires, whereas the schools that provided support only had a 60% rate of volunteering and participating of new hires.

Did financial compensation affect the quality of programming? While the facilitator was the same for all three groups, the participants varied. The financially compensated group averaged an 80% attendance rate throughout the school year, while the non-financially compensated groups averaged an 89% attendance rate throughout the school year.

Overall, it appears as though the incentive of financial compensation or the lack of financial compensation did not play a large role in determining if newly hired

professional staff member chose to join or maintain active participation in a New Teacher Group.

While it is well-established that the first year in the career is incredibly busy for new teachers, these thirteen participants chose to invest their time (approximately 90 minutes a month) in New Teacher Groups. The strong overall participation of new teachers in the voluntary New Teacher Groups indicates that it was helpful to new teachers. While school psychologists are also strapped for time, serving as a facilitator is an opportunity to leave their test kits behind and expand their role while utilizing their repertoire of consultative, problem-solving skills. With a voluntary school psychologist facilitator, New Teacher Groups can be added as a supplement to other forms of induction support with no costs to school districts. Rosenfield (2008) reports that "As schools move away from sorting and sifting students to enhancing outcomes for all students, learning communities are increasingly viewed as important investments for school staff" (p. 1648).

Several staff can provide support to new teachers. Another important finding of this research is that several different staff can provide support to new teachers in their first year. During the end-of-the-year interviews, the participants were asked to discuss the people they felt were helpful to them in their first year. The new teachers discussed many people they found helpful during this first year in the school district. Mentors were the most common response to the question asking who provided support to the new teachers. Eighty-five percent (n=11) of the participants reported that their mentor was helpful to them in their first year. The next most common response to who the new teachers found helpful and supportive in their first year was other teachers. Sixty-nine

percent (n=9) of the participants reported that other teachers were helpful to them during their first year. Forty-six percent (n=6) of the participants reported that their colleagues in the New Teacher Group were helpful during the first year. Thirty-eight percent (n=5) of the participants shared that the secretarial staff were helpful to them during their first year. One third (n=4) of the participants reported that their building principal and/or assistant principal were helpful to them during their first year. Fifteen percent (n=2) of the participants reported that the New Teacher Group facilitator was helpful to them during their first year. Other people mentioned as providing support to new teachers during their first year included: classroom aide, custodial staff, family, friends, library staff, and school psychologist (not facilitator). The findings of this research strongly support that several different staff within a school system can help new teachers feel welcome and supported in their newly hired position. This finding supports research by Belmonte (2006) which found "teachers who rely upon a network of other teachers have the best chance of soldiering on in the profession" (p. 117).

Critical role of mentors. The new teachers that participated in this research had a great deal to say about their relationships with their mentors. Overall, mentors were very important people to new teachers during their first year. Since the pairing of new teachers and mentors is analogous to a blind date (Saphier, Freedman, & Aschheim, 2001), it is no surprise that some new teachers described very positive mentorship experiences, while others were disappointed with their mentor. Just because a mentor is assigned, does not mean any mentoring actually occurs or that the new teacher is supported appropriately. If not done correctly, mentoring can actually have detrimental effects on beginning teachers.

Much consideration should occur in regards to the pairing of mentors and mentees. The participants reported it very helpful to be in the same building as their mentor. These findings also indicate that expectations should be made very clear regarding the role of both the mentee and the mentor. Mentoring, alone, does not provide enough support for new teachers (Kardos et al., 2001).

Limited role of building-level administrators. While building level principals and assistant principals were named as being supportive to new teachers in the first year, the level of reported support is somewhat alarming. Building administrators may be one of the first people a new teacher meets. As an educational leader, they are well-equipt to provide direct support to newly hired staff. And yet very few participants reported their building principal or assistant principal as being a strong source of support in their first year. Because the research clearly reports that level of support received by new teachers affects their performance, as well as the performance of their students, sends a clear message to building-level administrators to make deliberate, determined, and ongoing efforts to provide support to their newly hired staff.

Different from other sources of support. The participants of the New Teacher Groups were clear in describing that the support they received in the group was different than the other forms of support they received in their first year. This aligns with the research findings of Rogers and Babinski (1999), which reported that "nearly two-thirds attended the meetings regularly for the personal and professional support they could not get anywhere else" (p. 39).

The new teachers in this study felt comfortable to share both their successes and their vulnerabilities. The environment was confidential. It was also non-evaluative in

nature. There was not a hierarchy of power. All New Teacher Group participants were equal. This differs from mentoring, which by definition, establishes a hierarchy of power. A mentor, by definition, infers experience that is superior to the mentee. It also differs from supervision provided by an administrator. New Teacher Groups emphasized support and development, not evaluation.

New Teacher Groups differed from large group induction programs in size. New Teacher Groups were small in comparison, typically including 5-7 teachers. The difference in size structure allowed new teachers to establish meaningful relationships with their peers. These established relationships allowed participants to feel more comfortable to hold candid problem-solving discussions.

New Teacher Groups also differed from other forms of support because they lasted throughout an entire school year. They were more than a one-shot in-service or welcome meeting. Meeting throughout the year allowed the teacher to problem-solve situations that rose throughout the year. Research supports that professional development activities should be continuous and sustained, as opposed to a one-time activity or workshop (Elmore, 2002; Lieberman, 1996).

The New Teacher Group meetings were timely and relevant. They did not require the teachers to do required readings or prepare additional materials to meet. The meetings addressed issues teachers were dealing with at the present time. Johnson and Kardos (2002) report that "the best induction programs are sustained, on site, and on time."

The overall design of New Teacher Groups is that they operate in addition to other various forms of induction support. They are not designed as a stand-alone form of

support. The roles of mentors and administrative-led induction programs are also recognized. An ideal induction plan is comprehensive in nature (Darling-Hammond, 2003).

Critical components of New Teacher Groups. While there are many important characteristics of New Teacher Groups, there are two that need to be addressed directly: administrative support and a trained facilitator. A New Teacher Group cannot be successful without these two necessary components.

Administrative support. The support of the administration is absolutely necessary for running a New Teacher Group. The school district administration must put their stamp of approval behind the initiative, allowing it to be advertised, introduced, and explained to newly hired staff. The administration must be clear that New Teacher Groups are available to new hires and that previous new teachers have found great benefit from participation in a New Teacher Group. It needs to be clearly communicated to new staff that they are a valuable investment and that the administration is looking for as many ways as possible to support them in their early years. New Teacher Groups are one of many forms of support offered in the school district.

The administration must also clearly communicate that participation is completely voluntary, and that they will not be informed regarding who chooses to participate. No form of evaluation will be tied to participation in a New Teacher Group.

The administration must have and display confidence in the facilitator leading the New Teacher Group. By recognizing the difference of the role of the New Teacher Group facilitator from an evaluative administrator, they can convey their understanding of the various and diversified professional development needs of their newly hired staff.

Trained facilitator. It is critical that the facilitator of the New Teacher Group have experience in an educational setting, as well as in educational consultation. Specifically, the facilitator must embrace a problem-solving methodology and be able to model and teach it to the New Teacher Group participants. The New Teacher Group facilitator must also be prepared to set-up group guidelines, which deal specifically with confidentiality. It is also necessary that the role of the facilitator is non-evaluative. Reflective listening is another important skill of a New Teacher Group facilitator.

The New Teacher Group facilitator is also the person responsible for follow-up from one meeting to the next. If a teacher presented an issue or concern at last month's meeting, it is the facilitator's role to check in and see how the attempted intervention or approach worked.

Another role of the facilitator is the follow the meeting schedule of brags and drags. Teachers who have worked with children all day long may have a tendency to easily get off-topic. It is necessary for the New Teacher Group facilitator to keep the group on task and moving forward. Specifically, they are there to facilitate the discussion. At times, it may require intervening between conflicting opinions or people. An untrained or inexperienced facilitator could result in the New Teacher Group just becoming a gripe session.

In addition, strong communication skills are necessary in the administrative aspect of coordinating new teachers' schedules, securing meeting times and locations, and reminding participants of the meeting schedule and agenda. The findings of this research strongly indicate that the facilitator is a critical component of a New Teacher Group.

Limitations

As with all research, there are limitations that must be acknowledged. The first limitation is the size of the sample. Thirteen teachers participated in new Teacher Groups throughout the course of one school year. These newly hired professionals were all employed in schools in Pennsylvania and New York. The sample size and location limit the generalizability of the findings. The respondents do not represent the total population.

In addition, all of the participants were volunteers. They each agreed to sign up for the New Teacher Groups. This distinguishes them from other newly hired staff whose personalities did not warrant their need or interest to be in a group.

Another limitation of this research is that a large quantity of the data relied on self-report. Any self-reporting measures contain inherent problems. Self-report data also depend on the memory of the respondents, sensitivity of the topic, knowledge of the subject, and attitudes toward the instrument and research in general.

The last limitation is that any intervention provides more support than none. All of the participants (100%) reported that being in the group was a positive experience. "I think our group helped a lot," was a typical response. The researcher recognizes, however, that this question includes the limitation that the question was asked by the New Teacher Group facilitator.

Directions for Future Research

There are many different directions that this research could lead. The participants of all three New Teacher Groups studied in this research discussed the desire and their felt need to continue meeting during years two and three of their teaching experience.

Because the structured mentoring programs tend to only last one year, the new teachers realized that they still have plenty to learn and many directions in which they could grow. They knew that they were by no means experts after just one year in their new profession and/or school. Effective teachers are lifelong learners. They are committed to evaluating their practices to improve student outcomes throughout their careers.

While the New Teacher group participants did not feel the need to meet as regularly (monthly) during years two and three, they indicated that they would still like to participate in a problem-solving team within a safe, confidential environment with other professionals in the same place in their careers. New Teacher Groups could be provided for second and third year teachers on a quarterly basis. The research could then follow these participants in a longitudinal study. This research could track the retention of the new teachers.

Additional research could also compare the retention of new teachers who chose to participate in the New Teacher Groups to those new hires who opted to not participate in New Teacher Groups. The level and type of support would change as new teachers evolve through their professional stages (Moir, 1999).

Additional research could also investigate the types of consultative skills and techniques needed to effectively run a New Teacher Group. Understanding the necessary skills will be directly related to training New Teacher Group facilitators.

Another direction for New Teacher Group research is analysis of the discussion of the content at New Teacher Group meetings. Rogers and Babinski (2002) transcribed all of the meeting sessions and analyzed what specifically the new teachers were discussing. Administrators can provide better support by improving their understanding of the

struggles of first year. This type of research could also have implications for teacher

training programs. Teacher training programs could better prepare their future teachers

for the anticipated struggles of their early years in the classroom. They could encourage

their students to read a journal or diary of a first-year teacher, such as *Educating Esme*

(1999). Teacher training programs could also address common problems of today's

classrooms, such as how to manage other adults in your classroom, working with outside

agencies, co-teaching, issues with aides, etc.

There are many possibilities for additional research areas regarding New Teacher

Groups.   While this and previous research (Rogers and Babinski, 1999) all indicate that

participation in New Teacher Groups are a positive and beneficial experience, there is so

much more that can be investigated to really understand them.

Recommendations

Davis (2001) reports that "In addition to increasing their visibility in the

community, school psychologists need to focus on increasing the visibility and

impression within the schools in which they work" (p. 490).   For decades, school

psychologists have been trying to step out of the box as strictly psychometricians and

expand their role to include more consultative services that are aimed are reaching large

groups of students, as opposed to individual students. Bradley-Johnson and Dean (2000)

conclude that "progress has occurred in the 20th century in changing the role of school

psychologists to better serve student needs. This progress has come slowly, considering

nearly 50 years of calls for change in the literature" (p. 4). Bradley-Johnson and Dean

(2000) report that "helping to ensure effective learning environments in regular education

programs can go a long way in preventing mental health problems" (p. 2).

New Teacher Groups could be incorporated throughout induction programs across the state of Pennsylvania. This support initiative could improve the early experiences in a state that annually produces a large amount of new teachers. State-wide implementation of New Teacher Groups would drastically increase the size of the sample to continue to refine this type of research.

School psychologists have the necessary background and prerequisite training in problem-solving and consultation skills to facilitate New Teacher Groups. While recognizing the limited time most school psychologists have, the results of this research indicate that the minimal time required to facilitate a New Teacher Group, would be time well spent. Davis (2001) reports that "School psychologists can be most effective when they are operating on a system-wide level enacting change" (p. 494). This indirect service can allow for system-level change. This induction initiative is a valuable investment for students, staff, and school districts.

References

Abal-Haqq, I. (1995). *Making time for teacher professional development.* Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education (ERIC Digest 95-4).

Babinski, L. M., Knotek, S. E., & Rogers, D. L. (2004). Facilitating conceptual change in new teacher consultation groups. In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds.), *Consultee-centered consultation: Improving the quality of professional services in schools and community organizations* (pp. 101-113). Mahwah, NJ: Lawrence Erlbaum Associates.

Babinski, L. M., & Rogers, D. L. (1998). Supporting beginning teachers through consultee-centered group consultation. *Journal of Educational and Psychological Consultation, 9*(4), 285-308.

Bartell, C. A. (2005). *Cultivating high-quality teaching through induction and mentoring.* Thousand Oaks, CA: Corwin Press.

Batsch, G. M. (1992). School psychology and assessment: A future together? *Communique, 20*, 2.

Belmonte, D. (2006). *Teaching on solid ground: Nuance, challenge, and technique for the emerging teacher.* Thousand Oaks, CA: Corwin Press.

Bluedorn, A. C. (1982). A unified model of turnover from organizations. *Human Relations, 35,* 135-153.

Bogler, R. (2001). The influence of leadership style in teacher job satisfaction. *Educational Administration Quarterly, 37*(5), 662-683.

Boser, U. (2000). A picture of the teacher pipeline: Baccalaureate and beyond. *Education Week Quality Counts 2000, 19*(18), 17.

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development.* Thousand Oaks, CA: SAGE Publications.

Bradley-Johnson, S., & Dean, V. J. (2000). Role change for school psychology: The challenge continues in the new millennium. *Psychology in the Schools, 37*(1), 1-5.

Brandt, S. L. (2005). *A life preserver for the "sink or swim" years: An investigation of new teacher obstacles and the impact of a peer support group.* Dissertation Abstracts International, 3443A. (UMI No. 3201434)

Brock, B. L. (1988). *First-year teachers in Catholic schools: A study and analysis of perceptions of undergraduate preparation, entry level assistance, and problems, and development of a model of assistance* (Doctoral dissertation, University of Nebraska-Lincoln, 1988). Dissertation Abstracts International, 50-01A, 117.

Bryk, A., Camburn, E., & Louis, K. S. (1999). Professional community in Chicago elementary schools: Facilitating factors and organizational consequences. *Educational Administration Quarterly, 35,* 751-781.

Caplan, G., & Caplan, R. B. (1993). *Mental health consultation and collaboration.* San Francisco: Jossey-Bass.

Certo, J. L., & Fox, J. E. (2002). Retaining quality teachers. *High School Journal, 86,* 57-76.

Cheramie, G., & Sutter, E. (1993). Role expansion in school psychology: The need for primary and secondary prevention services. *Psychology in the Schools, 30,* 53-59.

Cochran-Smith, M., & Lytle, S. L. (1992). Communities for teacher research: Fringe or forefront? *American Journal of Education, 100*(3), 298-324.

Conoley, J. C., & Gutkin, T. B. (1995). Why didn't-Why doesn't-school psychology realize its promise? *Journal of School Psychology, 33,* 209-218.

Cramer, G., Hurst, B., & Wilson, C. (1996). Teacher study groups for professional development. *Fastback 406.* Bloomington, IN: Phi Delta Kamma.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: ASCD.

Darling-Hammond, L. (1996). The quiet revolution: Rethinking teacher development. *Educational Leadership, 53*(4), 4-10.

Darling-Hammond, L. (1997). *Doing what matters most: Investing in quality teaching.* Kutztown, PA: National Commission on Teaching and America's Future.

Darling-Hammond, L. (1998). Teacher learning that supports student learning. *Educational Leadership, 55*(5), 6-11.

Darling-Hammond, L. (2003). Keeping good teachers. *Educational Leadership, 60(8),* 6-11.

Darling-Hammond, L., & Ball, D. L. (1998). *Teaching for high standards: What policymakers need to know and be able to do.* Philadelphia: National Commission on Teaching and America's Future and the Consortium for Policy Research and Education.

Davidson, J., & Jacobs, C. (2008). The Implications of Qualitative Research Software for Doctoral Work. *Qualitative Research Journal*, *8* (2), 72-80.

Davis, A. S. (2001). *Taking the lead in school reform: Character education, and empirically supported interventions in performance based education.* Newsletter of the Colorado Society of School Psychologists, 15, 1-7.

Dodd, A. W., & Rosenbaum, E. (1986). Learning communities for curriculum and staff development. *Phi Delta Kappan, 67*, 380-383.

Dropkin, S., & Taylor, M. (1963). Perceived problems of beginning teachers and related factors. *Journal of Teacher Education, 14*(4), 384-390.

Elmore, R. F. (2002). *Bridging the gap between standards and achievement*. Washington, DC: Albert Shanker Institute.

Feiman-Nemser, S. (1983). Learning to teach. In L. S. Shulman & G. Skyes (Eds.), *Handbook of teaching and policy* (pp. 150-170). New York: Longman.

Feiman-Nemser, S. (1996). *Teacher mentoring: A critical review*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document Reproduction Service No. ED 397 060).

Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational Leadership, 60*(8), 25-30.

Glatthorn, A. A., Jones, B. K., & Bullock, A. A. (2006). *Developing highly qualified teachers: A handbook for school leaders.* Corwin Press: Thousand Oaks, CA.

Gold, Y. (1996). Beginning teacher support: Attrition, mentoring, and induction. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed., pp. 548-594). New York: Simon & Shuster Macmillan.

Halford, J. M. (1998). Easing the way for new teachers. *Educational Leadership, 55*, 33-36.

Hassel, E. (1999). *Professional development: Learning from the best*. Oak Brook, IL:

North Central Regional Educational Laboratory.

Hatzichristou, C. (1998). Alternative school psychological services: Development of a

database model. *School Psychology Review, 27*, 246-259.

Haycock, K. (1998). Good teaching matters…A lot. *Thinking K-16, 3*(2), 3-14.

Available: www.edtrust.org/maindocument/k16_summer98.pdf

Henke, R., Chen, X., & Geis, S. (2000). *Progress through the pipeline: 1992-93 College

graduates and elementary/secondary school teaching at the 1997.* Washington,

DC: National Center for Educational Statistics.

Hom, P., & Griffeth, R. (1995). *Employee turnover.* Cincinnati: South Western

Publishing.

Ingersoll, R. M. (1997). Teacher turnover and teacher quality: The recurring myth of

teacher shortages. *Teachers College Record, 99*(1), 41-44.

Ingersoll, R. M. (1998). The problem of out-of-field teaching. *Phi Delta Kappan,

79*(10), 773-776.

Ingersoll, R. M. (2001). Teacher Turnover and Teacher Shortages: An Organizational

Analysis. *American Educational Research Journal, 38,* 499-534.

Ingersoll, R. M. (2002). The Teacher Shortage: A Case of Wrong Diagnosis and Wrong

Prescription. *NASSP Bulletin, 86*, 16-31.

Ingersoll, R. M. (2004). Four myths about America's teacher quality problem. In M. A.

Smylie & D. Miretzky (Eds.), *Developing the teacher workforce* (pp. 1-14).

Chicago: University of Chicago Press.

Ingersoll, R. M., & Smith, T. W. (2003). The wrong solution to the teacher shortage. *Educational Leadership, 60*(8), 30-34.

Ingersoll, R. M., & Smith, T. W. (2004). Do teacher induction and mentoring matter? *NASP Bulletin, 88,* 28-40.

Inman, D., & Marlow, L. (2004). Teacher retention: Why do beginning teachers remain in the profession? *Education, 124*, 605-615.

Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal, 40*(3), 581-617.

Johnson, S. M., & Kardos, S. M. (2003). Keeping new teachers in mind. In M. Scherer (Ed.), *Keeping good teachers* (pp. 25-31). Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, S. M., & The Project on the Next Generation of Teachers. (2004). *Finders and keepers: Helping new teachers survive and thrive in our schools.* San Francisco: Jossey-Bass.

Kardos, S. M. (2001). *New teachers in New Jersey schools and the professional cultures they experience: A pilot study.* Unpublished Special Qualifying Paper, Harvard University Graduate School of Education, Cambridge.

Katz, L. (1972). Developmental stages of preschool teachers. *The Elementary School Journal, 23*(1), 50-52.

Kauffman, D. (2004). *Second-Year teachers' experiences with curriculum materials: A three state survey.* Harvard University Graduate School of Education.

King, C. (2000). Teacher dearth is global, *TES,* 11 August. p. 6-7

King, M. B. (2004). School-and district-level leadership for teacher workforce development: Enhancing teacher learning and capacity. In M. A. Smylie & D. Miretzky (Eds.), *Developing the teacher workforce* (pp. 304-349). Chicago: University of Chicago Press.

Knotek, S. E., Kaniuka, M., & Ellingsen, K. (2008). Mental health consultation and consultee-centered approaches. In W. Erchul & S. Sheridan (Eds.,), *Handbook of research in school consultation: Empirical foundations for the field* (pp. 127-145). New York: Erlbaum.

Knotek, S. E., Rosenfield, S., Gravois, T. A., & Babinski, L. (2003). The process of orderly reflection and conceptual change during instructional consultation. *Journal of Educational and Psychological Consultation, 14*, 303-328.

Langdon, C. A. (1996). The third Phi Delta Kappan poll of teachers' attitudes toward the public schools. *Phi Delta Kappan, 78*(3), 244-250.

Lieberman, A. (1996). Practices that support teacher development. In M. W. McLaughlin & I. Oberman (Eds.), *Teacher learning: New policies, new practices* (pp. 185-201). New York: Teachers College Press.

Little, J. W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational Research Journal, 19*(3), 325-340.

Little, J. W. (1990). The mentor phenomenon and the social organization of teaching. In C. B. Cazden (Ed.), *Review of research in teaching* (Vol. 16, pp. 297-351). Washington, D. C.: American Educational Research Association.

Liu, E. (2002). *New teachers' experiences of hiring in New Jersey.* Paper presented at the American Educational Research Association, New Orleans.

Lortie, D. C. (1975). *Schoolteacher: A sociological study.* Chicago: University of

    Chicago Press.

Luczak, J. M. (2004). *Who will teach in the 21ˢᵗ century? Beginning teacher training*

    experiences and attrition rates. Dissertation Abstracts International, 65(09),

    3343A. (UMI No. 3145612)

McDonald, F. J., & Elias, P. (1983). *The transition into teaching: The problems of*

    beginning teachers and programs to solve them. Summary Report. Princeton,

    NJ: Educational Testing Services.

McLaughlin, M. W. (1993). What matters most in teachers' workplace context? In J.

    W. Little & M. W. McLaughlin (Eds.), *Teachers work: Individuals, colleagues*

    and contexts. New York: Teachers College Press.

Menchaca, V. D. (2003). A wake-up call for principals: Are your novice teachers

    leaving? *Catalyst for Change, 33*(1), 25-27.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*

    (Rev. Ed.). San Francisco, CA: Jossey-Bass.

Merrow, J. (1999, October 6). The teacher shortage: Wrong diagnosis, phony cures.

    Education Week, pp. 38, 64.

Moir, E. (1999). The stages of a teacher's first-year. In M. Scherer (Ed.), *A better*

    beginning: Supporting and mentoring new teachers. Alexandria, VA:

    Association for Supervision and Curriculum Development.

Nastasi, B. K., Varjas, K., Sarkar, S., & Jayasena, A. (1998). Participatory model of

    mental health programming: Lessons learned from work in a developing country.

    School Psychology Review, 27, 260-276.

Odell, S. J., & Ferraro, D. P. (1992). Teacher mentoring and teacher retention. *Journal of Teacher Education, 43*(3), 200-204.

National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future.* New York: National Commission on Teaching and America's Future.

National Commission on Teaching and America's Future (NCTAF). (2003). *No dream denied: A pledge to America's children.* Retrieved January 2, 2009, from http://www.nctaf.org/documents/no-dream-denied_summary_report.pdf

PEF (Philadelphia Education Fund). (2002). *Teacher staffing in the school District of Philadelphia: A report to the community.* Philadelphia: Author.

Pennell, J. R., & Firestone, W. A. (1998). Teacher-to-teacher professional development for state-sponsored networks. *Phi Delta Kappan, 79*, 354-357.

Peske, H. G., Liu, E., Johnson, S. M., Kauffman, D., & Kardos, S. M. (2001). The next generation of teachers: Changing conceptions of a career in teaching. *Phi Delta Kappan, 83*(40), 304-311.

Phelps, L., & Kehle, T. J. (2004). Addressing the shortage of school psychologists: A summative overview. *Psychology in the Schools, 41*(4), 489-495.

Peterson, B. E., & Williams, S. R. (1998). Mentoring beginning teachers. *The Mathematics Teacher, 91,* 730-734.

Redman, P. D. (2006). *Don't smile until December and other myths about classroom teaching.* Thousand Oaks, California: Corwin Press.

Reiman, A., & Parramore, B. (1994). Assignments, expectation, and development: A collaborative investigation. In M. O'Hair & S. Odell (Eds.), *Teacher education yearbook II: Partnerships in education.* Orlando: FL: Harcourt Brace.

Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes.* Washington, DC: Economic Policy Institute.

Rockoff, J. E. (2003). *The impact of individual teachers on student achievement: Evidence from panel data.* Cambridge, MA: Harvard University Kennedy School of Government. Retrieved December 30, 2008, from http://129.3.20.41/eps/pe/papers/0304/0304002.pdf

Rogers, D. L., & Babinski, L. (1999). Breaking through isolation with new teacher groups. *Educational Leadership, 56,* 38-40.

Rogers, D. L., & Babinski, L. M. (2002). *From isolation to conversation: Supporting new teachers' development.* Albany, NY: State University of New York Press.

Rosenfield, S. (2008). Chapter 103: Best practice in instructional consultation and instructional consultation teams. In A. Thomas & J. Grimes (Eds.,) In *Best Practices in School Psychology: Fifth Edition.* Bethesda, MD: National Association of School Psychologists.

Rosenfield, S., Silva, A., & Gravois, T. (2008). Bringing instructional consultation to scale: Research and development of IC and IC Teams. In W. Erchul & S. Sheridan (Eds.,), *Handbook of research in school consultation: Empirical foundations for the field* (pp. 127-145). New York: Erlbaum.

Ryan, K. (1970). *Don't smile until Christmas: Accounts of the first year of teaching.* Chicago: The University of Chicago Press.

Saphier, J., Freedman, S., & Aschheim, B. (2001). *Beyond mentoring: How to nurture, support, and retain new teachers.* Newtown, MA: Teachers 21.

Scherer, M. (2003). Improving the quality of the teaching force: A conversation with David C. Berliner. In M. Scherer (Ed.), *Keeping good teachers* (pp. 9-23). Alexandria, VA: Association for Supervision and Curriculum Development.

Schlechty, P. (1984). *Restructuring the teaching occupation: A proposal.* Paper presented for the American Educational Research Association Project, Research Contributions for Educational Improvement, Washington, D. C.

Schlechty, P., & Vance, V. (1981). Do academically able teachers leave education? The North Carolina case. *Phi Delta Kappan, 63,* 106-112.

Schlechty, P., & Vance, V. (1983). Recruitment, selection, and retention: The shape of the teaching force. *Elementary School Journal, 3,* 469-487.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action.* New York: Basic Books.

Shanker, A. (1990). Restructuring the teaching profession and our schools. In D. Dill (Ed.), *What teachers need to know: The knowledge, skills, and values essential to good teaching* (1st ed., pp. 209-221). San Francisco: Jossey-Bass.

Simmons, A. (2000). *Guide to today's teacher recruitment challenges.* Belmont, MA: Recruiting New Teachers.

Singer, H. (2003). *A new teachers guide: Surviving your first year.* Scarecrow Press: Lanham, Maryland.

Smith, T., & Ingersoll, R. (2003, April). *Reducing teacher turnover: What are the components of effective induction?* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Sparks, D. (1995). Focusing staff development on improving student achievement. In G. Cawelti (Ed.). *Handbook of research on improving student achievement* (pp. 163 – 169). Arlington, VA: Educational Research Service.

Stewart, K. J. (1986). Innovative practice of indirect service delivery: Realities and idealities. *School Psychology Review, 15,* 466-478.

Texas Center for Educational Research. (2000). *The cost of teacher turnover.* Austin, TX: Texas State Board for Educator Certification.

Turow, S. (1977). *One L: The Turbulent True Story of a First Year at Harvard Law School.* New York: G .P. Putnam's Sons.

U. S. Department of Education. (2000a). *Eliminating barriers to improving teaching.* Washington, DC: Author.

U. S. Department of Education. (2000b). *Progress through the teacher pipeline: 1992-93, college graduates in elementary/secondary school teaching as of 1997.* Washington, DC: National Center for Education Statistics.

U. S. Department of Education. (2003). *Meeting the highly qualified teachers challenge: The secretary's second annual report on teacher quality.* Washington, D. C.: U. S. Department of Education, Office of Postsecondary Education.

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research, 54*(2), 143-178.

Villegas, A. M. & Lucas, T. F. (2004). Diversifying the teacher workforce: A

   retrospective and prospective analysis. In M. A. Smylie & D. Miretzky (Eds.),

   Developing the teacher workforce. Chicago: University of Chicago Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological*

   processes. Cambridge, MS: Harvard University Press.

Weiss, E., & Weiss, S. (1999). *Beginning teacher induction.* Washington, D. C.: ERIC

   Clearinghouse on Teaching and Teacher Education. (ERIC Document

   Reproduction Service NO. ED 436487)

Wong, H. K. (2003). Induction programs that keep working. In M. Scherer (Ed.),

   Keeping good teachers (pp. 40-49). Alexandria, VA: Association for Supervision

   and Curriculum Development.

Wong, H. K. (2004a). Induction programs that keep new teachers teaching and

   improving. *NASSP Bulletin, 88*, 41-58.

Wong, H. K. (2004b). Producing educational leaders through induction programs.

   Kappa Delta Pi Record, 40, 106-111.

Wright, P. S., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context

   effects on student achievement: Implications for teacher evaluation. *Journal of*

   Personnel Evaluation in Education, 11, 57-67.

Ysseldyke, J. E., Burns, M. K., Dawson, M., Kelly, B., Morrison, D., Ortiz, S., et al.

   (2006). *School psychology: A blueprint for training and practice III.* Bethesda,

   MD: National Association of School Psychologists.

Ysseldyke, J., & Elliot, J. (1999). Effective instructional practices: Implications for

assessing educational environments. In C. R. Reynolds & T. B. Gutkin (Eds.),

Handbook of school psychology (3rd ed., pp. 497-518). New York: Wiley.

Appendix A

New Teacher Group

Why have a new teacher group?

The first year of teaching is an extremely challenging time for most people. One way to help you through this time is to meet regularly with other beginning teachers to talk about your joys and frustrations. For the last three years we conducted new teachers groups which met every other week for a couple of hours. The teachers found talking to each other about their school experiences very valuable. They were able to help each other solve classroom management problems, share teaching ideas, and discuss how to best work with parents and administrators.

What have teachers said about this kind of group?

- "Sometimes just realizing that you're not alone is all you need."

- "Meeting other teachers was neat, but what was also interesting was getting to really listen to colleagues...I feel very professional as I leave the meetings full of ideas and thoughts about my career."

- "I was really nice to bounce ideas, frustrations, and questions off of people in the same situation."

- "This group helped answer practical questions about parent relations, referrals, etc. The diversity of teaching styles and experiences [within the group] enabled us to come up with an abundance of ideas for solving classroom problems. Most of all it helped me realize that I was not alone."

What will the group be like?

I will be setting up a group of new teachers to meet regularly during this school year beginning in September. The agenda will be decided by the group based on their interests and needs. I'd like to meet every other week for about one hour after school for a total of 6 meetings in the fall. Volunteers who wish to participate in this group should be willing to make this time commitment. This group will be limited to 7 beginning teachers.

Why study new teacher support?

I am interested in helping new teachers and in studying issues that are important to them. I want to learn more about how we can help teachers, and how they can help each other during their first year of teaching. In order to do this, I'll be studying this new teacher group. If you decide to join the group, you will become part of my study.

How do I sign up?

Please sign the list today if you're interested in participating. If you have additional questions, please call Jessica Durn at [phone number]. I'd be happy to talk with you more about the group.

Adapted from Rogers & Babinski (2002).

Recipe for a New Teacher Group Meeting

Ingredients:
- Non-evaluative facilitator
- Support and approval from your administration
- Beginning teachers

Directions:
1. The host teacher gives a tour of their room, describing their centers, reading area, classroom projects.
2. Teachers share either a recent brag or a drag about their teaching.

Brag = something positive the teacher is experiencing	Drag = something the teacher is experiencing difficulty with

3. Facilitate discussion.
4. Encourage teachers to support each other through the problem-solving process. Ask clarifying questions.
5. The group helps the teacher formulate ideas and possible solutions.
6. The group assists the teacher in developing a plan of action.
7. Schedule your next meeting.
8. The teacher presents follow-up information and the problem-solving process may continue.

Appendix C

Demographic Questionnaire

Please circle the appropriate response.

Sex: Male   Female

Race: Black   White   Other _____

Age: 20-25   26-30   31-40   41-50   Over 50

Education: Bachelors   Bachelors + 18   Masters   Masters + 30   Doctorate

Undergraduate institution: _____

Number of weeks student teaching: _____

Area of certification: _____

Teaching experience: First teaching job
                               New to this district
                               Long-term substitute
                               Second or third year teaching

School Type: Elementary   Middle   High

Subject Area/Grade Taught: _____

Why did you select teaching as a career?

Appendix D
End of the Year Teacher Interview

1. When did you decide to become a teacher? What early experiences influence what and how you teach?
2. How would you describe yourself as a teacher?
3. Describe your university teacher education. What did and what did it not prepare you for?
4. Is teaching what you expected? Please explain.
5. Please discuss those (administrators, supervisors, colleagues, counselors, mentors, personal friends and family, office staff, other, or nobody) who you believe were helpful to you in your first year. How did they play a role in your development as a teacher?
6. In general, how satisfied were you with the assistance you received during your first year of teaching.
   a. Highly satisfied
   b. Generally satisfied
   c. Mixed satisfaction and dissatisfaction
   d. Generally dissatisfied
7. How have you changed as a teacher and as a person over the course of this year?
8. Which of the following items most represents your general reactions to your first year of teaching.
   a. Generally satisfied and looking forward with confidence to next year.
   b. Ambivalent about teaching yet look with increased confidence to teaching next year.
   c. Generally dissatisfied with my first year as a teacher; however, I plan to continue teaching here.
   d. Generally dissatisfied with my first year as a teacher. I do not plan to continue teaching here.
   e. Generally dissatisfied with teaching and plan to leave the profession.
9. Why did you show up for the group week after week?
10. What impact, if any, did the group have on your teaching or your life as a teacher?
11. Specifically, what about the group was most helpful to you? Least helpful? What specific topic or session was most relevant to you? Least relevant? Why?
12. What suggestions do you have to make this kind of group more helpful and relevant to beginning teachers? What other suggestions would you recommend to new teachers?
13. What did you like and not like about the role of the facilitator? What suggestions do you have for me?
14. If you were interviewing the other teachers in the group, what additional questions would you ask them?
15. Do you have any questions for me?

Appendix E

Qualitative Coding

HELPFUL PEOPLE IN THE FIRST YEAR

CUSTODIAL STAFF
<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.07% Coverage]

Reference 1 - 0.07% Coverage

[JANITOR'S NAME] was very helpful.

MENTOR
<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.25% Coverage]

Reference 1 - 0.25% Coverage

I think [MENTOR NAME]'s been pretty good with that. She's the head of the department.

<Internals\Interviews\New Teacher 10> - § 1 reference coded [2.23% Coverage]

Reference 1 - 2.23% Coverage

Definitely, my mentor treated me like one of her daughters. She was wonderful. She was friendly and helpful.

<Internals\Interviews\New Teacher 11> - § 1 reference coded [2.90% Coverage]

Reference 1 - 2.90% Coverage

My mentor she was a big help. In the beginning, we saw each other really regularly, maybe like every week. But then as time went on, I didn't need her. And then it was like once a month. And now I haven't seen her… I mean, I see her in the hall or pass an e-mail, but to have to actually sit and have to be like, "well, what do I do now?" or "where do I send this?" Or whatever. That really hasn't happened much. But she's been great.

<Internals\Interviews\New Teacher 13> - § 1 reference coded [1.81% Coverage]

Reference 1 - 1.81% Coverage

My mentor, [MENTOR NAME]. She definitely helped acclimate me to fourth grade. Because it is quite different from what I came from… it's different than sixth [grade].

<Internals\Interviews\New Teacher 14> - § 1 reference coded [2.67% Coverage]

Reference 1 - 2.67% Coverage

And then my mentor, of course, Mrs. [MENTOR NAME]. She has taught me about the school, has taught me about the kids. She gave me background on the kids because she knew the sixth graders before I had them. She gave me a lot of information about the type

of kids I'd be working with and their personalities. She's been there for me through everything. She taught me a lot about CSE meetings, about how to do IEPs, what they were, how to test the kids. She's taught me a lot.

<Internals\Interviews\New Teacher 2> - § 1 reference coded [0.68% Coverage]

Reference 1 - 0.68% Coverage

Well, [ENGLISH TEACHER], the department head, was also my mentor, was also [NEW TEACHER #3]'s mentor, has been extremely helpful.

<Internals\Interviews\New Teacher 3> - § 1 reference coded [2.70% Coverage]

Reference 1 - 2.70% Coverage

Well the first one would have to be [MENTOR NAME], my mentor. She's a tenth grade English teacher and she just watches out for me in the day to day issues, like what I should put up with, what I shouldn't put up with, from both students and administration. She doesn't really interfere or assist me as far as teaching of anything, other than sometimes I bounce ideas off of her and she'll give me input there. But overall, she just makes sure that I know where I'm supposed to be and when and what I'm supposed to have with me. Kind of a housekeeping. Plus she helps me find any materials that I need.

<Internals\Interviews\New Teacher 4> - § 1 reference coded [0.56% Coverage]

Reference 1 - 0.56% Coverage

My mentor was very, very supportive and still is to this day. I can walk over there and ask her anything and she'll help me. I think everyone has.

<Internals\Interviews\New Teacher 6> - § 2 references coded [2.83% Coverage]

Reference 1 - 0.33% Coverage

My mentor was very influential, and very helpful, extremely helpful.

Reference 2 - 2.51% Coverage

 she kept my spirits up. She kept me positive. She really gave me a lot of support that way. She gave me a lot of support in my teaching. She always gave me a lot of resources, like if I didn't know where to go for something, she knew where to go or at least help me find where to go. You know I really didn't know where in the school to go to find things or what to do to do something. So she always gave me that, she played that role, as well. Plus she's my friend. So really, we developed a close friendship.

<Internals\Interviews\New Teacher 8> - § 1 reference coded [0.35% Coverage]

Reference 1 - 0.35% Coverage

his year I've learned a lot from my mentor

<Internals\Interviews\New Teacher 9> - § 1 reference coded [0.11% Coverage]

Reference 1 - 0.11% Coverage

my mentor, she was a big help, too.

BUILDING PRINCIPAL
<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.15% Coverage]

Reference 1 - 0.15% Coverage

[PRINCIPAL]'s been a real good principal to work for.

<Internals\Interviews\New Teacher 4> - § 1 reference coded [0.86% Coverage]

Reference 1 - 0.86% Coverage

When I first started the first semester, back in August-September, I had a lot of problems and Mr. [PRINCIPAL] and Mr. [ASSISTANT PRINCIPAL] were very, very supportive. So in that sense the administration was very supportive.

<Internals\Interviews\New Teacher 8> - § 2 references coded [2.17% Coverage]

Reference 1 - 0.39% Coverage

And my principal, he still helps out a lot too.

Reference 2 - 1.78% Coverage

I think the most helpful was B, my principal here. He was the most helpful. I mean I did have other teachers that were helpful, but he was the most helpful. I guess because I go to him basically when I have a question.

<Internals\Interviews\New Teacher 9> - § 1 reference coded [0.36% Coverage]

Reference 1 - 0.36% Coverage

Then starting here at the school, I have to say [PRINCIPAL] first because he was the first person that I encountered.

SECRETARIAL STAFF
<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.05% Coverage]

Reference 1 - 0.05% Coverage

secretarial staff

<Internals\Interviews\New Teacher 11> - § 1 reference coded [2.81% Coverage]

Reference 1 - 2.81% Coverage

Mrs. [W], the office secretary, she's helped me with just regular things, like helped me find an apartment, where to go for this, in what store, what doctor, what dentist, who's doing what and who's going where, what church to go to, and I mean, just life in general. But that's helped me feel more comfortable here so I can start feeling more confident in doing my job, instead of worrying about where I'm going to live.

<Internals\Interviews\New Teacher 2> - § 1 reference coded [1.29% Coverage]

Reference 1 - 1.29% Coverage

The office staff has been very helpful, as well. Just helping with how things are run, what is due when, and you know, how to even get sick leave, all of that, daily routine stuff that varies from one school to the other that you need to know about.

<Internals\Interviews\New Teacher 6> - § 1 reference coded [0.62% Coverage]

Reference 1 - 0.62% Coverage

The office personnel, the secretaries, were extremely helpful, as well. They are phenomenal in showing the new kids the ropes.

<Internals\Interviews\New Teacher 9> - § 1 reference coded [0.35% Coverage]

Reference 1 - 0.35% Coverage

And the secretary. If they don't call you, you don't have a job. You have to get along with the secretaries, too.

OTHER TEACHERS
<Internals\Interviews\New Teacher 1> - § 2 references coded [1.16% Coverage]

Reference 1 - 0.32% Coverage

[TEACHER NAME] is the other social studies guy, just when I think I haven't seen in a long time, he'll pop in.

Reference 2 - 0.84% Coverage

[ENGLISH TEACHER] across the hall over here, she's been a huge help, she's not even in my department but she's been like real, she's been a mentor essentially. She's been around the [SCHOOL DISTRICT NAME] block a few times, so she knows the ins and outs. She has a good sense of humor.

<Internals\Interviews\New Teacher 10> - § 1 reference coded [1.74% Coverage]

Reference 1 - 1.74% Coverage

[ANOTHER TEACHER] was great, because she's my neighbor, and I could be at her house.

<Internals\Interviews\New Teacher 11> - § 1 reference coded [1.91% Coverage]

Reference 1 - 1.91% Coverage

And almost every coworker has been really helpful and supportive, coming to me and said whatever they could do to help me or if I had any questions of them, or what I thought of the past or if I wanted to change things. They've been flexible. So everybody's been really, really great.

<Internals\Interviews\New Teacher 12> - § 2 references coded [6.87% Coverage]

Reference 1 - 4.41% Coverage

Because I work mostly with classified children, the psychologist and the CSE secretary just helped a lot, like what to do and what when on, and even just clues about the families. Because that affects what I would see. There were a couple other younger teachers who I connected with, maybe just because we were younger. So luckily, this one teacher in particular that I had a lot of kids in her class, it just so happened, so I think part of it was working relationships. Because I saw certain people a little bit more than others. And so a little bit more communication there.

Reference 2 - 2.46% Coverage

There were a couple other new teachers. There was four of us who all started at the same time, but they were in middle school or the high school, so I didn't see them that often. But if I did see them, it was a bond. You know, we just started with a bond. It was nice to see them but I didn't get to see them that often.

<Internals\Interviews\New Teacher 13> - § 1 reference coded [3.77% Coverage]

Reference 1 - 3.77% Coverage

And [CO-TEACHER NAME], my co-teacher. She comes into my classroom and she's just like me. We have actually just hit it off and done a really good job this year together. And I just learned a lot from her. I had to learn a whole new curriculum, a whole new… I had to think back to my elementary roots, rather than being in my middle school roots.

<Internals\Interviews\New Teacher 14> - § 1 reference coded [3.11% Coverage]

Reference 1 - 3.11% Coverage

Also the two teachers that I'm in the classrooms with, Mrs. [REGULAR ED TEACHER NAME] and Mrs. [REGULAR ED TEACHER NAME]. I've had a chance to observe them and how they teach, and they're really experienced so I really just learned a lot from them, even just from watching them. How they teach, how they interact with kids. So being in the classroom I learn a lot. I help with the kids, but I also get to observe the teachers, how they teach, what methods they use. So I've learned a lot from them too, because they've been teaching for a long time.

<Internals\Interviews\New Teacher 6> - § 1 reference coded [0.19% Coverage]

Reference 1 - 0.19% Coverage

My team leader was extremely helpful.

<u><Internals\Interviews\New Teacher 8></u> - § 2 references coded [1.20% Coverage]

Reference 1 - 0.85% Coverage

this year I've learned a lot from my mentor and from other teachers besides mentors, everybody helps out.

Reference 2 - 0.35% Coverage

I did have other teachers that were helpful

<u><Internals\Interviews\New Teacher 9></u> - § 2 references coded [0.48% Coverage]

Reference 1 - 0.29% Coverage

[TEACHER ON MATERNITY] was a big help over the summer last year, getting me ready for her year,

Reference 2 - 0.19% Coverage

But then [SPECIAL EDUCATION TEACHER] was also an enormous help,

NTG MEMBER
<u><Internals\Interviews\New Teacher 1></u> - § 2 references coded [0.37% Coverage]

Reference 1 - 0.23% Coverage

This whole hallway has been awesome. You know [NEW TEACHER #3]'s right there.

Reference 2 - 0.14% Coverage

Our new group has been… it's been really nice.

<u><Internals\Interviews\New Teacher 10></u> - § 1 reference coded [2.39% Coverage]

Reference 1 - 2.39% Coverage

Probably being here, maybe [NEW TEACHER NAME], who was a new teacher, as well. We were both in the same grade level.

<u><Internals\Interviews\New Teacher 3></u> - § 3 references coded [2.13% Coverage]

Reference 1 - 1.04% Coverage

NEW TEACHER #2] and [NEW TEACHER #1] and [NEW TEACHER #5] and [NEW TEACHER #4] and they've just been helpful as far as being able to talk to someone. They all have more experience than I do, but at least they're sympathetic ears.

Reference 2 - 0.44% Coverage

They helped my first year go much better. And most of us are in this same hallway, so that's nice.

Reference 3 - 0.64% Coverage

I know that there have been induction programs in every school. I feel that this is much more helpful and should be continued in place of that.

<Internals\Interviews\New Teacher 4> - § 2 references coded [0.41% Coverage]

Reference 1 - 0.20% Coverage

the biggest support system was the new teacher group.

Reference 2 - 0.20% Coverage

We were very fortunate, with the new teacher group.

<Internals\Interviews\New Teacher 8> - § 1 reference coded [1.40% Coverage]

Reference 1 - 1.40% Coverage

 I think from what we did, our group, kind of helped a lot. Because I got answers to a bunch of questions, about problems and stuff, and I got ideas from them. They worked.

<Internals\Interviews\New Teacher 9> - § 1 reference coded [0.05% Coverage]

Reference 1 - 0.05% Coverage

[NEW TEACHER #8]

ASSISTANT PRINCIPAL
<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.67% Coverage]

Reference 1 - 0.67% Coverage

 [ASSISTANT PRINCIPAL]'s, I just feel like I get along better with [ASSISTANT PRINCIPAL] because I'm fresh out of being an assistant principal, too. Maybe it's [ASSISTANT PRINCIPAL]'s personality, I don't know. It's really good.

<Internals\Interviews\New Teacher 3> - § 1 reference coded [0.60% Coverage]

Reference 1 - 0.60% Coverage

ASSISTANT PRINCIPAL], the assistant principal of our high school. He's loaned me materials and he's always willing to give me advice.

<Internals\Interviews\New Teacher 4> - § 1 reference coded [0.86% Coverage]

Reference 1 - 0.86% Coverage

When I first started the first semester, back in August-September, I had a lot of problems and Mr. [PRINCIPAL] and Mr. [ASSISTANT PRINCIPAL] were very, very supportive. So in that sense the administration was very supportive.

<Internals\Interviews\New Teacher 5> - § 1 reference coded [2.98% Coverage]

Reference 1 - 2.98% Coverage

I thought Mr. [ASSISTANT PRINCIPAL], the assistant principal, did...he does a great job at backing up the discipline aspect, and he works with the kids but yet he sees both sides: the teachers and the kids; and he tries to come to an agreement rather than a "you were wrong, you were right." One person was right, one person was wrong. So, I thought that.

LIBRARY STAFF
<Internals\Interviews\New Teacher 2> - § 1 reference coded [0.27% Coverage]

Reference 1 - 0.27% Coverage

The library staff has also been extremely helpful.

FRIENDS
<Internals\Interviews\New Teacher 4> - § 1 reference coded [0.28% Coverage]

Reference 1 - 0.28% Coverage

But I also have other friends who are teachers who that I talk to a lot.

NTG FACILITATOR
<Internals\Interviews\New Teacher 10> - § 1 reference coded [0.61% Coverage]

Reference 1 - 0.61% Coverage

[FACILITATOR] was so much fun.

<Internals\Interviews\New Teacher 9> - § 1 reference coded [0.73% Coverage]

Reference 1 - 0.73% Coverage

you [FACILITATOR] were a big help talking about the things that we were going through. It was good to get that off my chest and just see what other circumstances people were under and how we deal with them, and it was good to talk about it.

<Internals\Interviews\New Teacher 9> - § 1 reference coded [0.16% Coverage]

FAMILY

Reference 1 - 0.16% Coverage

My family, I'll just say that encompasses everybody.

CLASSROOM AIDE
<Internals\Interviews\New Teacher 14> - § 1 reference coded [3.19% Coverage]

Reference 1 - 3.19% Coverage

Okay. I think first of all I have to say one of the aides, special ed aides. She helps all of the kids. She is experienced because she has been at this school for many years. She knows her job really well. She has a natural ability to relate with the kids. I've just observed her and she's helped me out. She takes initiative. She does what I tell her, but she also takes initiative to help her kids… to help the kids out. Without her, it would be really hard. It would be too many kids. She helps so much. So I think that she's the first one I'm thinking of.

PSYCHOLOGIST
<Internals\Interviews\New Teacher 12> - § 1 reference coded [1.67% Coverage]

Reference 1 - 1.67% Coverage

Because I work mostly with classified children, the psychologist and the CSE secretary just helped a lot, like what to do and what when on, and even just clues about the families. Because that affects what I would see.

Different from Other Support

<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.39% Coverage]

Reference 1 - 0.39% Coverage

1.11: Most helpful was just to be able to talk and share, just…you can't always go home and do that. It's not fair. So that's nice.

<Internals\Interviews\New Teacher 11> - § 2 references coded [6.27% Coverage]

Reference 1 - 3.25% Coverage

It's okay not to know and that I knew that I could go and talk as a group, and say, "did you guys know about this?" Or "Can you help me out here?" And not feel threatened, like I was going to say something stupid or something that would be frowned upon, like if I had gone to my new administrator, or even my mentor sometimes. I didn't want to seem really out of it. With them, [the group] I really felt more comfortable to say, "Hey listen… I really don't know what's going on today."

Reference 2 - 3.02% Coverage

And it was nice to be able to share good things too. Because normally I don't walk around the halls like, "Hey everybody guess what? I did great today! Slap me five!" You can't do that. But when you came to this group it was okay to be like, "Listen, I did really good!" And everybody's like "That's great!" It was a nice feeling to do that. Which is the flip side of coming there and saying, "I screwed up really bad. I don't want to tell anyone."

<Internals\Interviews\New Teacher 12> - § 1 reference coded [1.39% Coverage]

Reference 1 - 1.39% Coverage

Maybe even the idea of coming to another school is a good idea, if it is more possible, because then you don't have to worry about other teachers worrying… the political part of it.

<Internals\Interviews\New Teacher 3> - § 3 references coded [2.32% Coverage]

Reference 1 - 0.64% Coverage

I know that there have been induction programs in every school. I feel that this is much more helpful and should be continued in place of that.

Reference 2 - 0.39% Coverage

The administration was there at the other meetings. I felt stifled because of that.

Reference 3 - 1.29% Coverage

I wasn't sharing in that group. I was keeping my mouth shut. I don't know. The issues that you're dealing with seem so much smaller in a big group like that. Like they don't want to hear about what I did. But with the small group I knew, we all knew, that there was an interest there.

<Internals\Interviews\New Teacher 4> - § 3 references coded [8.52% Coverage]

Reference 1 - 4.95% Coverage

4.12: I think it's a great thing. I think the biggest problem is the fact that there are way too many meetings. There are just way too many meetings when you are trying to get yourself situated, trying to get going. **For me, I had classes where there were no textbooks. So I had to create everything that I did, which was very, very time consuming** and to come to school and have meetings three out of four days or three out of five days. It was so, so draining, and I think that of all the meetings that we had, this was probably the most beneficial. And to go back to the previous question, I think the openness that we had to really talk and just…I mean, you could sit in all kinds of meetings and have people tell you how it's supposed to be, but until you sit down and say this is the way it is, and this is what I'm experiencing, then…you know…I think that was most useful. And again, I think that we were really lucky in that, we were supposed to have meetings with [ASSISTANT SUPERINTENDENT] every month, and these kind of replaced that. These were much more beneficial. You know you can read all you want about classroom management and anything like that, but I mean, actually implementing it is completely different. I mean, you're not going to attach my name to that comment, are you?

Reference 2 - 0.75% Coverage

F.15a: So would you recommend this kind of group to someone coming into their first year of teaching?
4.15a: Yeah, I would.
F.15a: Okay.
4.15a: I think more so again than the formalized meeting.

Reference 3 - 2.81% Coverage

meetings with [ASSISTANT SUPERINTENDENT] and it was like passing out papers and reading stuff and we all learned that in school. You know that's all the book and paper stuff that you learned when you were in school, but you know, we were more about…
F.15a: …the here and the now.
4.15a: Yeah, and somehow I just think that even in that room full of people in the Board Room, to bring up…first of all, you'd be uncomfortable talking about some of the things we talked about…
F.15a: Umhmm…
4.15a: And I think that, also our group was more focused. We were all high school. High school and middle school, but for the most part we were more focused. That was everybody. That was the whole district. And maybe that group was too big.

Reference 1 - 0.24% Coverage

I know that there are grade-level meetings, but I don't know effective they are.

Not Helpful in the First Year

<Internals\Interviews\New Teacher 1> - § 3 references coded [7.21% Coverage]

Reference 1 - 3.65% Coverage

it would be nice if you could force the mentors to be there too, sometimes.
F.12: Force mentors to be there?
1.12: Ha ha ha. Yeah.
F.12: Okay, tell me more about that.
1.12: Well, you know, you get together, what was it, about once a month that we did it?
F.12: Yeah, every couple weeks, yeah.
1.12: Every couple weeks. There's a lot of time in-between and really the mentor program here is not as strong as it probably could be. And I'm not picking on a mentor. I just mean the whole program. It's like, I mean the reality of life is once you leave that meeting you go to grading papers, you go home, you go to prepping a lesson. The next day you're back at it again, you're in the grind and it's nice…it's nice to share among new teachers but it would also be a good way of bringing the mentors into it, so that they could hear some of the feelings. But maybe that defeats the purpose of it, because you don't want to have to share some of that stuff in front of a mentor. I think having newly new teachers in one group as opposed to new to the district. It's kind of apples and oranges. So I guess if you could do something with that. It's not like there's that many…
F.12: Truly new teachers.
1.12: No. Not too many.

Reference 2 - 1.26% Coverage

I mean there are a lot of people with combat fatigue and it's not just the kids.   It'd be nice if we had some more mental health programs from the staff to do other than let's just have this little luncheon thing. You know that's great but I don't know, something where the staff can just really… a go-to. Like if I was really struggling with something, it'd be nice to be able to go and talk to the counselors at our school.

Reference 3 - 2.30% Coverage

1.14: Morale. You know. I mean we don't really…there's not much done. And a little, we're going to…a little candy thing in your box once in awhile is nice. A nice little lunch spread once every few months is nice. Ha ha ha. But the other school I was at, was a lot worse than here, and this place has a long way to go to help you out.
F.14: Umhmm.
1.14: It's like, "Here you go. Deal with it and come back. I want good results. We want good test results. We want everybody to be inspired. We want you to have all kinds of good stuff that you can show off and make everybody here look good and make the kids feel alive. And you know, if hey-we run you into the ground in the process, we're sorry!" Ha ha ha! I mean that's the unstated message that goes out, in a way.

<Internals\Interviews\New Teacher 12> - § 1 reference coded [4.07% Coverage]

Reference 1 - 4.07% Coverage

12.5: There's not that many. With my schedule, it's very difficult socially. Because I didn't have lunch, and so it was hard, other than the quick conversations. There were a couple other new teachers. There was four of us who all started at the same time, but they were in middle school or the high school, so I didn't see them that often. But if I did see them, it was a bond. You know, we just started with a bond. It was nice to see them but I didn't get to see them that often.

<Internals\Interviews\New Teacher 2> - § 1 reference coded [4.08% Coverage]

Reference 1 - 4.08% Coverage

Especially those meetings we had at the county office or the district office, I felt were not very helpful. Because he would give us the kind of information we needed to know, such as, what the HEART Team was all about, such as, you know, how do you…what is the procedure on ordering textbooks. You know, just the information that anybody would need to know, not just new teachers and it really felt more like-oh just one more duty that we have fulfill. I feel that these meeting need to be more than that, than a chore that has to be fulfilled and that's it. It needs to be something that you look forward to and that you want to say, yeah I really got some good information out of it. And I'm not sure we got that at all from the county meetings, same as the district meetings.

<Internals\Interviews\New Teacher 3> - § 1 reference coded [1.40% Coverage]

Reference 1 - 1.40% Coverage

3.15: Which to be honest with you, that's why this was so much more helpful than the new teacher meetings with Mr. [ASSISTANT SUPERINTENDENT]. Because it was personal, and it was real. I mean the issues we were talking about were REAL. We weren't getting a pile of papers to read through for the next meeting.

<Internals\Interviews\New Teacher 4> - § 2 references coded [3.52% Coverage]

Reference 1 - 1.58% Coverage

And again, I think that we were really lucky in that, we were supposed to have meetings with [ASSISTANT SUPERINTENDENT] every month, and these kind of replaced that. These were much more beneficial. You know you can read all you want about classroom management and anything like that, but I mean, actually implementing it is completely different. I mean, you're not going to attach my name to that comment, are you?

Reference 2 - 1.94% Coverage

I think you left us talk, you left us be ourselves. You interjected and a…I don't think…you weren't pushy, like you didn't push this on us. You kind of sat back and left us do things and talk and you interjected and kind of gave us direction at times, gave us suggestions, again it was a lot more casual then when we would go to the district office

and all sat in the boardroom. And we all sat up in those big straight chairs. It was a much more relaxed atmosphere. I think you just left us be ourselves.

<Internals\Interviews\New Teacher 5> - § 1 reference coded [2.41% Coverage]

Reference 1 - 2.41% Coverage

But other than that, I really didn't...because this isn't my first year really of teaching, so they really didn't do a whole lot with me or for me because I figured they assumed that I knew what I was doing already, that's why they hired me, they told me. That's what they told me, so.

<Internals\Interviews\New Teacher 6> - § 2 references coded [3.27% Coverage]

Reference 1 - 1.73% Coverage

Administrators...we've changed administrators, so it was difficult to get attached to a administrator. And our newest administrator was so busy learning the ropes herself, it was difficult to kind of...she wasn't not helpful, but she was learning as I was learning. So, it wasn't that she was hindering me, but I knew more than she did when she came here.

Reference 2 - 1.54% Coverage

Well, in our team we have so older teachers that were extremely negative, and even negative towards me because they, because I was kind of coming in here...taking the place for a year of a teacher that they liked and wanted to come back and they were afraid he wasn't coming back. And I intimidated them. My young age.

<Internals\Interviews\New Teacher 8> - § 1 reference coded [6.90% Coverage]

Reference 1 - 6.90% Coverage

My mentor…(pointing next door)
F.5: The tape can't pick that up. Ha
8.5: She helped me some, not as much as I thought a mentor should.
F.5: You know that confidentiality still stands down with all of this.
8.5: Yeah. Right. I just…she never came to me and explained things to me. I kind of had to find out for myself and when I did have questions, I didn't feel comfortable going to her, as much as I felt comfortable going to the principal, because…when I did go to her about something she would just go off on how she did it and how her classes go well, and you know, I just wanted a straight down answer, I didn't want to know all that. But she never came to me and said, "How are things going?" She never asked me any of those questions. Nothing. And I don't think they should get paid that much. For something that they don't even do.

<Internals\Interviews\New Teacher 1> - § 2 references coded [4.04% Coverage]

Reference 1 - 0.39% Coverage

Let's see…we had a mentor program set up and I think [MENTOR NAME]'s been pretty good with that. She's the head of the department.

Reference 2 - 3.65% Coverage

it would be nice if you could force the mentors to be there too, sometimes.
F.12: Force mentors to be there?
1.12: Ha ha ha. Yeah.
F.12: Okay, tell me more about that.
1.12: Well, you know, you get together, what was it, about once a month that we did it?
F.12: Yeah, every couple weeks, yeah.
1.12: Every couple weeks. There's a lot of time in-between and really the mentor program here is not as strong as it probably could be. And I'm not picking on a mentor. I just mean the whole program. It's like, I mean the reality of life is once you leave that meeting you go to grading papers, you go home, you go to prepping a lesson. The next day you're back at it again, you're in the grind and it's nice…it's nice to share among new teachers but it would also be a good way of bringing the mentors into it, so that they could hear some of the feelings. But maybe that defeats the purpose of it, because you don't want to have to share some of that stuff in front of a mentor. I think having newly new teachers in one group as opposed to new to the district. It's kind of apples and oranges. So I guess if you could do something with that. It's not like there's that many…
F.12: Truly new teachers.
1.12: No. Not too many.

<Internals\Interviews\New Teacher 10> - § 1 reference coded [2.01% Coverage]

Reference 1 - 2.01% Coverage

my mentor treated me like one of her daughters. She was wonderful. She was friendly and helpful.

<Internals\Interviews\New Teacher 11> - § 2 references coded [6.18% Coverage]

Reference 1 - 2.94% Coverage

11.5: My mentor she was a big help. In the beginning, we saw each other really regularly, maybe like every week. But then as time went on, I didn't need her. And then it was like once a month. And now I haven't seen her… I mean, I see her in the hall or pass an e-mail, but to have to actually sit and have to be like, "well, what do I do now?" or "where do I send this?" Or whatever. That really hasn't happened much. But she's been great.

Reference 2 - 3.25% Coverage

It's okay not to know and that I knew that I could go and talk as a group, and say, "did you guys know about this?" Or "Can you help me out here?" And not feel threatened, like I was going to say something stupid or something that would be frowned upon, like if I had gone to my new administrator, or even my mentor sometimes. I didn't want to seem really out of it. With them, [the group] I really felt more comfortable to say, "Hey listen… I really don't know what's going on today."

<Internals\Interviews\New Teacher 13> - § 1 reference coded [1.81% Coverage]

Reference 1 - 1.81% Coverage

My mentor, [MENTOR NAME]. She definitely helped acclimate me to fourth grade. Because it is quite different from what I came from… it's different than sixth [grade].

<Internals\Interviews\New Teacher 14> - § 1 reference coded [2.67% Coverage]

Reference 1 - 2.67% Coverage

And then my mentor, of course, Mrs. [MENTOR NAME]. She has taught me about the school, has taught me about the kids. She gave me background on the kids because she knew the sixth graders before I had them. She gave me a lot of information about the type of kids I'd be working with and their personalities. She's been there for me through everything. She taught me a lot about CSE meetings, about how to do IEPs, what they were, how to test the kids. She's taught me a lot.

<Internals\Interviews\New Teacher 2> - § 1 reference coded [0.68% Coverage]

Reference 1 - 0.68% Coverage

Well, [ENGLISH TEACHER], the department head, was also my mentor, was also [NEW TEACHER #3]'s mentor, has been extremely helpful.

<Internals\Interviews\New Teacher 3> - § 2 references coded [3.39% Coverage]

Reference 1 - 2.74% Coverage

3.5: Well the first one would have to be [MENTOR NAME], my mentor. She's a tenth grade English teacher and she just watches out for me in the day to day issues, like what I should put up with, what I shouldn't put up with, from both students and administration. She doesn't really interfere or assist me as far as teaching of anything, other than sometimes I bounce ideas off of her and she'll give me input there. But overall, she just makes sure that I know where I'm supposed to be and when and what I'm supposed to have with me. Kind of a housekeeping. Plus she helps me find any materials that I need.

Reference 2 - 0.66% Coverage

3.12: The first year in a new school would be to work with people, faculty. Pay attention to your mentor, presumably someone who knows the ropes.

<Internals\Interviews\New Teacher 4> - § 2 references coded [0.72% Coverage]

155

Reference 1 - 0.48% Coverage

My mentor was very, very supportive and still is to this day. I can walk over there and ask her anything and she'll help me.

Reference 2 - 0.24% Coverage

I mean you have a mentor, and I think they are very important,

<u>\<Internals\Interviews\New Teacher 5\></u> - § 1 reference coded [4.39% Coverage]

Reference 1 - 4.39% Coverage

5.6: Ahhh, didn't get much...really don't need much in being taught how to teach. I needed more of explaining of the routine of the school and I don't want to say their policies, but their events. I got missed for events, just because no body told me about them, because I'm at the other part of the school. And my mentor didn't do hardly anything for me. See, I have to do a budget and everything. Basically, fortunately, I know what I'm doing on it because I didn't get any help...from the department, I should say.

<u>\<Internals\Interviews\New Teacher 6\></u> - § 2 references coded [4.85% Coverage]

Reference 1 - 0.37% Coverage

6.5: My mentor was very influential, and very helpful, extremely helpful.

Reference 2 - 4.48% Coverage

F.5: Tell me a little bit about how your mentor was influential and helpful?
6.5: Well, in our team we have so older teachers that were extremely negative, and even negative towards me because they, because I was kind of coming in here...taking the place for a year of a teacher that they liked and wanted to come back and they were afraid he wasn't coming back. And I intimidated them. My young age. And she kept my spirits up. She kept me positive. She really gave me a lot of support that way. She gave me a lot of support in my teaching. She always gave me a lot of resources, like if I didn't know where to go for something, she knew where to go or at least help me find where to go. You know I really didn't know where in the school to go to find things or what to do to do something. So she always gave me that, she played that role, as well. Plus she's my friend. So really, we developed a close friendship.

<u>\<Internals\Interviews\New Teacher 8\></u> - § 2 references coded [9.82% Coverage]

Reference 1 - 0.84% Coverage

his year I've learned a lot from my mentor and from other teachers besides mentors, everybody helps out.

Reference 2 - 8.98% Coverage

My mentor…(pointing next door)

F.5: The tape can't pick that up. Ha

8.5: She helped me some, not as much as I thought a mentor should.

F.5: You know that confidentiality still stands down with all of this.

8.5: Yeah. Right. I just…she never came to me and explained things to me. I kind of had to find out for myself and when I did have questions, I didn't feel comfortable going to her, as much as I felt comfortable going to the principal, because…when I did go to her about something she would just go off on how she did it and how her classes go well, and you know, I just wanted a straight down answer, I didn't want to know all that. But she never came to me and said, "How are things going?" She never asked me any of those questions. Nothing. And I don't think they should get paid that much. For something that they don't even do.

F.5: They get paid to do it?

8.5: Yeah, they get paid $550 or $525. You know if you're going to be getting paid that much, you really need to do your job. I think there should be a set thing you should be doing with your mentor. Maybe I'm being greedy.

<Internals\Interviews\New Teacher 9> - § 1 reference coded [0.18% Coverage]

Reference 1 - 0.18% Coverage

even though [MENTOR] was my mentor, she was a big help, too.

FUN
<u>\<Internals\Interviews\New Teacher 10\></u> - § 3 references coded [2.70% Coverage]

Reference 1 - 1.72% Coverage

F.9: Why did you show up for the group week after week?
10.9: **It was lots of fun.**

Reference 2 - 0.75% Coverage

It was fun to participate with people

Reference 3 - 0.22% Coverage

It was fun.

<u>\<Internals\Interviews\New Teacher 14\></u> - § 1 reference coded [0.06% Coverage]

Reference 1 - 0.06% Coverage

it was fun

<u>\<Internals\Interviews\New Teacher 3\></u> - § 3 references coded [0.64% Coverage]

Reference 1 - 0.32% Coverage

 I enjoyed getting together with the group and there were good laughs.

Reference 2 - 0.07% Coverage

but that was fun

Reference 3 - 0.25% Coverage

At the end of the day, sometimes you just need a laugh.

<u>\<Internals\Interviews\New Teacher 4\></u> - § 5 references coded [1.51% Coverage]

Reference 1 - 0.07% Coverage

and joking around

Reference 2 - 0.20% Coverage

And I think that the light-heartedness of the group.

Reference 3 - 0.42% Coverage

We joked around. We were serious when we had to be, we were silly when we could be, and I think that helped.

Reference 4 - 0.19% Coverage

You know it became something we looked forward to.

Reference 5 - 0.63% Coverage

4.15a: Vent when we need to vent or just joke around when we need to joke around and you know sometimes you just need that and it was just a really good experience.

<u><Internals\Interviews\New Teacher 6></u> - § 1 reference coded [0.66% Coverage]

Reference 1 - 0.66% Coverage

F.11: Okay. Specifically, what about the group was most helpful to you?
6.11: **Maybe the laughter. We laughed at ourselves sometimes.**

Established relationships with other participants
<u><Internals\Interviews\New Teacher 1></u> - § 2 references coded [0.79% Coverage]

Reference 1 - 0.07% Coverage

I like the camaraderie.

Reference 2 - 0.72% Coverage

F.10: Okay, what impact, if any, did the group have on your teaching or your life as a teacher?
1.10: Oh I think my life as a teacher has been great. Like I told you, the camaraderie, the friendship, the trust, to be able to vent, the outlet…

<u><Internals\Interviews\New Teacher 11></u> - § 1 reference coded [1.31% Coverage]

Reference 1 - 1.31% Coverage

Because we're close in age and we could talk about like "oh my God, how great did it go today?" or "oh my god, how bad did it go?" or "did you hear, this is what's going to go on in the building?"

<u><Internals\Interviews\New Teacher 14></u> - § 2 references coded [4.09% Coverage]

Reference 1 - 3.34% Coverage

14.9: It was really nice to be able to talk to other teachers that are more on my level, that are new teachers that are facing the same things that I'm facing. There's a lot on your mind that I just feel I can't share with other teachers. It's nice just to be able to get to

know younger teachers, to be able to share your feelings, to be able to share what your months been like, or what your weeks been like, to be able to talk about kids. I just felt it was very comfortable, a comfortable setting where I could share my feelings, and be open, and I could have other people listen to me.

Reference 2 - 0.75% Coverage

I just had a really good time as a group and I'm glad that we met. It was really nice that you had this. It was a really good time.

<Internals\Interviews\New Teacher 3> - § 1 reference coded [0.53% Coverage]

Reference 1 - 0.53% Coverage

we were really interactive. And it was kind of nice. It was like a little mini reunion every time we got together.

<Internals\Interviews\New Teacher 4> - § 1 reference coded [0.28% Coverage]

Reference 1 - 0.28% Coverage

And you know, that…those relationships developed because of all of this.

Safe & confidential environment
<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.72% Coverage]

Reference 1 - 0.72% Coverage

F.10: Okay, what impact, if any, did the group have on your teaching or your life as a teacher?
1.10: Oh I think my life as a teacher has been great. Like I told you, the camaraderie, the friendship, the trust, to be able to vent, the outlet…

<Internals\Interviews\New Teacher 11> - § 2 references coded [3.89% Coverage]

Reference 1 - 3.25% Coverage

It's okay not to know and that I knew that I could go and talk as a group, and say, "did you guys know about this?" Or "Can you help me out here?" And not feel threatened, like I was going to say something stupid or something that would be frowned upon, like if I had gone to my new administrator, or even my mentor sometimes. I didn't want to seem really out of it. With them, [the group] I really felt more comfortable to say, "Hey listen… I really don't know what's going on today."

Reference 2 - 0.65% Coverage

11.11: I think just not being judged when I went there. Just being able to say what had gone on.

Reference 1 - 0.78% Coverage

I like the idea of bouncing things off of somebody in a safe environment, and that it was confidential.

Reference 2 - 0.45% Coverage

I just like the overall idea of being able to say whatever,

Reference 1 - 3.34% Coverage

14.9: It was really nice to be able to talk to other teachers that are more on my level, that are new teachers that are facing the same things that I'm facing. There's a lot on your mind that I just feel I can't share with other teachers. It's nice just to be able to get to know younger teachers, to be able to share your feelings, to be able to share what your months been like, or what your weeks been like, to be able to talk about kids. I just felt it was very comfortable, a comfortable setting where I could share my feelings, and be open, and I could have other people listen to me.

Reference 2 - 0.16% Coverage

It was nice just to be open

Reference 1 - 0.64% Coverage

The ability that we could all speak and say whatever and no one was offended and I think that kind of lent itself to…just the openness, and our ability to communicate.

Reference 2 - 0.15% Coverage

Everyone said what was on their minds.

Reference 3 - 0.60% Coverage

I think it was very, very beneficial, and I've said that before, and I do think it was. And the biggest part of it was... we were allowed to be who we are.

Reference 4 - 0.76% Coverage

And I never felt like, "Who can we trust and who can't we trust?"
F.15a: Yeah.
4.15a: We could trust everybody and it was just like, you know we didn't even think about it. It was a nice feeling.

Reference 5 - 0.74% Coverage

4.15a: Yeah, and somehow I just think that even in that room full of people in the Board Room, to bring up…first of all, you'd be uncomfortable talking about some of the things we talked about…

<u>\<Internals\Interviews\New Teacher 5\></u> - § 3 references coded [1.77% Coverage]

Reference 1 - 0.43% Coverage

keep it a relaxed atmosphere, like you did with it.

Reference 2 - 1.09% Coverage

5.12: **Right, was a relaxed atmosphere and I think it needs to be known up front, just like you did, that whatever is said stays.**

Reference 3 - 0.24% Coverage

It was a relaxed atmosphere.

<u>\<Internals\Interviews\New Teacher 8\></u> - § 1 reference coded [1.98% Coverage]

Reference 1 - 1.98% Coverage

F.9: Why did you show up for the group week after week?
8.9: **Because I thought it was helpful and we get to talk about everything that's going wrong or something good that's happening. It was just comfortable to be able to get all of that out.**

SNACKS
<u>\<Internals\Interviews\New Teacher 1\></u> - § 1 reference coded [0.07% Coverage]

Reference 1 - 0.07% Coverage

The snacks were good.

<u>\<Internals\Interviews\New Teacher 14\></u> - § 1 reference coded [0.08% Coverage]

Reference 1 - 0.08% Coverage

there was food.

<u>\<Internals\Interviews\New Teacher 2\></u> - § 1 reference coded [0.06% Coverage]

Reference 1 - 0.06% Coverage

Nice snacks.

Relevant
<u>\<Internals\Interviews\New Teacher 1\></u> - § 1 reference coded [0.10% Coverage]

Reference 1 - 0.10% Coverage

I thought it was always helpful.

<Internals\Interviews\New Teacher 11> - § 1 reference coded [0.24% Coverage]

Reference 1 - 0.24% Coverage

It was really helpful and relevant.

<Internals\Interviews\New Teacher 3> - § 1 reference coded [1.39% Coverage]

Reference 1 - 1.39% Coverage

3.15: Which to be honest with you, that's why this was so much more helpful than the new teacher meetings with Mr. [ASSISTANT SUPERINTENDENT]. Because it was personal, and it was real. I mean the issues we were talking about were REAL. We weren't getting a pile of papers to read through for the next meeting.

<Internals\Interviews\New Teacher 4> - § 3 references coded [2.46% Coverage]

Reference 1 - 0.47% Coverage

I got a lot of help from those people, a lot of support, a lot of help, and a lot of good ideas. So it was a good thing.

Reference 2 - 1.09% Coverage

 think the openness that we had to really talk and just…I mean, you could sit in all kinds of meetings and have people tell you how it's supposed to be, but until you sit down and say this is the way it is, and this is what I'm experiencing, then…you know…I think that was most useful.

Reference 3 - 0.90% Coverage

 it was like passing out papers and reading stuff and we all learned that in school. You know that's all the book and paper stuff that you learned when you were in school, but you know, we were more about…
F.15a: …the here and the now.

<Internals\Interviews\New Teacher 9> - § 1 reference coded [1.48% Coverage]

Reference 1 - 1.48% Coverage

keep it the way you did it; was to make sure that it doesn't have to be for all first grade, but I'm just saying elementary…it makes sense to everybody who's involved because they're taking their time after school, or during school, whichever they can do it or whatever. But I mean they're taking their time to be able to meet and I'm sure that everybody would want it to be relevant to them as much as possible, and I think that we were able to do that because we had similar backgrounds.

Brags & Drags
<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.43% Coverage]

Reference 1 - 0.43% Coverage

1.11: Well I thought the brags and drags…that was good, because that got us into thinking about good things and bad things that were happening.

<Internals\Interviews\New Teacher 10> - § 1 reference coded [1.58% Coverage]

Reference 1 - 1.58% Coverage

10.11: **I liked the highs and lows of the week, discussing them with everyone.**

<Internals\Interviews\New Teacher 11> - § 2 references coded [3.49% Coverage]

Reference 1 - 3.02% Coverage

And it was nice to be able to share good things too. Because normally I don't walk around the halls like, "Hey everybody guess what? I did great today! Slap me five!" You can't do that. But when you came to this group it was okay to be like, "Listen, I did really good!" And everybody's like "That's great!" It was a nice feeling to do that. Which is the flip side of coming there and saying, "I screwed up really bad. I don't want to tell anyone."

Reference 2 - 0.47% Coverage

We stayed on task and got stuff done and discussed our highs and lows.

<Internals\Interviews\New Teacher 12> - § 1 reference coded [3.25% Coverage]

Reference 1 - 3.25% Coverage

12.10: Well one thing that was good was from the get go just hearing about the brags and drags and how it is good to brag and to say the good things. But then also recognize what's dragging. So that was good. And it made me be able to think, "Hey, I did do this!" or "Gosh, this is what I'm struggling with, but other people struggle with it too." Or other people struggle with teachers or politicalness going on in a school.

<Internals\Interviews\New Teacher 13> - § 1 reference coded [2.57% Coverage]

Reference 1 - 2.57% Coverage

13.11: Most helpful… even though the brags and drags were hard to come up with, I think that once we did, I think that that was helpful, to see what somebody else is bragging about or see what other people's success is in their class.

<Internals\Interviews\New Teacher 14> - § 2 references coded [2.93% Coverage]

Reference 1 - 0.24% Coverage

Just being able to share brags and drags.

Reference 2 - 2.70% Coverage

asking us about brags and drags helped us to reflect on what we've been doing in the classroom, helps us to reflect on the things that we want to change or the bad things that have happened that we want to change. It just helps you to reflect and to look back on what's going on and to make you really think about what you can do better and how you can change the difficult situations. I think it was just nice that we could reflect on what we've been doing in the classroom.

<Internals\Interviews\New Teacher 4> - § 1 reference coded [1.33% Coverage]

Reference 1 - 1.33% Coverage

F.11: What, specifically, about the group was most helpful to you? A specific topic or session that was most relevant to you? Least helpful or least relevant? That's four questions in one.

4.11: I think when we talked about, what the term when we talked about the positives and negatives?

F.11: The brags and drags.

4.11: The brags and drags.

<Internals\Interviews\New Teacher 5> - § 1 reference coded [1.28% Coverage]

Reference 1 - 1.28% Coverage

You came in with a couple questions for us right away, like your brags and drags, so you could start, so people didn't sit there and stare at each other,

<Internals\Interviews\New Teacher 8> - § 1 reference coded [1.98% Coverage]

Reference 1 - 1.98% Coverage

F.9: Why did you show up for the group week after week?

8.9: **Because I thought it was helpful and we get to talk about everything that's going wrong or something good that's happening. It was just comfortable to be able to get all of that out.**

Non-evaluative facilitator

<Internals\Interviews\New Teacher 1> - § 1 reference coded [1.99% Coverage]

Reference 1 - 1.99% Coverage

F.13: What did you like and not like about the role of the facilitator?

1.13: You?

F.13: That would be me.

1.13: I thought you did a very excellent job. You were very patient. You've had empathy. You kept a sense of humor. You've been all the things that I think are good

165

about being a good teacher or counselor, in that respect. You take your job seriously, but not take yourself too seriously. You respected that we were going to be childish and ha ha ha and even appreciated it and encouraged us to look at things that we needed to look at. I think you facilitated well because you helped orchestrate without a heavy hand. I don't think I could have done it.

<u>\<Internals\Interviews\New Teacher 10></u> - § 1 reference coded [3.45% Coverage]

Reference 1 - 3.45% Coverage

10.13: Our facilitator was [FACILITATOR NAME], and she was wonderful, even during the school day and after the school day. She was always there for us in the schools.

<u>\<Internals\Interviews\New Teacher 11></u> - § 1 reference coded [2.37% Coverage]

Reference 1 - 2.37% Coverage

11.13: I liked that you're in our district. Well it worked out that you were in our district. So you could kind of talk about district stuff too, instead of just more general new teacher situations. And that you've been through it before too obviously. You didn't come in with so many years experience. You were new at one point. So you could relate.

<u>\<Internals\Interviews\New Teacher 12></u> - § 1 reference coded [1.82% Coverage]

Reference 1 - 1.82% Coverage

12.13: I think it's a good idea to have a facilitator. I mean, somebody needs to be on the ball, and inviting people, and reminding people. I guess that's important. I think during the meetings, just to keep it going and on what happened.

<u>\<Internals\Interviews\New Teacher 13></u> - § 1 reference coded [0.72% Coverage]

Reference 1 - 0.72% Coverage

… I think you started the discussions great, you kept it going.

<u>\<Internals\Interviews\New Teacher 14></u> - § 1 reference coded [2.61% Coverage]

Reference 1 - 2.61% Coverage

You're very open and you're an easy person to talk to. You're really good listener. You were always there for us. You are always available. You gave us your e-mail from the very beginning, your phone number, how we could contact you. You were a really good listener, too. And an easy person to talk to, very open, and you were also willing to share ideas, to tell us stories. I don't have any suggestions. I thought you were great. I appreciate everything.

<u>\<Internals\Interviews\New Teacher 3></u> - § 1 reference coded [1.35% Coverage]

Reference 1 - 1.35% Coverage

You always had helpful suggestions or a different perspective of looking at things. Times when I was frustrated with something or [NEW TEACHER #6] or…but I remember you had a different perspective, which was helpful. You see a little bit different kids then we see. You were a good voice of reason.

<u>\<Internals\Interviews\New Teacher 4\></u> - § 1 reference coded [1.94% Coverage]

Reference 1 - 1.94% Coverage

I think you left us talk, you left us be ourselves. You interjected and a…I don't think…you weren't pushy, like you didn't push this on us. You kind of sat back and left us do things and talk and you interjected and kind of gave us direction at times, gave us suggestions, again it was a lot more casual then when we would go to the district office and all sat in the boardroom. And we all sat up in those big straight chairs. It was a much more relaxed atmosphere. I think you just left us be ourselves.

<u>\<Internals\Interviews\New Teacher 6\></u> - § 1 reference coded [2.96% Coverage]

Reference 1 - 2.96% Coverage

I think your role was just fine. **I don't think your role was invasive or too overbearing or not involved enough. I think it was a good balance.**
F.13: Was there anything that you liked that you'd want to see in a facilitator?
6.13: No. I think you…I could tell you handled it, because you kept things…you brought, you kind of brought us back when we kind of went off on a tangent, because [NEW TEACHER #5] …ha ha ha…#6, I don't know his number, because he had a way of going off and you knew how to …well… but without being rude. **You kind of knew how to keep us on task, but without sacrificing camaraderie**

<u>\<Internals\Interviews\New Teacher 8\></u> - § 1 reference coded [1.37% Coverage]

Reference 1 - 1.37% Coverage

8.13: **You were easy to talk to.** Is this what…?
F.13: Yeah.
8.13: **And you always came back. I loved…loved the follow-up. I loved that. That was my favorite part.**

<u>\<Internals\Interviews\New Teacher 9\></u> - § 1 reference coded [1.77% Coverage]

Reference 1 - 1.77% Coverage

9.13: **How flexible you were with our schedules, for one, because I know you were absolutely crazy with your own schedule. You were a very good listener. When, at times…I tend to ramble, and at times when I thought I could be losing the group, you all just seemed to be right with me and still had your point of view and your opinion to give. I think that everyone should be able to say that also. That it wasn't always all one-sided. You weren't just there to listen, you were also there to help us out and to answer any questions we might have, too, to the best of your ability.**

Group sIze

- § 1 reference coded [1.29% Coverage]

Reference 1 - 1.29% Coverage

I wasn't sharing in that group. I was keeping my mouth shut. I don't know. The issues that you're dealing with seem so much smaller in a big group like that. Like they don't want to hear about what I did. But with the small group I knew, we all knew, that there was an interest there.

- § 2 references coded [1.69% Coverage]

Reference 1 - 0.74% Coverage

4.15a: Yeah, and somehow I just think that even in that room full of people in the Board Room, to bring up…first of all, you'd be uncomfortable talking about some of the things we talked about…

Reference 2 - 0.95% Coverage

4.15a: And I think that, also our group was more focused. We were all high school. High school and middle school, but for the most part we were more focused. That was everybody. That was the whole district. And maybe that group was too big.

Including teachers with experience

- § 1 reference coded [2.06% Coverage]

Reference 1 - 2.06% Coverage

And the same thing with [NEW TEACHER #13]. She's quote unquote, been here, but hasn't been in that position. So she's new to that but she knew some of the routines, so she could kind of give us a heads up about and talk about some of the administrative stuff that was going on that maybe I wasn't aware of.

- § 1 reference coded [1.51% Coverage]

Reference 1 - 1.51% Coverage

[NEW TEACHER #1] and I ,especially, have had a chance to share quite a bit with each other.
F.10: Okay.
2.10: Because we're both veteran teachers.
F.10: Umhmm.
2.10: You know… about what's going on here, you know. And we look at each other and say…
F.10: "What is this really?"

- § 1 reference coded [0.74% Coverage]

Reference 1 - 0.74% Coverage

I think we were unique in the sense that we had three teachers there with a fair amount of teaching experience, so they were helpful to those of us who were brand new at this, and I think that…

Same school district

<Internals\Interviews\New Teacher 12> - § 1 reference coded [4.77% Coverage]

Reference 1 - 4.77% Coverage

The frustrating part for me was just that it was not at my school, so it obviously made a difference. In the very beginning I was so thrilled to think that I'd get to meet and hang out with other young professionals, especially women, and socialize about life and school. But then it just…. individual life, for me, that was my hard part. Saying, "ah geez, not this time." That was frustrating. It is the other new people in my school had been able to get involved, it could have been, like you had said, at somebody else's school or in our own home school, or something. I think that would have been a little bit different.

<Internals\Interviews\New Teacher 4> - § 1 reference coded [0.75% Coverage]

Reference 1 - 0.75% Coverage

Yeah, and it's nice within your own school district. I talked to friends of mine who teach other places and it's the same, but it's different. You have different types of kids, you have different…

Grouped by level

<Internals\Interviews\New Teacher 10> - § 1 reference coded [8.07% Coverage]

Reference 1 - 8.07% Coverage

It was helpful to have other people to turn to, to go to. It would have been nice to have someone in my building that was part of the program. Since [NEW TEACHER #9] and [NEW TEACHER #8] were in the same building together, and even the same grade together, they got to go to each other with a lot of their problems and form a more meaningful relationship. Whereas I didn't have anyone up here.

<Internals\Interviews\New Teacher 4> - § 1 reference coded [0.81% Coverage]

Reference 1 - 0.81% Coverage

4.15a: And I think that, also our group was more focused. We were all high school. High school and middle school, but for the most part we were more focused. That was everybody. That was the whole district.

<Internals\Interviews\New Teacher 8> - § 1 reference coded [5.77% Coverage]

Reference 1 - 5.77% Coverage

8.11: **The whole: Is this my room or not my room? Since I had to…since it was occupied before me. She'd left some things and she'd come in the middle of MY class and get things. And just being able to deal with, talk about, ownership, I guess.**
8.11: **Because it happened to me, but you know what, it happened to everybody (in the group) this year. Because they were here long term, so you know it really wasn't their room. They perceived it to be at first, but then when the full-time teacher comes back, it's kind of a bummer because, you know, it's not your room anymore. It's not your room.**

<u>\Internals\Interviews\New Teacher 9></u> - § 3 references coded [4.23% Coverage]

Reference 1 - 1.47% Coverage

9.10: I think one point [NEW TEACHER #8] mentioned how she didn't like the way first grade didn't work together as much, and she made a comment how she thought that it would be all the first grades working and doing similar things or getting together and bouncing ideas off of each other, and it wasn't like that. But then I think as the months went on [NEW TEACHER #8] and I kind of did that on our own. And I found that to be very helpful. She introduced me to the Mailbox Books.

Reference 2 - 1.28% Coverage

I think it was good the way we split up into our grade, or at least, levels, because…like it was established at the beginning, I don't think high school people want to hear about kids who can't make it to the bathroom, or whatever, and some things like that. And I wouldn't want to hear about some of the other kids things, you know, that don't pertain to elementary school children. So I liked that. I will say that.

Reference 3 - 1.48% Coverage

keep it the way you did it; was to make sure that it doesn't have to be for all first grade, but I'm just saying elementary…it makes sense to everybody who's involved because they're taking their time after school, or during school, whichever they can do it or whatever. But I mean they're taking their time to be able to meet and I'm sure that everybody would want it to be relevant to them as much as possible, and I think that we were able to do that because we had similar backgrounds.

Variety of subject areas represented in group
<u>\Internals\Interviews\New Teacher 13></u> - § 1 reference coded [4.00% Coverage]

Reference 1 - 4.00% Coverage

13.10: I definitely took from their ideas and their experiences. Also, because we were different curriculums and different grade levels… knowing what [NEW TEACHER #14] season seventh [grade], and what [NEW TEACHER #11] sees in the library, and what [NEW TEACHER #12] sees in her field… that all helped with your daily classroom and how you interact…or I interact.

<u>\<Internals\Interviews\New Teacher 4></u> - § 1 reference coded [1.72% Coverage]

Reference 1 - 1.72% Coverage

we have different perspectives. And I think having the different disciplines was another part of that too.
F.15a: Yeah, we had quite a range from woodshop through science, social studies.
4.15a: I think that that was important too.
F.15a: Well, it did, it added such a depth, a perspective. And the experience. Well, I appreciate all of your time and I hope it was something that you found beneficial.
4.15a: I think that it was, I really do.

Same building
<u>\<Internals\Interviews\New Teacher 1></u> - § 1 reference coded [0.85% Coverage]

Reference 1 - 0.85% Coverage

This whole hallway has been awesome. You know [NEW TEACHER #3]'s right there. Our new group has been… it's been really nice. I mean we bonded a lot at APL training. Just from most of us being in the same hallway, there's that sense of security and we can kind of check in on each other.

<u>\<Internals\Interviews\New Teacher 10></u> - § 1 reference coded [8.07% Coverage]

Reference 1 - 8.07% Coverage

It was helpful to have other people to turn to, to go to. It would have been nice to have someone in my building that was part of the program. Since [NEW TEACHER #9] and [NEW TEACHER #8] were in the same building together, and even the same grade together, they got to go to each other with a lot of their problems and form a more meaningful relationship. Whereas I didn't have anyone up here.

<u>\<Internals\Interviews\New Teacher 11></u> - § 1 reference coded [3.57% Coverage]

Reference 1 - 3.57% Coverage

 just know a couple times specific things would come up, like superintendent's conference day might be coming up, so we talked about that and how that would be run, and how we would get there, and just so we would be familiar with how that was going to work out. Or things like that, that would come up that we would be able to talk about as the newbies and say, "Well, how are we going to get there?" or, "How is this going to

work out?" "How does chaperoning work?" Just little things like that. But nothing specific is jumping out.

Reference 1 - 3.34% Coverage

3.5: They helped my first year go much better. And most of us are in this same hallway, so that's nice. [MENTOR]'s in the hallway. [NEW TEACHER #5], [NEW TEACHER #2], and [NEW TEACHER #4] were all right here-or not [NEW TEACHER #5], but [NEW TEACHER #1].
F.5: Umhmm. Did that ever have any downfalls?
3.5: Having them in the same hallway?
F.5: Yeah.
3.5: No, I can't think of any. No if they were somewhere else, it would make it much more difficult, especially if [MENTOR] wasn't right next door. I mean she's just through the closet and [NEW TEACHER #1]'s right across the hall if I ever need him to come over and watch a class, or if I just need to go and vent. He's right over there. So no, there's no downfall that I can think of.

Voluntary

Reference 1 - 0.87% Coverage

But again the key is not to make it mandatory because I think everybody feels so overwhelmed. They wouldn't go into this with the right attitude or state of mind.

Reference 1 - 1.66% Coverage

3.15: **And there were times that I felt like, "I had things to do at home and maybe I shouldn't stay," but I did. And somewhere along the line we all got the idea that although it was voluntary, it was kind of a mandatory voluntary type of thing and I feel like I benefited from that.** So if it was something that were to be continued, there's a definite benefit in it.

Meet in our rooms

Reference 1 - 2.62% Coverage

being, you know how we rotated the rooms, that's another good thing…I don't know where you would put it, but I like the way we rotated the rooms and…my rules, [NEW TEACHER #8]' rules, [NEW TEACHER #10]'s rules…we got to see what we were doing and how we had changed in different things. But what I

noticed while I was in their rooms, were different positive reinforcement techniques, how they managed their rooms. That's the kind of stuff I like too. And I guess I didn't really have to ask them too much about it, because I saw it and they explained it, but for maybe other teachers that I don't know about, especially now that I'm back to substituting I can walk into a room and I can see how they do different things, and I'd want to ask them, you know, "Where's you come up with that idea? How does it work? And is it effective?" and those types of things.

COMBATING ISOLATION
<Internals\Interviews\New Teacher 1> - § 4 references coded [1.41% Coverage]

Reference 1 - 0.07% Coverage

I like the camaraderie.

Reference 2 - 0.72% Coverage

F.10: Okay, what impact, if any, did the group have on your teaching or your life as a teacher?
1.10: Oh I think my life as a teacher has been great. Like I told you, the camaraderie, the friendship, the trust, to be able to vent, the outlet…

Reference 3 - 0.22% Coverage

it's kind of nice to know everyone's having some of the same frustrations.

Reference 4 - 0.40% Coverage

1.11: Most helpful was just to be able to talk and share, just…you can't always go home and do that. It's not fair. So that's nice.

<Internals\Interviews\New Teacher 10> - § 2 references coded [2.59% Coverage]

Reference 1 - 0.32% Coverage

 talk to people.

Reference 2 - 2.27% Coverage

10.10: **It made me realize that we all experience the ups and downs of teaching, and of special relationships.**

<Internals\Interviews\New Teacher 11> - § 3 references coded [6.07% Coverage]

Reference 1 - 0.43% Coverage

I think it was nice to talk to people that are in the same boat.

Reference 2 - 5.36% Coverage

11.10: It made me aware that there's other people out there. I didn't have to feel like "I'm alone here… in this school… or in this district" …like being the only one that didn't know what was going on. Like, [NEW TEACHER #14] didn't know either, or [NEW TEACHER #13]'s not sure either.
So that's okay, you know. It's okay not to know and that I knew that I could go and talk as a group, and say, "did you guys know about this?" Or "Can you help me out here?" And not feel threatened, like I was going to say something stupid or something that

174

would be frowned upon, like if I had gone to my new administrator, or even my mentor sometimes. I didn't want to seem really out of it. With them, [the group] I really felt more comfortable to say, "Hey listen… I really don't know what's going on today."

Reference 3 - 0.28% Coverage

And just being able to share some stuff.

<Internals\Interviews\New Teacher 12> - § 3 references coded [4.65% Coverage]

Reference 1 - 0.78% Coverage

I like the idea of bouncing things off of somebody in a safe environment, and that it was confidential.

Reference 2 - 3.25% Coverage

12.10: Well one thing that was good was from the get go just hearing about the brags and drags and how it is good to brag and to say the good things. But then also recognize what's dragging. So that was good. And it made me be able to think, "Hey, I did do this!" or "Gosh, this is what I'm struggling with, but other people struggle with it too." Or other people struggle with teachers or politicalness going on in a school.

Reference 3 - 0.61% Coverage

12.11: I think it was just most helpful just being with other, younger teachers,

<Internals\Interviews\New Teacher 14> - § 3 references coded [4.87% Coverage]

Reference 1 - 3.34% Coverage

14.9: It was really nice to be able to talk to other teachers that are more on my level, that are new teachers that are facing the same things that I'm facing. There's a lot on your mind that I just feel I can't share with other teachers. It's nice just to be able to get to know younger teachers, to be able to share your feelings, to be able to share what your months been like, or what your weeks been like, to be able to talk about kids. I just felt it was very comfortable, a comfortable setting where I could share my feelings, and be open, and I could have other people listen to me.

Reference 2 - 0.24% Coverage

Just being able to share brags and drags.

Reference 3 - 1.29% Coverage

Yeah, it was very helpful, just to listen, and to know that you're not the only one going through things. Yeah, it was very helpful. It was nice to hear from others too, and to hear what they're going through at the same time.

<Internals\Interviews\New Teacher 2> - § 3 references coded [4.09% Coverage]

Reference 1 - 0.65% Coverage

2.9: Well, I thought it was helpful to talk to other teachers about their experience because they were all new to the school

Reference 2 - 0.76% Coverage

Of course I think we have a pretty neat group and the camaraderie was really wonderful. We've really been a good support system for each other.

Reference 3 - 2.67% Coverage

to see maybe that I wasn't alone with some of the problems that I was experiencing. That it was also something that others had noticed or saw or had experienced, as well. And I think that kind of helps you. Not to say, "What am I doing wrong," but to see, "Well, wait a minute. There might be more than just what I'm perceiving or what I'm experiencing." There might be a larger problem or there may be another way. [NEW TEACHER #1] and I ,especially, have had a chance to share quite a bit with each other.

<Internals\Interviews\New Teacher 4> - § 4 references coded [2.49% Coverage]

Reference 1 - 0.09% Coverage

just talking and sharing,

Reference 2 - 0.13% Coverage

it gives you a sense of belonging,

Reference 3 - 0.38% Coverage

Everyone is in the same situation, **you don't feel so lonely, like you're out there all by yourself.**

Reference 4 - 1.88% Coverage

I guess the thing that shocked me the most, when we started talking about …[NEW TEACHER #2] has been teaching for so long, and you know, when we were going to APL and we started talking about different stuff and that and she started talked and I was like, "Man-she's having the same problems I'm having," and it was just like…it was an eye-opener. It was like "WOW!" And these meetings, too. You know? You don't feel so lonely. You feel like, "Wow, this is happening to other people, too."

<Internals\Interviews\New Teacher 5> - § 2 references coded [3.90% Coverage]

Reference 1 - 1.73% Coverage

I enjoyed it. I thought it was good. It was one chance to actually get to spend time with, believe it or not, with staff here. I don't get to see the staff at all. And to share. It was good to share.

Reference 2 - 2.17% Coverage

5.10: I guess you could say that it's very rare that you get a chance to sit down and share with other teachers that it isn't in the faculty room. So I'd say that it gave a positive, it had a positive impact by just being able to talk with other teachers.

<u><Internals\Interviews\New Teacher 6></u> - § 2 references coded [1.96% Coverage]

Reference 1 - 1.41% Coverage

6.9: Because it was a way to talk out things that a lot of the other teachers were going through, like you could hear things that you were going through, while other teachers…how they handled their things and get advice to how to handle some of the things you were going through…from them.

Reference 2 - 0.55% Coverage

6.10: **My life as a teacher…it made me see that I wasn't the only one!!! Ha ha ha! That made me feel not so bad,**

<u><Internals\Interviews\New Teacher 8></u> - § 1 reference coded [1.98% Coverage]

Reference 1 - 1.98% Coverage

F.9: Why did you show up for the group week after week?
8.9: **Because I thought it was helpful and we get to talk about everything that's going wrong or something good that's happening. It was just comfortable to be able to get all of that out.**

<u><Internals\Interviews\New Teacher 9></u> - § 1 reference coded [1.92% Coverage]

Reference 1 - 1.92% Coverage

I like knowing that there were other people out there who were possibly struggling with the same things I was going through or maybe [NEW TEACHER #10] had something, a situation in her class, [NEW TEACHER #8] or I might have a recollection of a similar instance that we could say "Okay, this is what we've done. You can try it." We could take from it what we wanted, you know, we could take a lot of personal experiences and try and use it to out advantage and just kind of test things out to see how things could work and how other people handle things. It was a nice little support group, which I've never been apart of before.

Gain a better understanding of their teaching
<u><Internals\Interviews\New Teacher 1></u> - § 1 reference coded [0.15% Coverage]

Reference 1 - 0.15% Coverage

it's been good. It's helped validate what I'm doing

<u><Internals\Interviews\New Teacher 14></u> - § 1 reference coded [2.70% Coverage]

177

Reference 1 - 2.70% Coverage

asking us about brags and drags helped us to reflect on what we've been doing in the classroom, helps us to reflect on the things that we want to change or the bad things that have happened that we want to change. It just helps you to reflect and to look back on what's going on and to make you really think about what you can do better and how you can change the difficult situations. I think it was just nice that we could reflect on what we've been doing in the classroom.

<Internals\Interviews\New Teacher 2> - § 1 reference coded [1.10% Coverage]

Reference 1 - 1.10% Coverage

Not to say, "What am I doing wrong," but to see, "Well, wait a minute. There might be more than just what I'm perceiving or what I'm experiencing." There might be a larger problem or there may be another way.

<Internals\Interviews\New Teacher 3> - § 3 references coded [2.10% Coverage]

Reference 1 - 0.17% Coverage

It was a time just to gather… regroup.

Reference 2 - 0.57% Coverage

Oftentimes, it was just a time to unwind, just to see something from another perspective. So it was beneficial in that respect.

Reference 3 - 1.35% Coverage

You always had helpful suggestions or a different perspective of looking at things. Times when I was frustrated with something or [NEW TEACHER #6] or…but I remember you had a different perspective, which was helpful. You see a little bit different kids then we see. You were a good voice of reason.

<Internals\Interviews\New Teacher 4> - § 1 reference coded [0.59% Coverage]

Reference 1 - 0.59% Coverage

They gave me different things to think about: how to handle different kids, how to handle different situations. I think that's what was the most helpful.

<Internals\Interviews\New Teacher 6> - § 2 references coded [4.59% Coverage]

Reference 1 - 1.41% Coverage

6.9: Because it was a way to talk out things that a lot of the other teachers were going through, like you could hear things that you were going through, while other teachers…how they handled their things and get advice to how to handle some of the things you were going through…from them.

Reference 2 - 3.18% Coverage

6.11: **I think the one where I was having so much trouble… at the beginning of the year I had a class that was really difficult to handle and I couldn't control it. And they were giving me all kinds of suggestions and I tried a bunch of different strategies. They were giving me different strategies to handle different difficult behavioral class, and I just never-there was a lot of different strategies that I never even thought of to try, and coming from different types of teachers, from all different angles, not just one style, but different styles. That one was really relevant to me.**

<Internals\Interviews\New Teacher 9> - § 1 reference coded [0.50% Coverage]

Reference 1 - 0.50% Coverage

 realize that we all get caught up in whatever we have to do, but we also need to stop and just talk about what we're going through and I think it's really helpful.

Preparing teachers to meet future challenges

<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.15% Coverage]

Reference 1 - 0.15% Coverage

give me ideas, about what other people are doing,

<Internals\Interviews\New Teacher 3> - § 3 references coded [2.07% Coverage]

Reference 1 - 0.56% Coverage

 there were definitely suggestions that were offered in the group, either to me or to others, that I took or that I employed.

Reference 2 - 0.32% Coverage

I think mainly I learned some disciplinary techniques from the group.

Reference 3 - 1.20% Coverage

 I'd say probably one of the times that I feel like I got the most, was it when we were in [NEW TEACHER #6]'s room or [NEW TEACHER #5]'s room? And that's when I was…[NEW TEACHER #5] was specifically giving me some discipline guidance, on how to handle some things.

<Internals\Interviews\New Teacher 4> - § 3 references coded [1.06% Coverage]

Reference 1 - 0.47% Coverage

I got a lot of help from those people, a lot of support, a lot of help, and a lot of good ideas. So it was a good thing.

Reference 2 - 0.09% Coverage

They just gave me ideas.

Reference 3 - 0.50% Coverage

She's given me things. She's helped me, given me ideas. And you know, that…those relationships developed because of all of this.

<Internals\Interviews\New Teacher 8> - § 2 references coded [5.04% Coverage]

Reference 1 - 4.59% Coverage

F.10: What impact, if any, did the group have on your teaching or your life as a teacher?
8.10: You know what, the more we got to talk about different problems that everybody had, the more easy it was to come up with solutions. So I think that helped me to stop and think a little bit more about what I'm doing and how I can solve problems. It helped me go through a process of – oh, what do you do, …if that doesn't work what's something else that you could do. And it was nice to have a follow-up with it. I know you'd always ask, "Hey-what happened with this?"

Reference 2 - 0.45% Coverage

8.11: Most helpful?
F.11: Yeah.
8.11: Getting ideas.

<Internals\Interviews\New Teacher 9> - § 2 references coded [3.15% Coverage]

Reference 1 - 1.68% Coverage

I like knowing that there were other people out there who were possibly struggling with the same things I was going through or maybe [NEW TEACHER #10] had something, a situation in her class, [NEW TEACHER #8] or I might have a recollection of a similar instance that we could say "Okay, this is what we've done. You can try it." We could take from it what we wanted, you know, we could take a lot of personal experiences and try and use it to out advantage and just kind of test things out to see how things could work and how other people handle things.

Reference 2 - 1.47% Coverage

9.10: I think one point [NEW TEACHER #8] mentioned how she didn't like the way first grade didn't work together as much, and she made a comment how she thought that it would be all the first grades working and doing similar things or getting together and bouncing ideas off of each other, and it wasn't like that. But then I think as the months

went on [NEW TEACHER #8] and I kind of did that on our own. And I found that to be very helpful. She introduced me to the Mailbox Books.

REDUCE STRESS

<Internals\Interviews\New Teacher 1> - § 1 reference coded [1.19% Coverage]

Reference 1 - 1.19% Coverage

1.7: Ahh, well this year I think I'm more acclimated to my surroundings. My anxiety level is lower this year. I feel like a teacher again. I realize how far away from it (teaching), I got. I've relaxed some and realized how glad I am to be back in the classroom. I got back into the work ethic. I'm going to be ready for a change in five years I'm sure. This is actually my tenth year in education.

<Internals\Interviews\New Teacher 3> - § 3 references coded [0.60% Coverage]

Reference 1 - 0.18% Coverage

Oftentimes, it was just a time to unwind

Reference 2 - 0.17% Coverage

but it was kind of therapeutic also.

Reference 3 - 0.25% Coverage

At the end of the day, sometimes you just need a laugh.

<Internals\Interviews\New Teacher 4> - § 3 references coded [1.25% Coverage]

Reference 1 - 0.16% Coverage

it was a calming effect, just being there,

Reference 2 - 0.22% Coverage

I think that it's very beneficial. It gives you an outlet,

Reference 3 - 0.86% Coverage

It was nice to be able to go and just vent.
F.15a: Umhmm.
4.15a: Vent when we need to vent or just joke around when we need to joke around and you know sometimes you just need that and it was just a really good experience.

<Internals\Interviews\New Teacher 6> - § 1 reference coded [0.66% Coverage]

Reference 1 - 0.66% Coverage

F.11: Okay. Specifically, what about the group was most helpful to you?

181

6.11: **Maybe the laughter. We laughed at ourselves sometimes.**

Provided encouragement
<Internals\Interviews\New Teacher 11> - § 1 reference coded [1.50% Coverage]

Reference 1 - 1.50% Coverage

11.11: No, every session had something that I took away from it. Whether it just be feeling good that I could share what I did, or finding out something I didn't know about the copy machine. I always came out with something.

<Internals\Interviews\New Teacher 14> - § 1 reference coded [1.94% Coverage]

Reference 1 - 1.94% Coverage

14.10: My life as a teacher… I think I, again, built confidence, I guess. Just being able to share brags and drags. It was nice just to be open and to have others listen to you. Others can encourage you. A lot of the other people in the group were really an encouragement to me. It's nice to have someone to listen and to be there for you.

<Internals\Interviews\New Teacher 4> - § 2 references coded [1.69% Coverage]

Reference 1 - 0.89% Coverage

 It was another meeting to attend but the outcome was usually pretty good. It was only another meeting if you were short on time. Like, I don't have time to do this today, but you always came out with something positive, I think.

Reference 2 - 0.80% Coverage

If I were ever going to think about quitting, it probably convinced me not to, even though I never really felt like that. There were times when I felt totally defeated and talking with my peers really helped.

Opportunity to both give and receive support
<Internals\Interviews\New Teacher 11> - § 1 reference coded [3.25% Coverage]

Reference 1 - 3.25% Coverage

It's okay not to know and that I knew that I could go and talk as a group, and say, "did you guys know about this?" Or "Can you help me out here?" And not feel threatened, like I was going to say something stupid or something that would be frowned upon, like if I had gone to my new administrator, or even my mentor sometimes. I didn't want to seem really out of it. With them, [the group] I really felt more comfortable to say, "Hey listen… I really don't know what's going on today."

<Internals\Interviews\New Teacher 12> - § 1 reference coded [0.76% Coverage]

Reference 1 - 0.76% Coverage

sharing points of view, and hearing the desire or the frustration with whatever, with anything. The

<Internals\Interviews\New Teacher 13> - § 2 references coded [5.54% Coverage]

Reference 1 - 1.53% Coverage

13.9: To get the ideas and to share the experiences with other teachers. If they were having the same issues or concerns or even successes.

Reference 2 - 4.00% Coverage

13.10: I definitely took from their ideas and their experiences. Also, because we were different curriculums and different grade levels… knowing what [NEW TEACHER #14] season seventh [grade], and what [NEW TEACHER #11] sees in the library, and what [NEW TEACHER #12] sees in her field… that all helped with your daily classroom and how you interact…or I interact.

<Internals\Interviews\New Teacher 14> - § 4 references coded [7.43% Coverage]

Reference 1 - 3.34% Coverage

14.9: It was really nice to be able to talk to other teachers that are more on my level, that are new teachers that are facing the same things that I'm facing. There's a lot on your mind that I just feel I can't share with other teachers. It's nice just to be able to get to know younger teachers, to be able to share your feelings, to be able to share what your months been like, or what your weeks been like, to be able to talk about kids. I just felt it was very comfortable, a comfortable setting where I could share my feelings, and be open, and I could have other people listen to me.

Reference 2 - 2.44% Coverage

14.10: I remember when I was talking to you about the times when I was dealing with some things with some students, and I didn't know how to handle it. You gave me a lot of advice on how to handle the situations, and all of the other teachers that were there could give me advice on how to handle that situation. So even though I didn't know what to do at the time, with your help and your guidance, I could help the other students.

Reference 3 - 0.36% Coverage

It was nice just to be open and to have others listen to you.

Reference 4 - 1.29% Coverage

Yeah, it was very helpful, just to listen, and to know that you're not the only one going through things. Yeah, it was very helpful. It was nice to hear from others too, and to hear what they're going through at the same time.

<Internals\Interviews\New Teacher 4> - § 4 references coded [0.81% Coverage]

Reference 1 - 0.22% Coverage

I think that we all helped each other in different ways.

Reference 2 - 0.23% Coverage

I want to bounce this idea off of you. What do you think?"

Reference 3 - 0.23% Coverage

that somehow each of us contributed something to help them.

Reference 4 - 0.14% Coverage

everyone offered their suggestions,

<Internals\Interviews\New Teacher 6> - § 4 references coded [6.67% Coverage]

Reference 1 - 1.41% Coverage

6.9: Because it was a way to talk out things that a lot of the other teachers were going through, like you could hear things that you were going through, while other teachers…how they handled their things and get advice to how to handle some of the things you were going through…from them.

Reference 2 - 1.33% Coverage

6.10:   They gave me some good ideas. I used some of them. If they didn't work out…fine…but I did try some of them. I tried quite a few actually. Ha ha ha. Some trial and error, and some worked, some didn't. Or some worked for a while and then I changed and tried another.

Reference 3 - 0.76% Coverage

F.11: Okay. Specifically, what about the group was most helpful to you?
6.11: **Maybe the laughter. We laughed at ourselves sometimes. And the advice.**

Reference 4 - 3.18% Coverage

F.11: What specific topic or session was most relevant to you?
6.11: **I think the one where I was having so much trouble… at the beginning of the year I had a class that was really difficult to handle and I couldn't control it. And they were giving me all kinds of suggestions and I tried a bunch of different strategies. They were giving me different strategies to handle different difficult behavioral class, and I just never-there was a lot of different strategies that I never even thought of to try, and coming from different types of teachers, from all different angles, not just one style, but different styles. That one was really relevant to me.**

184

<Internals\Interviews\New Teacher 9> - § 2 references coded [2.12% Coverage]

Reference 1 - 1.68% Coverage

I like knowing that there were other people out there who were possibly struggling with the same things I was going through or maybe [NEW TEACHER #10] had something, a situation in her class, [NEW TEACHER #8] or I might have a recollection of a similar instance that we could say "Okay, this is what we've done. You can try it." We could take from it what we wanted, you know, we could take a lot of personal experiences and try and use it to out advantage and just kind of test things out to see how things could work and how other people handle things.

Reference 2 - 0.44% Coverage

not just people there to talk, but they were there to listen, also. I think we did a pretty good job of doing all of that, or at least counsel.

Camaraderie
<u><Internals\Interviews\New Teacher 1></u> - § 2 references coded [0.79% Coverage]

Reference 1 - 0.07% Coverage

I like the camaraderie.

Reference 2 - 0.72% Coverage

F.10: Okay, what impact, if any, did the group have on your teaching or your life as a teacher?

1.10: Oh I think my life as a teacher has been great. Like I told you, the camaraderie, the friendship, the trust, to be able to vent, the outlet…

<u><Internals\Interviews\New Teacher 12></u> - § 2 references coded [0.99% Coverage]

Reference 1 - 0.38% Coverage

12.9: Because I wanted to meet other new teachers.

Reference 2 - 0.61% Coverage

12.11: I think it was just most helpful just being with other, younger teachers,

<u><Internals\Interviews\New Teacher 2></u> - § 1 reference coded [0.76% Coverage]

Reference 1 - 0.76% Coverage

Of course I think we have a pretty neat group and the camaraderie was really wonderful. We've really been a good support system for each other.

<u><Internals\Interviews\New Teacher 4></u> - § 1 reference coded [0.13% Coverage]

Reference 1 - 0.13% Coverage

it gives you a sense of belonging,

<u><Internals\Interviews\New Teacher 9></u> - § 1 reference coded [0.23% Coverage]

Reference 1 - 0.23% Coverage

It was a nice little support group, which I've never been apart of before.

Commitment to group

<u><Internals\Interviews\New Teacher 1></u> - § 2 references coded [0.62% Coverage]

Reference 1 - 0.22% Coverage

I showed up because I felt like I owed it to you and to the whole group.

Reference 2 - 0.40% Coverage

But I showed up because I like being around everybody that was in the group and I felt bad when I couldn't be at the group, I honestly did

<Internals\Interviews\New Teacher 10> - § 1 reference coded [0.75% Coverage]

Reference 1 - 0.75% Coverage

It was fun to participate with people

<Internals\Interviews\New Teacher 3> - § 1 reference coded [0.16% Coverage]

Reference 1 - 0.16% Coverage

 I didn't want to leave them hanging.

Opportunity to talk to others in similiar situation
<Internals\Interviews\New Teacher 10> - § 1 reference coded [0.32% Coverage]

Reference 1 - 0.32% Coverage

 talk to people.

<Internals\Interviews\New Teacher 11> - § 1 reference coded [0.43% Coverage]

Reference 1 - 0.43% Coverage

I think it was nice to talk to people that are in the same boat.

<Internals\Interviews\New Teacher 12> - § 1 reference coded [3.25% Coverage]

Reference 1 - 3.25% Coverage

12.10: Well one thing that was good was from the get go just hearing about the brags and drags and how it is good to brag and to say the good things. But then also recognize what's dragging. So that was good. And it made me be able to think, "Hey, I did do this!" or "Gosh, this is what I'm struggling with, but other people struggle with it too." Or other people struggle with teachers or politicalness going on in a school.

<Internals\Interviews\New Teacher 13> - § 1 reference coded [1.53% Coverage]

Reference 1 - 1.53% Coverage

13.9: To get the ideas and to share the experiences with other teachers. If they were having the same issues or concerns or even successes.

<Internals\Interviews\New Teacher 14> - § 2 references coded [4.63% Coverage]

Reference 1 - 3.34% Coverage

14.9: It was really nice to be able to talk to other teachers that are more on my level, that are new teachers that are facing the same things that I'm facing. There's a lot on your mind that I just feel I can't share with other teachers. It's nice just to be able to get to know younger teachers, to be able to share your feelings, to be able to share what your months been like, or what your weeks been like, to be able to talk about kids. I just felt it was very comfortable, a comfortable setting where I could share my feelings, and be open, and I could have other people listen to me.

Reference 2 - 1.29% Coverage

Yeah, it was very helpful, just to listen, and to know that you're not the only one going through things. Yeah, it was very helpful. It was nice to hear from others too, and to hear what they're going through at the same time.

<u>\<Internals\Interviews\New Teacher 2\></u> - § 3 references coded [1.86% Coverage]

Reference 1 - 0.65% Coverage

2.9: Well, I thought it was helpful to talk to other teachers about their experience because they were all new to the school

Reference 2 - 1.09% Coverage

 to see maybe that I wasn't alone with some of the problems that I was experiencing. That it was also something that others had noticed or saw or had experienced, as well. And I think that kind of helps you.

Reference 3 - 0.12% Coverage

it was helpful to talk

<u>\<Internals\Interviews\New Teacher 4\></u> - § 3 references coded [0.34% Coverage]

Reference 1 - 0.09% Coverage

just talking and sharing,

Reference 2 - 0.14% Coverage

talking with my peers really helped.

Reference 3 - 0.10% Coverage

It's really good to talk.

<u>\<Internals\Interviews\New Teacher 5\></u> - § 2 references coded [3.90% Coverage]

Reference 1 - 1.73% Coverage

I enjoyed it. I thought it was good. It was one chance to actually get to spend time with, believe it or not, with staff here. I don't get to see the staff at all. And to share. It was good to share.

Reference 2 - 2.17% Coverage

5.10: I guess you could say that it's very rare that you get a chance to sit down and share with other teachers that it isn't in the faculty room. So I'd say that it gave a positive, it had a positive impact by just being able to talk with other teachers.

<u>\<Internals\Interviews\New Teacher 6\></u> - § 1 reference coded [1.41% Coverage]

Reference 1 - 1.41% Coverage

6.9: Because it was a way to talk out things that a lot of the other teachers were going through, like you could hear things that you were going through, while other teachers…how they handled their things and get advice to how to handle some of the things you were going through…from them.

<u>\<Internals\Interviews\New Teacher 8\></u> - § 1 reference coded [1.98% Coverage]

Reference 1 - 1.98% Coverage

F.9: Why did you show up for the group week after week?
8.9: **Because I thought it was helpful and we get to talk about everything that's going wrong or something good that's happening. It was just comfortable to be able to get all of that out.**

Enjoyment and humor
<u>\<Internals\Interviews\New Teacher 10\></u> - § 1 reference coded [1.72% Coverage]

Reference 1 - 1.72% Coverage

F.9: Why did you show up for the group week after week?
10.9: **It was lots of fun.**

<u>\<Internals\Interviews\New Teacher 14\></u> - § 1 reference coded [0.06% Coverage]

Reference 1 - 0.06% Coverage

it was fun

<u>\<Internals\Interviews\New Teacher 3\></u> - § 2 references coded [0.57% Coverage]

Reference 1 - 0.32% Coverage

 I enjoyed getting together with the group and there were good laughs.

Reference 2 - 0.25% Coverage

At the end of the day, sometimes you just need a laugh.

Reference 1 - 0.07% Coverage

and joking around

Reference 2 - 0.20% Coverage

And I think that the light-heartedness of the group.

Reference 3 - 0.42% Coverage

We joked around. We were serious when we had to be, we were silly when we could be, and I think that helped.

Reference 4 - 0.63% Coverage

4.15a: Vent when we need to vent or just joke around when we need to joke around and you know sometimes you just need that and it was just a really good experience.

Reference 1 - 1.73% Coverage

I enjoyed it. I thought it was good. It was one chance to actually get to spend time with, believe it or not, with staff here. I don't get to see the staff at all. And to share. It was good to share.

Reference 1 - 0.66% Coverage

F.11: Okay. Specifically, what about the group was most helpful to you?
6.11: **Maybe the laughter. We laughed at ourselves sometimes.**

Established friendships

Reference 1 - 0.53% Coverage

we were really interactive. And it was kind of nice. It was like a little mini reunion every time we got together.

Reference 1 - 0.13% Coverage

I think that we're all friends now,

Reference 2 - 0.28% Coverage

And you know, that…those relationships developed because of all of this.

HIGHLY SATISFIED

<Internals\Interviews\New Teacher 11> - § 1 reference coded [0.47% Coverage]

Reference 1 - 0.47% Coverage

11.6: The best one
F.6: Highly satisfied?
11.6: Yes, highly satisfied

<Internals\Interviews\New Teacher 8> - § 1 reference coded [0.12% Coverage]

Reference 1 - 0.12% Coverage

8.6: I think A.

<Internals\Interviews\New Teacher 9> - § 1 reference coded [0.27% Coverage]

Reference 1 - 0.27% Coverage

9.6: I'm very satisfied-a. #9, I'm agent 9…ha ha ha.
F.6: Are you really?
9.6: Yup.

GENERALLY SATISFIED

<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.03% Coverage]

Reference 1 - 0.03% Coverage

1.6:   B

<Internals\Interviews\New Teacher 10> - § 1 reference coded [0.16% Coverage]

Reference 1 - 0.16% Coverage

10.6: B

<Internals\Interviews\New Teacher 13> - § 1 reference coded [0.36% Coverage]

Reference 1 - 0.36% Coverage

13.6: [She circled her answer.] B

<Internals\Interviews\New Teacher 14> - § 1 reference coded [0.24% Coverage]

Reference 1 - 0.24% Coverage

14.6: I'd choose B, generally satisfied.

<Internals\Interviews\New Teacher 2> - § 1 reference coded [0.10% Coverage]

Reference 1 - 0.10% Coverage

2.6: Probably "B"

<Internals\Interviews\New Teacher 3> - § 1 reference coded [0.38% Coverage]

Reference 1 - 0.38% Coverage

3.6: I'd say highly.
F.6: Okay.
3.6: For the most part everyone's been helpful.

<Internals\Interviews\New Teacher 4> - § 1 reference coded [0.52% Coverage]

Reference 1 - 0.52% Coverage

4.6: Ummm, I would say generally satisfied. I mean, there were things that I wasn't happy about, but again you kind of roll with it.

<Internals\Interviews\New Teacher 6> - § 1 reference coded [8.72% Coverage]

Reference 1 - 8.72% Coverage

6.6: Generally satisfied
F.6: Generally satisfied
6.6:   I don't get as much assistance as a regular teacher, being a substitute. They don't think as highly of me as they do the regular teachers.
F.6: Have they shown you that this year?
6.6: Ummm...
F.6: How have you felt that? In what ways?
6.6: Well, it's like when in doubt, if they wanted something done, they would come to me to do it.
F.6: Okay.
6.6: Like, if someone was... like every time a teacher was gone, if they needed someone to fill in, every single time, even days in a row, I would have to do it. Like, if they had to give up their prep period, like, I had to give up my prep period three days in a row, to fill in for someone. And I think that's excessive when there was five, four other teachers that could give up, like we could take turns, but who did they come to three days in a row? Because I was the substitute. And I'm the only one who has bus duty and cafeteria duty.
F.6: The only one on your team?
6.6:   **I'm the only one in the whole school that has bus duty and cafeteria duty.**
F.6: The rest of the folks just get one or the other?
6.6:   Right. Actually no, I think [TEACHER NAME] has both. But I think he does that so he can leave early at the end of the school day.
F.6: For coaching?
6.6: Right. He does that so he can leave early. Like, it's just little things that. And it's funny b/c I don't get paid any more for doing. I don't even get paid the regular salary. But it's just...I mean...I don't say anything, but it's just little things like that.
F.6: Well that gives me a better picture of how you can have that conception.
6.6: Right. I mean, they don't...exploit you, but it's just little things like that that just kind of...

6.6: Yeah.

MIXED SATISFACTION AND DISSATISFACTION
<Internals\Interviews\New Teacher 12> - § 1 reference coded [0.43% Coverage]

Reference 1 - 0.43% Coverage

12.6: I'd say mixed satisfaction and dissatisfaction. [C]

<Internals\Interviews\New Teacher 5> - § 1 reference coded [4.96% Coverage]

Reference 1 - 4.96% Coverage

5.6: Mixed, I'd say.
F.6: Can you please elaborate on that a little?
5.6: Ahhh, didn't get much...really don't need much in being taught how to teach. I needed more of explaining of the routine of the school and I don't want to say their policies, but their events. I got missed for events, just because no body told me about them, because I'm at the other part of the school. And my mentor didn't do hardly anything for me. See, I have to do a budget and everything. Basically, fortunately, I know what I'm doing on it because I didn't get any help...from the department, I should say.

GENERALLY DISSATISFIED
NONE

Generally satisfied & looking forward to next year

<Internals\Interviews\New Teacher 1> - § 1 reference coded [0.03% Coverage]

Reference 1 - 0.03% Coverage

1.8: A.

<Internals\Interviews\New Teacher 10> - § 1 reference coded [0.14% Coverage]

Reference 1 - 0.14% Coverage

10.8: A

<Internals\Interviews\New Teacher 11> - § 1 reference coded [0.57% Coverage]

Reference 1 - 0.57% Coverage

11.8: I'd say a, generally satisfied and looking forward with confidence to next year.

<Internals\Interviews\New Teacher 12> - § 1 reference coded [0.23% Coverage]

Reference 1 - 0.23% Coverage

12.8: Generally satisfied. [A]

<Internals\Interviews\New Teacher 13> - § 1 reference coded [0.36% Coverage]

Reference 1 - 0.36% Coverage

13.8: [She circled her answer.] A

<Internals\Interviews\New Teacher 14> - § 1 reference coded [0.36% Coverage]

Reference 1 - 0.36% Coverage

14.8: I think a. I'm satisfied and looking forward to next year.

<Internals\Interviews\New Teacher 2> - § 1 reference coded [0.07% Coverage]

Reference 1 - 0.07% Coverage

I guess "A".

<Internals\Interviews\New Teacher 3> - § 1 reference coded [0.20% Coverage]

Reference 1 - 0.20% Coverage

"A" but I know that I have a lot to work on.

<Internals\Interviews\New Teacher 4> - § 1 reference coded [1.03% Coverage]

Reference 1 - 1.03% Coverage

4.8: Ahhh, I think "A", generally satisfied and looking forward to next year. I'm getting a new class next year and I…there are things I want to change again with my classes, and just things I want to do better. So after the trial run, we can put all this into place.

<Internals\Interviews\New Teacher 5> - § 1 reference coded [2.13% Coverage]

Reference 1 - 2.13% Coverage

5.8: Yeah, looking forward with confidence to next year. I'm just not impressed with the school, like the...
F.8: You're not impressed with the school?
5.8: The facilities I should say, don't say the school, just say not impressed with the facilities.

<Internals\Interviews\New Teacher 6> - § 1 reference coded [1.63% Coverage]

Reference 1 - 1.63% Coverage

6.8: Well, I'm not teaching here next year, but I am satisfied, generally satisfied, and I would continue teaching here if I could and I am continuing teaching, so it would be "A", because I'm not ambivalent. So it would be "A".
F.8: Generally satisfied and looking forward with confidence to next year.
6.8: Yeah, it would be that.

<Internals\Interviews\New Teacher 8> - § 1 reference coded [0.07% Coverage]

Reference 1 - 0.07% Coverage

8.8: A

<Internals\Interviews\New Teacher 9> - § 1 reference coded [0.06% Coverage]

Reference 1 - 0.06% Coverage

9.8: The first one.